



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

July 1, 2023

Honorable Mark Holodick  
Secretary of Education  
Delaware Department of Education  
401 Federal Street, Suite 2  
Dover, Delaware 19901

Dear Secretary Holodick:

We have approved Delaware's application for Federal fiscal year (FFY) 2023 funds under Part B of the Individuals with Disabilities Education Act (IDEA Part B). The effective date of this grant award is July 1, 2023.

Our approval is based on our review of the IDEA Part B application submitted by the Delaware Department of Education (DDOE) to the U.S. Department of Education (Department), Office of Special Education Programs (OSEP), on May 24, 2023, including the assurances provided in Section II and incorporated by reference to this letter as noted in Enclosure A. Our approval is also based on the State's certification in Section II.D of its FFY 2023 application (Enclosure B) that the State's provisions meet the requirements of IDEA Part B as found in Public Law 108-446, and that the State will operate its Part B program in accordance with all of the required assurances and certifications, consistent with 34 C.F.R. §§ 76.104.

OSEP's approval is also based on the State's ability to provide the assurance under Section II.A.I of the State's FFY 2023 IDEA Part B grant application. Specifically, DDOE confirmed that the State revised its statute on July 22, 2022, to extend eligibility for a free appropriate public education (FAPE) to "a person of 3 years of age, or an earlier age if otherwise provided in this title, until the receipt of a regular high school diploma or the end of the school year in which the person attains the age of 22, whichever occurs first." OSEP appreciates the State's confirming its FAPE eligibility age range to include 21-year-olds, consistent with 20 U.S.C. § 1412(a)(1)(B)(i) and 34 C.F.R. 300.102.

In addition, our approval is based on the State's submission of the form required under Section 427 of the General Education Provisions Act (GEPA). Going forward, for future IDEA grant applications, the State must annually review and, if necessary and appropriate, revise its GEPA Section 427 form and submit the revised form as part of its grant application.

Please note that OSEP Memorandum 23-02, dated February 24, 2023, explained the impact of recent amendments to the Copyright Act, 17 U.S.C. §§ 121, on certain terms relevant to Assurance 23a or 23b related to accessible instructional materials as reflected in your State's FFY 2023 application for funds under IDEA Part B. As a result, the term "blind and other persons with print disabilities" has been removed from the Copyright Act and replaced with "eligible person," and the term "specialized format" has been removed and replaced with the term "accessible format." Although at this time Congress has not made conforming amendments to Section 612(a)(23) of IDEA, the Department construes Assurances 23a and 23b as incorporating the terms "eligible person" and "accessible format."

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*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

Please note that as part of your State's application for FFY 2023 IDEA Part B funds, the State has provided a certification, pursuant to 34 C.F.R. § 76.104, that its application meets the requirements of IDEA Part B and that the State will operate its Part B program in accordance with all of the required assurances and certifications. Any changes made by the State, after OSEP approval, to information that is a part of the State's Part B application, must meet the public participation requirements in 34 C.F.R. § 300.165.

Enclosed are the State's FFY 2023 grant awards for funds currently available under the Consolidated Appropriations Act, 2023 (Public Law 117-328) for the IDEA Part B Section 611 (Grants to States) and Section 619 (Preschool Grants) programs. These funds are available for obligation by States from July 1, 2023, through September 30, 2025, in accordance with 34 C.F.R. § 76.709.

The amount in your State's award for Section 619 represents the full amount of funds to which the State is entitled. However, the amount shown in your State's award for the Section 611 program is only part of the total funds that will be awarded to the State for FFY 2023. Of the \$14,193,704,000 appropriated for Section 611 in FFY 2023, \$4,910,321,000 is available for awards on July 1, 2023, and \$9,283,383,000 will be available for awards on October 1, 2023. Under the Section 611 formula, in a year in which the amount available for allocations to States increases from the prior year, subject to certain maximum and minimum funding requirements, State allocations are based on the amount that each State received under Section 611 for FFY 1999, the relative population of children in the age range for which each State ensures the availability of a free appropriate public education (FAPE) to children with disabilities, and the relative population of children living in poverty in the age range for which each State ensures the availability of FAPE to children with disabilities.<sup>1</sup>

For FFY 2023, the appropriation for the Preschool Grants program is \$420,000,000. Under the Section 619 formula in a year in which the amount available for allocations to States remains the same or increases from the prior year, State allocations, subject to certain maximum and minimum funding requirements, are based on the amount that each State received under Section 619 for FFY 1997, the relative population of children aged three through five, and the relative population of all children aged three through five living in poverty.

Enclosure C provides a short description of how Section 611 funds were allocated and how those funds can be used. In addition, Table I in Enclosure C shows funding levels for distribution of Section 611 funds and the parameters for within-State allocations.

Enclosure D provides a short description of how Section 619 funds were allocated and how those funds can be used. In addition, Table II in Enclosure D shows State-by-State funding levels for distribution of Section 619 funds.

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<sup>1</sup> The amount that a State's allocation may increase from one year to the next is capped at the amount the State received in the prior year multiplied by the sum of 1.5 percent and the percentage increase in the total amount appropriated for Part B of IDEA from the prior year. Additionally, the maximum amount that a State may receive in any fiscal year is calculated by multiplying the number of children with disabilities ages 3 through 21 served during the 2004-2005 academic year in that State by 40 percent of the annual per pupil expenditure, adjusted by the rate of annual change in the sum of 85 percent of the children aged 3 through 21 for whom that State ensures the availability of FAPE and 15 percent of the children living in poverty. Because there are multiple caps, in any year the "effective cap" on a State's allocation is the lowest cap for that State.

Section 611(e)(1)(C) of the IDEA provides that “[p]rior to expenditure of funds under this paragraph [Section 611(e)(1) concerning funds for State administration], the State shall certify to the Secretary that the arrangements to establish responsibility for services pursuant to [S]ection 612(a)(12)(A) are current.” We read this provision to mean that if a State does not have interagency agreements or other arrangements in place to establish responsibility for the provision of services, the State may not expend funds available to the State under Section 611(e)(1) [State administration funds] until the State has these agreements or arrangements in place.

Under IDEA Section 605, the Office of Management and Budget Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (OMB Uniform Guidance) in 2 C.F.R. Part 200, and 34 C.F.R. § 300.718, the State must request prior approval from OSEP for certain State-level activities or expenses.<sup>2</sup> The State did not submit a participant support cost request with its grant application. If the State plans to use its FFY 2023 IDEA Part B grant funds for such costs, and those costs fall outside of the scope of the 2019 FAQs, it must submit a request for prior approval to which OSEP will respond separate from the grant letter.

Under Section 608(a)(2) of the IDEA, each State that receives funds under IDEA Part B is required to inform, in writing, local educational agencies located in the State of any State-imposed rule, regulation, or policy that is not required by IDEA or Federal regulations. A State may use the same list of State-imposed rules, regulations, and policies that it was required to submit to the Department in Section IV of its IDEA Part B application for this purpose.

In Section V.A of its IDEA Part B application, pursuant to the authority in IDEA Section 618(a)(3), the State was required to submit data on the total amount of State financial support made available for special education and related services for children with disabilities in State fiscal year (SFY) 2021 and SFY 2022. If OSEP receives information through audits, fiscal monitoring or other means that raises questions about the data your State has provided in Section V.A, OSEP will follow up with your State.

Section 604 of the IDEA provides that “[a] State shall not be immune under the 11th amendment to the Constitution of the United States from suit in Federal court for a violation of this [Act].” Section 606 provides that each recipient of assistance under the IDEA make positive efforts to employ and advance in employment qualified individuals with disabilities in programs assisted under the IDEA. Therefore, by accepting this grant, your State is expressly agreeing as a condition of IDEA funding to a waiver of Eleventh Amendment immunity and to ensuring that positive efforts are made to employ and advance employment of qualified individuals with disabilities in programs assisted under the IDEA.

The enclosed grant awards of FFY 2023 funds are made with the continued understanding that this Office may, from time to time, require clarification of information within your application, if necessary. These inquiries may be necessary to allow us to appropriately carry out our administrative responsibilities related to IDEA Part B.

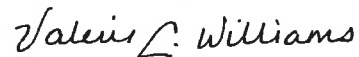
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<sup>2</sup> States may find the following guidance helpful: (1) [OSEP’s Guidance for Common Prior Approval Requests under IDEA Parts B and C](#) (January 3, 2023), and (2) [Frequently Asked Questions \(FAQs\) Prior Approval – OSEP and RSA Formula Grants](#) (October 29, 2019) (“2019 FAQs”).

As a reminder, all prime recipients of IDEA Part B funds must report subaward information as required by the Federal Funding Accountability and Transparency Act of 2006 (FFATA), as amended in 2008. First-tier subaward information must be reported by the end of the following month from when the award was made or obligated. FFATA guidance is found at <https://www.ftrs.gov/>. Please contact your State's [Fiscal Accountability Facilitator](#) if you have further questions.

We appreciate your ongoing commitment to the provision of quality educational services to children with disabilities.

Sincerely,

A handwritten signature in black ink that reads "Valerie C. Williams". The signature is written in a cursive style with a large initial "V".

Valerie C. Williams  
Director  
Office of Special Education Programs

Enclosures

- Enclosure A (Sections II.A-C. of the State's application)
- Enclosure B (Section II.D. of the State's application)
- Enclosure C
- Enclosure D

cc: State Director of Special Education

## Enclosure A

## A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

<b>Yes</b> <i>(Assurance is given Place a check as applicable.)</i>	<b>No</b> <i>(Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)</i>  <i>Enter date(s) as applicable</i>	<b>Assurances Related to Policies and Procedures</b>
X		1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
X		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
X		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
X		4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.324, except as provided in §§300.300(b)(3) and 300.300(b)(4). (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
X		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be

		achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR §§300.114-300.120.
X		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
X		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
X		8. Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
X		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
X		10. Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
X		11. The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
X		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during

		the pendency of any dispute under §300.154(a)(3). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
X		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
X		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E), as amended by the Every Student Succeeds Act; 34 CFR §300.156.
X		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C), as amended by the Every Student Succeeds Act; 34 CFR §300.157.
X		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); as amended by the Every Student Succeeds Act; 34 CFR §300.160.
X		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
X		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
X		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
X		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education

		and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
X		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
X		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
X		23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: <ul style="list-style-type: none"> <li>• require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or</li> <li>• purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)</li> </ul>
		23b.2 The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
X		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.



## B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
X	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
X	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
X	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

## C. Certifications

The State is providing the following certifications:

Yes	Certifications
X	<p>1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i>, is on file with the Secretary of Education.</p> <p>With respect to the <i>Certification Regarding Lobbying</i>, the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.</p>
X	<p>2. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A)); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.</p>

Enclosure B

Delaware  
State

D. Statement


I certify that the State of Delaware can make the assurances checked as 'yes' in Section II.A. and II.B. and the certifications required in Section II.C. of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446 and the implementing regulations. The State will operate its IDEA Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA, as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2024. (34 CFR § 76.104)

I, the undersigned authorized official of the

**State of Delaware, Department of Education,**  
(Name of State and official name of State agency)

am designated by the Governor of this State to submit this application for FFY 2023 funds under Part B of the IDEA.

Printed/Typed Name of Authorized Representative of the State:	
<b>Mark A. Holodick, Ed.D</b>	
Title of Authorized Representative of the State:	
<b>Secretary of Education, Delaware Department of Education</b>	
Signature:	
Date:	<b>5/22/23</b>

**Enclosure C**  
**IDEA Grants to States Program**  
**(Part B, Section 611)**

**Explanation of the Federal Fiscal Year (FFY) 2023 Allocation Table**

**Total Grant Award (Column B)**

Column B shows your total grant award for the Grants to States program for FFY 2023 under the Consolidated Appropriations Act, 2023 (Public Law 117-328).

State total grants are calculated in accordance with several factors. First, each State is allocated an amount equal to the amount that it received for fiscal year 1999. If the total program appropriation increases over the prior year, 85 percent of the remaining funds are allocated based on the relative population of children aged 3 through 21 who are in the age range for which the State ensures the availability of a free appropriate public education (FAPE) to children with disabilities. Fifteen percent of the remaining funds are allocated based on the relative population of children aged 3 through 21 living in poverty who are in the age range for which the State ensures the availability of FAPE to children with disabilities. The statute also includes several maximum and minimum allocation requirements when the amount available for distribution to States increases.

If the amount available for allocation to States remains the same from one year to the next, States receive the same level of funding as in the prior year. If the amount available for allocation to States decreases from the prior year, any amount available for allocation to States above the fiscal year 1999 level is allocated based on the relative increases in funding that the States received between fiscal year 1999 and the prior year. If there is a decrease below the amount allocated for 1999, each State's allocation is ratably reduced from the fiscal year 1999 level.

**Section 611 Base Allocation to LEAs (Column C)**

Column C is the portion of the local educational agency (LEA) flow-through amount that must be distributed to LEAs based on the amounts that the LEAs would have received from FFY 1999 funds had the State educational agency (SEA) flowed through 75 percent of the State award to LEAs. Note that this amount is less than the minimum amount that States were required to provide to LEAs from FFY 1999 funds. The Part B regulations at 34 CFR §300.705(b)(2) clarify how adjustments to the base payment amounts for LEAs are made.

**Maximum Set-Aside for Administration (Column D)**

Column D includes the maximum State set-aside amount for administration. A State may reserve for State administration up to the greater of the maximum amount the State could reserve for State administration from fiscal year 2004 funds, or \$800,000, increased by inflation as reflected by the Consumer Price Index for All Urban Consumers (CPIU). The maximum State set-aside amount available for administration for FFY 2023 is a 6.0 percent increase over the maximum amount that was available for FFY 2022. Each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under this program or \$35,000, whichever is greater.

**Maximum Set-Aside Available for Other State-Level Activities (Columns E - H)**

The maximum level of funding that may be set aside from a State's total allocation for State-level activities, other than administration, is contingent upon the amount that the State actually sets aside for administration and whether the State opts to establish a LEA high-risk pool under IDEA, section 611(e)(3). For FFY 2023:

- (1) If the actual amount a State will set aside for State administration is over \$850,000 and the State will use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 10.0 percent of its FFY 2006 award as adjusted for inflation based on the CPIU.
- (2) If the actual amount a State will set aside for State administration is over \$850,000 and the State will not use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 9.0 percent of its FFY 2006 award as adjusted for inflation based on the CPIU.
- (3) If the actual amount a State will set aside for State administration is \$850,000 or less and the State will use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 10.5 percent of its FFY 2006 award as adjusted for inflation based on the CPIU.
- (4) If the actual amount a State will set aside for State administration is \$850,000 or less and the State will not use funds from its award to support a high-risk pool, the maximum amount the State may set aside of its total award for State-level activities (other than administration) is 9.5 percent of its FFY 2006 award as adjusted for inflation based on the CPIU.

SEAs are required to use some portion of these State set-aside funds on monitoring, enforcement, and complaint investigation and to establish and implement the mediation process required by section 615(e), including providing for the costs of mediators and support personnel. In addition, States setting aside funds for a high-risk pool, as provided for under section 611(e)(3), must reserve at least 10 percent of the amount the State reserved for State-level activities for the high-risk pool.

SEAs also may use State set-aside funds: (1) for support and direct services, including technical assistance, personnel preparation, and professional development and training; (2) to support paperwork reduction activities, including expanding the use of technology in the individualized education program process; (3) to assist LEAs in providing positive behavioral interventions and supports and mental health services to children with disabilities; (4) to improve the use of technology in the classroom by children with disabilities to enhance learning; (5) to support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities; (6) for development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of students with disabilities to postsecondary activities; (7) to assist LEAs in meeting personnel shortages; (8) to support capacity building activities and improve the delivery of services by LEAs to improve results for children with disabilities; (9) for alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools; (10) to support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1965 (ESEA); and (11) to provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, in schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of

the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards described in section 1111(b)(1) of the ESEA.

#### **Section 611 Population/Poverty**

The minimum amount that a State must flow through to LEAs based on population/poverty equals the total award (Column B) minus the LEA base allocation (Column C), the maximum amount available for administration (Column D), and the maximum amount available for other State-level activities (Column E, F, G, or H). Of this amount, 85 percent must be distributed on a pro-rata basis to LEAs according to public and private elementary and secondary school enrollment, and 15 percent on a pro-rata basis to LEAs according to the number of children in LEAs living in poverty, as determined by the State.

**Enclosure D**  
**IDEA Preschool Grants Program**  
**(Part B, Section 619)**

**Explanation of the Federal Fiscal Year (FFY) 2023 Allocation Table**

**Total Grant Award (Column B)**

Column B shows your total grant award for the Preschool Grants program for FFY 2023 under the Consolidated Appropriations Act, 2023 (Public Law 117-328).

State total grants are calculated in accordance with several factors. First, each State is allocated an amount equal to its fiscal year 1997 allocation. For any year in which the appropriation is greater than the prior year level, 85 percent of the funds above the fiscal year 1997 level are distributed based on each State's relative population of children aged 3 through 5. The other 15 percent is distributed based on each State's relative population of children aged 3 through 5 who are living in poverty. The formula provides several minimums and maximums regarding the amount a State can receive in any year.

If the amount available for allocation to States remains the same from one year to the next, States receive the same level of funding as in the prior year. If the amount available for allocation to States decreases from the prior year, any amount available for allocation to States above the fiscal year 1997 level is allocated based on the relative increases in funding that the States received between fiscal year 1997 and the prior year. If there is a decrease below the amount allocated for fiscal year 1997, each State's allocation is ratably reduced from the fiscal year 1997 level.

**Maximum State Set-Aside (Column C)**

States may reserve funds for State-level activities up to an amount equal to 25 percent of the amount they received for fiscal year 1997 under the Preschool Grants program, adjusted upward each year by the lesser of either the rate of increase in the State's allocation or the rate of inflation as reflected by the Consumer Price Index for All Urban Consumers (CPIU). If a State chooses to set aside the maximum amount of FFY 2023 section 619 funds for State-level activities, the amount available for making local educational agency (LEA) base payments in Column E may be below 75 percent of the State's FFY 1997 section 619 grant.

State educational agencies (SEAs) may use State set-aside funds: (1) for administration (limited to no more than 20 percent of the maximum State set-aside – Column C); (2) for support services (including establishing and implementing the mediation process required under section 615(e) of the IDEA and 34 CFR §300.506), which may benefit children with disabilities younger than 3 or older than 5, as long as those services also benefit children with disabilities aged 3 through 5; (3) for direct services for children with disabilities who are eligible for services under section 619; (4) for activities at the State and local levels to meet the performance goals established by the State under section 612(a)(15) of the IDEA; (5) to supplement other funds used to develop and implement a statewide coordinated services system designed to improve results for children and families, including children with disabilities and their families (but not more than up to 1 percent of the amount received under this program); (6) to provide early intervention services (which shall include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under section 619 and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten; or (7) at the

State's discretion, to continue service coordination or case management for families who receive services under Part C, consistent with number 6.

#### **Maximum Set-Aside Available for Administration (Column D)**

Column D indicates the maximum portion of the total State set-aside amount (Column C) that may be used to administer this program. The amount that may be used for administration is limited to 20 percent of the maximum amount available to a State for State-level activities. These funds may also be used, at the State's discretion, for the administration of the Grants for Infants and Families program (IDEA Part C).

#### **Section 619 Base Payment for LEAs (Column E)**

Column E is the portion of the LEA flow-through amount that must be distributed to LEAs based on the amounts that the LEAs would have received from the FFY 1997 funds had the SEA flowed through 75 percent of the State award to LEAs. Note that this amount is less than the minimum amount that States were required to provide LEAs from the FFY 1997 funds. The IDEA Part B regulations at 34 C.F.R. § 300.816(b) clarify how adjustments to the base payment amounts for LEAs are made. If, after the State set-aside is subtracted from the total award, the State determines that the amount available for base payments is less than 75 percent of the State's FFY 1997 section 619 grant, the State must ratably reduce each LEA's base payment by the percentage of the reduction in the total amount actually available for making base payments in FFY 2023. For example, if the total amount in the "Base Payment for LEAs" column is \$100 and the total amount available for making base payments in FFY 2023 is \$90, the reduction in the total base payment amount is 10 percent, and each LEA's base payment for FFY 2023 must be reduced by 10 percent. The State, if necessary, must make base payment adjustments in accordance with 34 C.F.R. § 300.816(b) based on the ratably reduced base payments.

The IDEA requirements for allocations to LEAs under the IDEA section 611 and 619 programs continue to be separate under 34 C.F.R. §§ 300.704 and 300.816. Therefore, the IDEA section 611 funds must be allocated to LEAs in accordance with 34 C.F.R. § 300.705, separate from the IDEA section 619 funds, which must be allocated to LEAs in accordance with 34 C.F.R. § 300.816.

#### **Section 619 Population/Poverty Factors (Column F)**

Column F shows the minimum amount a State must allocate to LEAs based on population and poverty factors if a State chooses to set aside the maximum amount of FFY 2023 section 619 funds for State-level activities. As noted above, if a State chooses to set aside the maximum amount of FFY 2023 section 619 funds for State-level activities, the amount available for LEA subgrants could be below the base payment amount in Column E, and the State will not have any remaining section 619 funds available after making base payments. Therefore, the State would be unable to make a population or poverty payment. If States with no funds in Column F reserve the maximum amount of FFY 2023 section 619 funds for State-level activities, they would be unable to make a population or poverty payment.

After a State sets aside funds for State-level activities and makes the required base payments, 85 percent of the remaining amount must be distributed on a pro-rata basis to LEAs according to public and private elementary and secondary school enrollment, and 15 percent on a pro-rata basis to LEAs according to the number of children in LEAs living in poverty, as determined by the State.

**Total State Minimum Flow-Through to LEAs (Column G)**

The minimum flow-through to LEAs (Column G) is the difference between the Total Grant Award (Column B) and the Maximum State Set-Aside (Column C). If States do not choose to retain the maximum amount available under the State set-aside (Column C), the remaining funds flow through to LEAs in addition to the funds in Column G.





## DEPARTMENT OF EDUCATION

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<http://education.delaware.gov>

Mark A. Holodick, Ed.D.  
Secretary of Education  
(302) 735-4000  
(302) 739-4654 - fax

May 24, 2023

Ms. Valerie C. Williams  
U.S. Department of Education  
Potomac Center Plaza  
Mailstop 2600, Room 5031-A  
550 12th Street, SW  
Washington, DC 20202

RE: Submission of Delaware's IDEA Part B 2023 Application Packet

Dear Ms. Williams:

Enclosed you will find a hard copy of Delaware's FFY 2023 completed application with the original signature pages. The application was signed by Mark A. Holodick, Ed.D., Delaware Secretary of Education. He can be reached via email at [mark.holodick@doe.k12.de.us](mailto:mark.holodick@doe.k12.de.us) or by phone at 302-735-4000. The package contains the grant application, the General Education Provisions Act (GEPA) form, the interactive spreadsheet, the document of State of Delaware rules, and regulations and policies. An electronic submission of our application packet was sent on May 24, 2023.

The public notification period began on March 2, 2023 and ended on May 5, 2023. The timeline for submission of public comment ended May 5, 2023. We received one public comment.

We write to provide clarification of our assurance in Section II.A.1 of the attached annual State application under Part B of the Individuals with Disabilities Education Act (IDEA) for Federal fiscal year (FFY) 2023. We provide this clarification as a follow-up to our May 24, 2022, submission where Delaware was unable to provide this assurance. On April 5, 2022, the Delaware Department of Education (DDOE) was served with a complaint in the class action lawsuit captioned: *S.E. et. al. v. DDOE* (C.A. No. 1:22-cv-00429 RGA). The class action alleged that Delaware statute and regulations ending eligibility for special education and related services at the end of the school year in which a person turns 21 years old were inconsistent with IDEA and cited 20 U.S.C. § 1412(a)(1)(B)(i). Specifically, Delaware has revised its statute regarding the age range for eligibility for a free appropriate public education (FAPE) under the IDEA. Delaware HB 454 was signed by Governor John Carney on July 22, 2022. HB 454 redefined a "child" as "a person of 3 years of age, or an earlier age if otherwise provided in this title, until the receipt of a regular high school diploma or the end of the school year in which the person attains the age of 22, whichever occurs first." 14 *Del. C.* § 3101(1) (Regular DE Age Range).

Upon Governor Carney signing HB 454, DDOE amended its code to extend eligibility for special education and related services to the end of the school year in which a student with a disability attains the age of 22, thus changing the FAPE eligibility age range to include 21-year-olds, consistent with 20 U.S.C. § 1412(a)(1)(B)(i). DDOE provides in the attached bill and three sections of code affected: 14 *Del. C.* §§ 3101(1) and (2); and 14 *Del. C.* § 1703.

Sincerely,

A handwritten signature in black ink, appearing to read "Dale Matusевич", written over a horizontal line.

Dale Matusевич  
Director, Exceptional Children Resources  
Delaware Department of Education

DM:bd

Enclosures

cc: Gregg Corr, OSEP  
Kimberly Hymes, OSEP  
Rebecca Walawender, OSEP  
Mark A. Holodick, Ed.D., Secretary of Education  
Monica Minor Gant, Ph.D., Associate Secretary, Academic Support

OMB NO. 1820-0030

Expires: 01/31/2026

**ANNUAL STATE APPLICATION UNDER PART B OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004  
FOR FEDERAL FISCAL YEAR 2023**

CFDA No. 84.027A and 84.173A

ED FORM No. 9055

**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS**

Washington, DC 20202-2600

**Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1820-0030. Public reporting burden for this collection of information is estimated to average 14 hours per responses, and an average of 25 additional hours for responses reporting data related to significant disproportionality in a given year, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit under 20 U.S.C. 1411 and 1419. If you have comments or concerns regarding the status of your individual submission of this form, please contact Jennifer Simpson at [Jennifer.Simpson@ed.gov](mailto:Jennifer.Simpson@ed.gov) or at the Office of Special Education and Rehabilitative Services US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

Respondents are required to submit information for Sections I-IV of the Annual State Application in order to receive a grant under Section(s) 611 and/or 619 of the Individuals with Disabilities Education Act. Respondents are required to provide the data in Section V pursuant to IDEA section 618(a)(3), which provides the Secretary authority to collect annual data on any information that may be required by the Secretary and 34 CFR §300.647(b)(7), which requires States to report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the "reasonable progress" flexibility in 34 CFR §300.647(d)(2), and the rationales for each, to the Department.

## Section I

### A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

- ☒ 1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A. of this Application.
- ☐ 2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2024. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

- ☐ 3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

### B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

#### 1. Conditional Approval Related to Assurances in Section II.A.:

- ☒ a. Section II.A. provides documentation of completion of all issues identified in the FFY 2022 conditional approval letter.
- ☐ b. As noted in Section II.A., the State has not completed all issues identified in the FFY 2022 conditional approval letter.

#### 2. Conditional Approval Related to Other Issues:

- ☐ a. The State previously submitted documentation of completion of all issues identified in the FFY 2022 conditional approval letter.
- ☐ b. The State is attaching documentation of completion of all issues identified in the FFY 2022 conditional approval letter. *(Attach documentation showing completion of all issues.)*
- ☐ c. The State has not completed all issues identified in the FFY 2022 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

## Section II

### A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

Yes (Assurance is given Place a check as applicable.)	No (Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)  Enter date(s) as applicable	Assurances Related to Policies and Procedures
X		1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
X		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
X		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
X		4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.324, except as provided in §§300.300(b)(3) and 300.300(b)(4). (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
X		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be

**Delaware  
State**

		achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR §§300.114-300.120.
X		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
X		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
X		8. Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
X		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
X		10. Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
X		11. The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
X		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during

**Delaware  
State**

		the pendency of any dispute under §300.154(a)(3). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.
X		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
X		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E), as amended by the Every Student Succeeds Act; 34 CFR §300.156.
X		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C), as amended by the Every Student Succeeds Act; 34 CFR §300.157.
X		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); as amended by the Every Student Succeeds Act; 34 CFR §300.160.
X		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
X		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
X		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
X		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education

		and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.
X		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
X		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
X		23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: <ul style="list-style-type: none"> <li>• require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or</li> <li>• purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)</li> </ul>
		23b.2 The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
X		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.



## B. Other Assurances

The State also makes the following assurances:

Yes	Other Assurances
X	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
X	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
X	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders and regulations.

## C. Certifications

The State is providing the following certifications:

Yes	Certifications
X	1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i> , is on file with the Secretary of Education.  With respect to the <i>Certification Regarding Lobbying</i> , the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
X	2. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A)); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

**D. Statement**


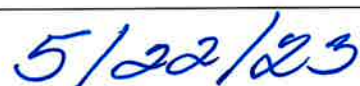
I certify that the State of Delaware can make the assurances checked as 'yes' in Section II.A. and II.B. and the certifications required in Section II.C. of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446 and the implementing regulations. The State will operate its IDEA Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA, as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2024. (34 CFR § 76.104)

I, the undersigned authorized official of the

**State of Delaware, Department of Education,**  
*(Name of State and official name of State agency)*

am designated by the Governor of this State to submit this application for FFY 2023 funds under Part B of the IDEA.

Printed/Typed Name of Authorized Representative of the State:
<b>Mark A. Holodick, Ed.D</b>
Title of Authorized Representative of the State:
<b>Secretary of Education, Delaware Department of Education</b>
Signature: 
Date: 

## Section III

### Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act—20 U.S.C. 1411(e)(5); 34 CFR § 300.171

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the FFY 2023 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)–(3), (6) and (7).) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).<sup>1</sup> The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

**Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.**

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR § 300.704)

The Delaware Department of Education's State Director for Special Education presented the FFY2023 IDEA Part B application, including all the assurances, Significant Disproportionality formula, Maintenance of State Financial Support, proposed activities, budget, and expenditures of IDEA funds, including High Needs Funds, to various stakeholder groups for their input during the months of March and April 2023. These groups included the Governor's Advisory Council for Exceptional Citizens (State Advisory Council for Special Education), State Special Education Leadership Group, and individually to County and Charter Special Education LEA directors. At the conclusion of each presentation, input was sought with the expectation that each person had 60 days to comment on the assurances, proposed activities, budget and expenditures of funds. In addition, the FFY2023 IDEA Part B application was posted on the Delaware Department of Education website and a notice was placed in two newspapers for a 60 day comment period from the public. Three public meetings were scheduled and held, in a hybrid format, during the month of March 2023, to seek further input from the community. In an effort to receive input from across the state a public meeting was held within each of the state's counties.

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<sup>1</sup>Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

## Section IV

### State Administration

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local educational agencies in writing of such State-imposed rules, regulations or policies. (20 U.S.C. 1407(a); 34 CFR § 300.199)

**See attached document labeled: Regulation Chart**

**Each proposed regulation was registered for a 60 day comment period and public meetings were held before State Board of Education approval and regulation going into effect. In addition, presentations to LEA directors were conducted and LEAs were informed in writing of such code/regulations changes or additions.**

**Section V****A. Maintenance of State Financial Support**

Pursuant to the authority established in IDEA section 618(a)(3), each applicant for funds under section 611 must provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars and are for the State fiscal year (SFY). States may meet the maintenance of State financial support (MFS) requirement in IDEA section 612(a)(18) and 34 CFR § 300.163 on either a total or per capita basis. In order to complete Section V.A. of the Application, States must provide in whole dollars the total amount of State financial support made available for special education and related services for children with disabilities during SFYs 2021 and 2022. However, if a State met the MFS requirement on a per capita basis, it **must** complete the first chart and then may also complete the second chart by providing, in whole dollars, the amount of State financial support made available for special education and related services per child with a disability during SFYs 2021 and 2022.

**Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities**

<b>SFY 2021</b>	\$461,139.3 (in thousands)
<b>SFY 2022</b>	\$473,538.1 (in thousands)

**Per capita amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities**

<b>SFY 2021</b>	
<b>SFY 2022</b>	

Jennifer Carlson

State Budget Officer or Authorized Representative (Printed Name)

  
Signature of State Budget Officer or Authorized Representative

3/6/23

Date

## B. Significant Disproportionality

In accordance with 34 CFR § 300.647(b)(7), each State must report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the "reasonable progress" flexibility in 34 CFR § 300.647(d)(2), and the rationales for each, to the Department. Under § 300.647(b)(7), rationales for minimum cell sizes that exceed 10 and minimum n-sizes that exceed 30 must include a detailed explanation of why the numbers chosen are reasonable and how they ensure that the State is appropriately analyzing and identifying LEAs with significant disproportionality based on race and ethnicity, in the identification, placement, or discipline of children with disabilities. Additionally, pursuant to the authority established in IDEA section 618(a)(3), each applicant must also provide the number of years of data it uses in making annual determinations of significant disproportionality. Each applicant must provide this information by completing and submitting the Significant Disproportionality Reporting Form.

All States completed and submitted the **Significant Disproportionality Reporting** Form with their FFY 2020 IDEA Part B application. After the initial submission of the Form, a State will only be required to submit the Form with any future annual IDEA Part B State applications if the State modifies its risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress, and rationales for each, or the number of years of data used in making annual determinations of significant disproportionality.

If your State has revised its Significant Disproportionality procedures or has any questions regarding Section V.B. of the grant application, please contact your OSEP State Lead before the Application due date.

**Delaware Department of Education submitted requirements with FFY2020 IDEA Part B application. However, after careful analysis and discussion, the Delaware Department of Education, along with their stakeholders, made the decision to adopt Reasonable Progress this past year (FFY2022). Using three years of data, Reasonable Progress is determined when an LEA decreases by .25 over a 2-year period with no increase in any year. Reasonable Progress will not be applied if an LEA is at a 5.0 threshold or higher. Delaware Department of Education revised their submission for Significant Disproportionality to include Reasonable Progress.**

**NOTICE TO ALL APPLICANTS:  
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM  
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

Delaware Department of Education's vision is for every learner ready for success in college, career, and life. As we strive to reach our mission, the vision is to empower every learner with the highest quality education through shared leadership, innovative practices and exemplary services. Our supports and services to our local education agencies, as well as, to students, parents, and community stakeholders are provided through our priorities of engaging and informing families, schools, districts, communities, and other agencies; having rigorous standards, instruction, and assessments; providing high quality early learning opportunities; providing equitable access to excellent educators; and, providing safe and healthy environments conducive to learning. Through Delaware's Equity Plan we continue to working to ensure that every public school student living in poverty, students of color, students who are English language learners and students with disabilities have access to truly great teaching and leading in every one of their classrooms, in every one of their schools, every single day. The term equitable access refers to the idea that every student in any classroom in any public school in Delaware should have the same opportunity as any other student to be taught by a great teacher who is supported by a great leader. Delaware has long focused on closing the educator equity gaps because we, as a state, believe that we will only close the achievement gap for our highest need students if all students have equitable access to the most capable and well-prepared educators.

2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?

Barriers will include addressing the staffing shortages all of our LEAs are facing. An additional barrier will continue to be engaging students, parents and families in our conversations on improving our supports and services to our highest need populations.



3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?

Exceptional Children Resources will continue to work collaboratively across Department of Education work groups including but not limited to Educator Excellence; Curriculum, Instruction and Professional Learning (CIPD); School Supports Services; Title Programs and Grant Support; Career & Technical Education STEM Initiatives; Higher Education; and, Office of Equity and Innovation. Through these collaborative efforts we will continue to recruit highly qualified professional to provide supports and services to every student, as well as, continuing to offer high quality professional learning opportunities to our LEA personnel, families and other community stakeholders. In addition, to our efforts within education we will continue to collaborative with our Governor's Advisory Council for Exceptional Citizens (GACEC), Special Education Strategic Planning Advisory Council (SESPAC), Parent Information Center (PIC), other adult agencies (i.e., vocational rehabilitation, developmental disabilities services, prevention and behavioral health, etc.) and various community organizations.

4. What is your timeline, including targeted milestones, for addressing these identified barriers?

In working with Educator Excellence, we continue to work with partner Institutions of Higher Education (IHE) and other certifying organizations to discuss alternative routes to certifications. This work is ongoing and will continue as we work to ensure our students are being afforded the best possible educators. In addition, ECR has worked with Career & Technical Education STEM Initiatives to develop a grow your own Teacher Academy Pathway within our high schools for students interested in the education profession. This program allows students an opportunity to gain LEA contracts upon completion of the program and enrollment in an IHE program for education. The Teacher Academy will be an on-going program. We continue to partner with the University of Delaware through our Special Education Administer Leadership (SEAL) Program providing an alternative route to certification for school leaders. Three cohorts have completed the program with Cohort 4 set to begin summer 2023. Inter-Departmental work will continue as new professional learning opportunities are developed and provided to LEA personnel and families. Exceptional Children Resources will continue to collaborate monthly with outside entities in an effort to continuously engage students, families and other community members to improve policies, procedures, and practices to improve student outcomes.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

**Delaware**

**FFY 2023**

**REGULAR AWARD AMOUNT Est.** \$44,305,418

**TOTAL AWARD AMOUNT** \$44,305,418

**ADMINISTRATION**

Maximum Available for Administration.

**Sec.  
III**

\$1,291,062

How much do you want to set aside for Administration in dollars?

**OK**

**You must distribute, in whole dollars, the amount you want to set aside for Administration among the following activities:**

For the purpose of administering IDEA Part B including Preschool Grants under 20 U.S.C. 1419, a High Cost Fund, and the coordination of activities under Part B with, and providing technical assistance to, other programs that provide services to children with disabilities. (Note: These funds may be used for Administering but not Financing a High Cost Fund)

a.

For the administration of Part C of IDEA, if the SEA is the Lead Agency for the State under Part C.

b.

You may set aside a portion of your Administration funds resulting from inflation for the following 4 Other State-Level Activities. Additional funds for these purposes may also be set aside under Other State-Level Activities. Based on the amount that you propose to set aside for Administration, the maximum amount of Administration funds that you may use for these 4 activities is:

**\$50,000**

For support and direct services, including technical assistance, personnel preparation, and professional development and training.

c.

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

d.

To assist local educational agencies in meeting personnel shortages.

e.

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

f.

Subtotal, Administration funds used for Other State-Level Activities

\$0

**OK**

If you receive a Preschool Grant under 20 U.S.C. 1419, you may use Administration funds, along with other funds, to develop and implement a State policy jointly with the lead agency under Part C and the SEA to provide early intervention services (which must include an educational component that promotes school readiness and incorporates preliteracy, language, and numeracy skills) in accordance with Part C to children with disabilities who are eligible for services under the Preschool Grant program and who previously received services under Part C until such children enter, or are eligible under State law to enter, kindergarten, or elementary school as appropriate.

g.

The total of details for your Administration set-aside is \$850,000 **OK**

**OTHER STATE-LEVEL ACTIVITIES**

If you propose to set aside more than \$850,000 for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$4,457,653

Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside more than \$850,000 for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$3,988,944

If you propose to set aside \$850,000 or less for Administration and you DO wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$4,680,536

Of the amount you set aside for Other State-Level Activities at least 10% must be used for the High Cost Fund.

If you propose to set aside \$850,000 or less for Administration and you DO NOT wish to use funds for a High Cost Fund, the maximum amount that you may use for Other State-Level Activities is:

\$4,234,770

**Do you wish to use funds for a High Cost Fund? (Yes or No)**

Based on the amount that you intend to set aside for Administration, the size of your total award, and your decision **TO** use set aside funds to support a High Cost Fund, the maximum that you may use for Other State-Level Activities is:

\$4,680,536

**How much do you want to set aside for Other State-Level Activities?**

**OK**

You must distribute the amount you want to set aside for Other State-Level Activities the following activities. You can distribute amounts in any order you wish. The total balance remaining to be distributed at any time appears in red.

How much do you want to use for the High Cost Fund?  **OK**  
You must use at least \$468,054

Required Activities: \$0 More needs to be distributed.

For monitoring, enforcement, and complaint investigation. (You must use at least \$1 for this purpose)

h.

To establish and implement the mediation process required by 20 U.S.C. 1415(e), including providing for the cost of mediators and support personnel. (You must use at least \$1 for this purpose)

i.

\$0 More needs to be distributed.

**Optional Authorized Activities:**

\$0 More needs to be distributed.

For support and direct services, including technical assistance, personnel preparation, and professional development and training

j.

To assist local educational agencies in providing positive behavioral interventions and supports and appropriate mental health services for children with disabilities.

k.

\$0 More needs to be distributed.

To assist local educational agencies in meeting personnel shortages.

l.

\$0 More needs to be distributed.

To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children with disabilities.

m.

\$0 More needs to be distributed.

To support paperwork reduction activities, including expanding the use of technology in the IEP process.

n.

\$0 More needs to be distributed.

To improve the use of technology in the classroom by children with disabilities to enhance learning.

o.

\$0 More needs to be distributed.

To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.

p.

\$0 More needs to be distributed.

Development and implementation of transition programs, including coordination of services with agencies involved in supporting the transition of children with disabilities to postsecondary activities.

q.

\$0 More needs to be distributed.

Alternative programming for children with disabilities who have been expelled from school, and services for children with disabilities in correctional facilities, children enrolled in State-operated or State-supported schools, and children with disabilities in charter schools.

r.

\$0 More needs to be distributed.

To support the development and provision of appropriate accommodations for children with disabilities, or the development and provision of alternate assessments that are valid and reliable for assessing the performance of children with disabilities, in accordance with Sections 1111(b) and 1201 of the Elementary and Secondary Education Act of 1965.

s.

\$0 More needs to be distributed.

To provide technical assistance to schools and LEAs, and direct services, including direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities, to schools or LEAs implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, including providing professional development to special and regular education teachers, who teach children with disabilities, based on scientifically based research to improve educational instruction, in order to improve academic achievement based on the challenging academic standards

\$0 More needs to be distributed.

described in section 1111(b)(1) of the ESEA.

t.

The total of details for your Other State-Level Activities set-aside is

\$4,680,536 **OK**

You are almost done.

If you are using money for a High Cost Fund. You must report how much you will use for each of the following two activities. You reported that you would use

**\$468,054**

To establish and make disbursements from the high cost fund to local educational agencies in accordance with 20 U.S.C. 1411(e)(3) during the first and succeeding fiscal years of the high cost fund.

u.

To support innovative and effective ways of cost sharing by the State, by an LEA, or among a consortium of LEAs, as determined by the State in coordination with representatives from LEAs, subject to 20 U.S.C. 1411(e)(3)(B)(ii) (Amount may not be more than 5% of the amount reserved for the LEA Risk Pool.)

v.

Establishment of High Cost Fund (20 U.S.C. 1411(e)(3)(B)(i) - A State shall not use any of the funds the State reserves pursuant to 20 U.S.C. 1411(e)(3)(A)(i), but may use the funds the State reserves under 20 U.S.C. 1411(e)(1), to establish and support the high cost fund.

Subtotal, High Cost Fund

\$468,054

**OK**

**ATTACHMENT TO SECTION IV**  
**(State Administration)**  
**of Part B Annual State Application: FFY 2023**

**Delaware Department of Education  
John G. Townsend Building  
401 Federal Street  
Dover, DE 19901**

**The following list identifies rules, regulations, and policies that are State-imposed (not required by the IDEA or Federal regulations).**

The Delaware Department of Education (“DDOE”) adopted into state regulation most of the federal regulations implementing Part B of the IDEA. Any rule or regulation that is state-imposed (rather than a federal requirement) is italicized throughout DDOE’s regulations at 14 DE Admin Code §§ 922 through 929.

State Rule, Regulation, and/or Practice	Brief Description
14 DE Admin Code § 922	<p style="text-align:center"><b>Exhibit B</b></p> <p style="text-align:center"><b>922 Children with Disabilities Subpart A, Purposes and Definitions</b></p> <p><b>Non-regulatory note:</b> Some sections of this regulation are shown in <i>italics</i>. Federal law requires that the Delaware Department of Education identify in writing any Delaware rule, regulation or policy that is a state-imposed requirement rather than a federal requirement (see 20 U.S.C. §1407(a)(2)). The italicized portions of this regulation are Delaware-imposed requirements for the education of children with disabilities and are not specifically required by federal special education law and regulations.</p> <p style="text-align:center"><b>24 DE Reg. 671 (01/01/21)</b></p> <p><b>1.0 Purposes</b></p> <p>1.1 <i>Regulations 922 to 929 (14 DE Admin. Code 922 to 929) implement, complement and supplement the Individuals with Disabilities Education Act, as amended (20 U.S.C. 1400 et seq.), its implementing regulations (34 CFR part 300), and 14 Del.C. Ch. 31 (with the exception of Subchapter IV). They are designed and intended to ensure compliance with state and federal laws concerning the education of children with disabilities. To the extent these regulations conflict with the federal regulations implementing Part B of the Individuals with Disabilities Education Act, the federal regulations shall prevail. Further, the purposes of these regulations are:</i></p> <p>1.1.1 To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services</p>



	<p>designed to meet their unique needs and prepare them for further education, employment, and independent living;</p> <p>1.1.2 To ensure that the rights of children with disabilities and their parents are protected;</p> <p>1.1.3 To assist local educational agencies, educational service agencies, and <i>public</i> agencies to provide for the education of all children with disabilities; and</p> <p>1.1.4 To assess and ensure the effectiveness of efforts to educate children with disabilities.</p> <p>(Authority: 20 U.S.C. 1400(d); <b>14 Del.C. §3110</b>)</p> <p><b>10 DE Reg. 1816 (06/01/07)</b>  <b>24 DE Reg. 671 (01/01/21)</b></p> <p><b>2.0 Applicability of These Regulations to State and Local Agencies</b></p> <p>2.1 These regulations apply to the State of Delaware as a recipient of payments under Part B of the Individuals with Disabilities Education Act, as amended.</p> <p>2.2 Public agencies within the State of Delaware. The provisions of these regulations apply to all political subdivisions of the State of Delaware that are involved in the education of children with disabilities, including:</p> <p>2.2.1 The Delaware Department of Education.</p> <p>2.2.2 Local educational agencies (“LEAs”), educational service agencies (“ESAs”), and public charter schools that are not otherwise included as LEAs or ESAs and are not a school of an LEA or ESA.</p> <p>2.2.3 <i>Any other State agency or school involved in the education of children with disabilities, including but not limited to, the Delaware School for the Deaf, the Delaware Autism Program, the Department of Services for Children, Youth and Their Families, and its divisions, programs, or schools, and the Department of Health and Social Services, and its divisions, units, or programs.</i></p> <p>2.2.4 <i>Any juvenile or adult correctional facility involved in the education of children with disabilities, including but not limited to, facilities operated by the Department of Services for Children, Youth and Their Families and its divisions, and the Department of Corrections (through “the Prison Education Program”) and are binding on each public agency in Delaware that provides special education and related services to children with disabilities, regardless of whether that agency is receiving funds under Part B of the Act.</i></p> <p>2.2.5 Private Schools and Facilities: Each public agency in the State of Delaware is responsible for ensuring that the rights and protections under Part B of the Act are given to children with disabilities referred to or placed in private schools and facilities by that public agency; or placed in private schools by their parents under the provisions of <b>14 DE Admin. Code 923.48.0</b>.</p> <p>(Authority: 20 U.S.C. 1412; <b>14 Del.C. §3110</b>)</p> <p><b>10 DE Reg. 1816 (06/01/07)</b></p>
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### 3.0 Definitions Applicable to Regulations 922 to 929:

**“Act”** means the Individuals with Disabilities Education Act, as amended.

(Authority: 20 U.S.C. 1400(a); **14 Del.C. §3110**)

**“Adverse Effect on Educational Performance”** means a significant and consistent negative influence of the disability on the student’s educational performance, as evidenced by their skills in the academic, developmental, or functional domains (e.g. literacy, mathematics, adaptive skills, mobility, pre-vocational and vocational skills, behavior, social/emotional adaptation, self-help skills, and communication).

(Authority: **14 Del.C. §3110**)

**“Assistive Technology Device”** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device.

(Authority: 20 U.S.C. 1401(1); **14 Del.C. §3110**)

**“Assistive Technology Service”** means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. The term includes:

The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child’s customary environment;

Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by children with disabilities;

Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;

Training or technical assistance for a child with a disability or, if appropriate, that child’s family; and

Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

(Authority: 20 U.S.C. 1401(2); **14 Del.C. §3110**)

**“Charter School”** means the same as the term in section 5210(1) of the Elementary and Secondary Education Act of 1965, as amended, 20 U.S.C. 6301 et seq. (ESEA).

(Authority: 20 U.S.C. 7221i(1); **14 Del.C. §§3110 and 505(a)**)

**“Child”** or **“Student”** means a person between birth and August 31st of the school year ~~after~~ in which the person turns ~~24~~. 22.

(Authority: 20 U.S.C. § 1412(a)(1); **14 Del.C. §3110**)

**“Child with a Disability”** means a child or student evaluated in accordance with **14 DE**

**Admin. Code 925.4.0 through 925.6.0** and determined to be eligible for one (1) or more of the following educational classifications: Autism, Developmental Delay, Deaf-Blind (also referred to as “Dual Sensory Impairment”), Emotional Disability, Hearing Impairment (also referred to as “deaf” or “hard of hearing”), Specific Learning Disability, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment Including Blindness, and who, by reason thereof, needs special education and related services.

A child will not be considered a child with a disability under these regulations if it is determined, through an appropriate evaluation under **14 DE Admin. Code 925.4.0 through 925.6.0**, that a child is eligible for an educational classification, but only needs a related service and not special education. If, consistent with the definition of Special Education in this section, the related service required by the child is considered special education rather than a related service, the child would be determined to be a child with a disability.

(Authority: 20 U.S.C. 1401; **14 Del.C. §3110**)

**“Consent”** means that the parent has been fully informed of all information relevant to the activity for which consent is sought, in their native language, or other mode of communication; the parent understands and agrees in writing to the carrying out of the activity for which their consent is sought; the consent describes that activity and lists the records (if any) that will be released and to whom; and the parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). If the parent revokes consent in writing for their child’s receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child’s education records to remove any references to the child’s receipt of special education and related services because of the revocation of consent.

(Authority: 20 U.S.C. 1414(a)(1)(D); **14 Del.C. §3110**)

**“Core Academic Subjects”** means English, reading or language arts, mathematics, science, world languages, civics and government, economics, arts, history, and geography.

(Authority: 20 U.S.C. 1401(4); **14 Del.C. §3110**)

**“Day”** means calendar day unless otherwise indicated as business day or school day.

(Authority: 20 U.S.C. 1221e-3; **14 Del.C. §3110**)

**“Business Day”** means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day).

(Authority: 20 U.S.C. 1221e-3; **14 Del.C. §3110**)

**“School Day”** means any day, including a partial day that children are in attendance at school for instructional purposes. School day has the same meaning for all children in school, including children with and without disabilities.

(Authority: 20 U.S.C. 1221e-3; **14 Del.C. §3110**)

**“Department of Education”** or **“DOE”** means the Delaware Department of Education.

***“Educational Classification”** means one (1) of the 12 disability categories under which children may be eligible for special education and related services in Delaware.*

(Authority: **14 Del.C. §3110**)

**“Educational Service Agency”** or **“ESA”** means a regional public multi-service agency authorized by the State of Delaware to develop, manage, and provide services or programs to LEAs; and is recognized as an administrative agency for purposes of the provision of special education and related services provided within public elementary schools and secondary schools of the State of Delaware. The term includes any other public institution or agency having administrative control and direction over a public elementary school or secondary school and includes entities that meet the definition of intermediate educational unit in section 602(23) of the Act as in effect prior to June 4, 1997.

(Authority: 20 U.S.C. 1401(5); **14 Del.C. §3110**)

**“Elementary School”** means a nonprofit institutional day or residential school (including a public elementary charter school) that provides elementary education, as determined under Delaware law.

(Authority: 20 U.S.C. 1401(6); **14 Del.C. §3110**)

**“Equipment”** means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents, and other related materials.

(Authority: 20 U.S.C. 1401(7); **14 Del.C. §3110**)

**“ESEA”** means the Elementary and Secondary Education Act of 1965 (20 U.S.C. §7801). It was reauthorized in 2015 as the Every Student Succeeds Act (ESSA).

**“ESSA”** means the Every Student Succeeds Act, which is the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), 20 U.S.C. §6300 et seq.

**“Evaluation”** means procedures used in accordance with **14 DE Admin. Code 925.4.0 through 925.6.0** to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs.

(Authority: 20 U.S.C. 1414(a) (c); **14 Del.C. §3110**)

**“Evaluation Summary Report”** or **“ESR”** means a report that documents the IEP team’s review of data and discussion of the eligibility determination. A template can be provided by the Delaware Department of Education.

(Authority: 20 U.S.C. 1414(b)(4); **14 Del.C. §3110**)

**“Excess Costs”** means those costs that are in excess of the average annual per-student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate, and that must be computed after deducting amounts received under Part B of the Act; under Part A of Title I of the ESEA; under Parts A and B of Title III of the ESEA; and any State or local funds expended for

programs that would qualify for assistance under any of the foregoing federal programs, but excluding any amounts for capital outlay or debt service.

(Authority: 20 U.S.C. 1401(8); 14 Del.C. §3110)

**“Free Appropriate Public Education” or “FAPE”** means special education and related services that: are provided at public expense, under public supervision and direction, and without charge; meet the standards of the DOE, including the requirements of these regulations; include an appropriate preschool, elementary school, or secondary school education in Delaware; are provided in conformity with an individualized education program (IEP) that meets the requirements of **14 DE Admin. Code 925.7.0 through 925.11.0; provide significant learning to the child with a disability; and confer meaningful benefit on the child with disability gauged to the child with a disability’s potential.**

(Authority: 20 U.S.C. 1401(9); 14 Del.C. §3110)

**“Homeless Children”** means the same as the term homeless children and youths in section 725 (42 U.S.C. 11434a) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 et seq.

(Authority: 20 U.S.C. 1401(11); 14 Del.C. §3110)

**“Include” or “Such As”** means that the items named are not all of the possible items that are covered, whether like or unlike the ones named.

(Authority: 20 U.S.C. 1221e-3; 14 Del.C. §3110)

**“Individualized Education Program” or “IEP”** means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with **14 DE Admin. Code 925.7.0 through 925.11.0.**

(Authority: 20 U.S.C. 1401(14); 14 Del.C. §3110)

**“Individualized Education Program Team” or “IEP Team”** means a group of individuals responsible for developing, reviewing, or revising an IEP for a child with a disability.

(Authority: 20 U.S.C. 1414(d)(1)(B); 14 Del.C. §3110)

**“Institution of Higher Education”** means the same as the term in section 101 of the Higher Education Act of 1965, as amended, 20 U.S.C. 1021 et seq. (HEA); and also includes any community college receiving funds from the Secretary of the Interior under the Tribally Controlled Community College or University Assistance Act of 1978, 25 U.S.C. 1801, et seq.

(Authority: 20 U.S.C. 1401(17); 14 Del.C. §3110)

**“Limited English Proficient” or “English Learner”** means an individual who meets the following four requirements: (1) aged 3 through ~~24~~ 22 years old; (2) who is enrolled or preparing to enroll in an elementary school or secondary school; (3) who was not born in the United States or whose native language is a language other than English, who is a Native American or Alaska Native, or a native resident of the outlying areas, and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency, or who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (4) whose difficulties in speaking,

reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments; the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.

(Authority: 20 U.S.C. 1401(18); **14 Del.C. §3110**)

**“Local Educational Agency”** or **“LEA”** means a public board of education or other public authority legally constituted within Delaware for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a school district, or for a combination of school districts. The term includes an educational service agency, as defined in this section, and any other public institution or agency having administrative control and direction of a public elementary school or secondary school.

(Authority: 20 U.S.C. 1401(19); **14 Del.C. §3110**)

**“Multi-Tiered System of Support”** or **“MTSS”** means a framework that is designed to meet the needs of the whole child through an integrated multi-level prevention system that optimizes team-based leadership and data-driven decision-making to meet the academic and nonacademic needs of all students. High quality core academic instruction and nonacademic practices are provided as universal supports to all children. Evidence-based intervention and supports are matched to student needs and informed by ongoing progress monitoring and additional formative assessments.

**“Native Language”** means, when used with respect to an individual who is limited English proficient, the language normally used by that individual, or, in the case of a child, the language normally used by the parents of the child, except that when used in reference to direct contact with a child (including evaluation of the child), the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, “native language” means the mode of communication that is normally used by the individual (such as sign language, Braille, or oral communication).

(Authority: 20 U.S.C.1401(20); **14 Del.C. §3110**)

**“Parent”** means a biological or adoptive parent of a child; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives and for whom a Relative Caregiver's School Authorization executed in compliance with **14 Del.C. §202(f)(1)** is on file; an individual who is otherwise legally responsible for the child's welfare; or a surrogate parent who has been appointed in accordance with **14 DE Admin. Code 926.19.0** or section 639(a)(5) of the Act.

The biological or adoptive parent, when attempting to act as the parent under these regulations, and when more than one party is qualified under this definition to act as a parent, shall be presumed to be the parent for purposes of this definition unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.

If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child, or to make educational decisions on behalf of a child, then such person or

persons shall be determined to be the ``parent" for purposes of this definition.

(Authority: 20 U.S.C. 1401(23); **14 Del.C. §3110**)

**“Parent Training and Information Center”** means a center assisted under sections 671 or 672 of the Act, *and includes the Parent Information Center of Delaware, Inc.*

(Authority: 20 U.S.C. 1401(25); **14 Del.C. §3110**)

**“Personally Identifiable”** means information that contains the name of the child, the child's parent, or other family member; the address of the child; a personal identifier (such as the child's social security number or student number); or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

(Authority: 20 U.S.C. 1415(a); **14 Del.C. §3110**)

**“Public Agency”** means the Department of Education, LEAs, ESAs, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

(Authority: 20 U.S.C. 1412(a)(11); **14 Del.C. §3110**)

**“Related Services”** means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. However, nothing in this exception limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services (as listed in the preceding paragraph) that are determined by the IEP team to be necessary for the child to receive FAPE; or limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in **14 DE Admin. Code 923.13.2**.

**Definitions of Related Services Terms:** The specific related services terms used in this definition are defined as follows:

**“Audiology”** includes the identification of children with hearing loss, and determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of children,

	<p>parents, and teachers regarding hearing loss; and determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.</p> <p><b>"Counseling Services"</b> includes services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.</p> <p><b>"Early identification and Assessment of Disabilities in Children"</b> means the implementation of a formal plan for identifying a disability as early as possible in a child's life.</p> <p><b>"Interpreting Services"</b> means the following when used with respect to children who are deaf or hard of hearing: Oral transliteration services; cued language transliteration services; sign language transliteration and interpreting services and transcription services such as communication access real time translation (CART), C Print, and Type Well; and special interpreting services for children who are deaf-blind.</p> <p><b>"Medical Services"</b> includes services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.</p> <p><b>"Occupational Therapy"</b> means services provided by a qualified occupational therapist and includes: improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.</p> <p><b>"Orientation and Mobility Services"</b> means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and includes teaching children the following, as appropriate:</p> <ul style="list-style-type: none"> <li>Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);</li> <li>The use of a long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;</li> <li>To understand and use remaining vision and distance low vision aids; and</li> <li>Other concepts, techniques, and tools.</li> </ul> <p><b>"Parent Counseling and Training"</b> means assisting parents in understanding the special needs of their child, providing parents with information about child development; and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.</p> <p><b>"Physical Therapy"</b> means services provided by a qualified physical therapist.</p> <p><b>"Psychological Services"</b> includes administering psychological and educational tests and other assessment procedures; interpreting assessment results;</p>
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obtaining, integrating, and interpreting information about child behavior and conditions relating to learning; consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations; planning and managing a program of psychological services, including psychological counseling for children and parents; and assisting in developing positive behavioral intervention strategies.

**"Recreation"** includes assessment of leisure function, therapeutic recreation services recreation programs in schools and community agencies and leisure education.

**"Rehabilitation Counseling Services"** means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended, 29 U.S.C. 701 et seq.

**"School Health Services"** and **"School Nurse Services"** means health services designed to enable a child with a disability to receive FAPE as described in the child's IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

**"Scientifically Based Research"** means the same as the term defined in section 9101(37) of the ESEA.

(Authority: 20 U.S.C. 1411(e)(2)(C)(xi); **14 Del.C. §3110**)

**"Secondary School"** means a nonprofit institutional day or residential school, (including a public secondary charter school) that provides secondary education, as determined under Delaware law, except that it does not include any education beyond grade twelve (12).

(Authority: 20 U.S.C. 1401(27); **14 Del.C. §3110**)

**"Secretary"** means the Secretary of Education of the Delaware Department of Education unless otherwise indicated in the text of these regulations.

(Authority: **14 Del.C. §3110**)

**"Services Plan"** means a written statement that describes the special education and related services the LEA will provide to a parentally-placed child with a disability enrolled in a private school who has been designated to receive services, including the location of the services and any transportation necessary, consistent with **14 DE Admin. Code 923.32.0**, and is developed and implemented in accordance with **14 DE Admin. Code 923.37.0** through 923.39.0.

(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

**"Social Work Services"** in schools includes preparing a social or developmental history on a child with a disability; group and individual counseling with the child and family; working in partnership with parents and others on those problems

in a child's living situation (home, school, and community) that affect the child's adjustment in school; mobilizing school and community resources to enable the child to learn as effectively as possible in their educational program; and assisting in developing positive behavioral intervention strategies.

**“Special Education”** means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education. Special education includes each of the following, if the services otherwise meet the requirements of this definition: Speech-language pathology services, travel training and vocational education.

**“Speech Language Pathology Services”** includes identifying children with speech or language impairments; diagnosis and appraisal of specific speech or language impairments; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; provision of speech and language services for the habilitation or prevention of communicative impairments; and counseling and guidance of parents, children, and teachers regarding communicative impairments.

**“Transportation”** includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

(Authority: 20 U.S.C. 1401(26); **14 Del.C. §3110**)

**Definitions of Special Education Terms:** The specific terms used in the definition of special education are defined as follows:

**“At No Cost”** means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

**“Physical Education”** means the development of physical and motor fitness, fundamental motor skills and patterns; and skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports) and includes special physical education, adapted physical education, movement education, and motor development.

**“Specially Designed Instruction”** means adapting, as appropriate to the needs of an eligible child under these regulations, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

**“State”** means the State of Delaware.

(Authority: 20 U.S.C. 1401(31); **14 Del.C. §3110**)

**“State Educational Agency”** or **“SEA”** means the Delaware Department of Education.

(Authority: 20 U.S.C. 1401(32); **14 Del.C. §3110**)

~~“Student” or “Child” means a person between birth and August 31<sup>st</sup> of the school year in which after the person turns 22-21.~~

~~(Authority: 20 U.S.C. § 1412(a)(1))~~

**“Supplementary Aids and Services”** means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with **14 DE Admin. Code 923.14** through 923.16.0.

(Authority: 20 U.S.C. 1401(33); **14 Del.C. §3110**)

**“These Regulations”** means **14 DE Admin. Code 922 through 929**, *Children with Disabilities, Subparts A through I unless the context clearly indicates otherwise.*

(Authority: **14 Del.C. §3110**)

**“Transition Services”** means a coordinated set of activities for a child with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

Transition services include instruction, related services, community experiences, the development of employment and other post school adult living objectives and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

(Authority: 20 U.S.C. 1401(34); **14 Del.C. §3110**)

**“Travel Training”** means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to develop an awareness of the environment in which they live; and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

**“Universal Design”** means the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

(Authority: 20 U.S.C. 1401(35); **14 Del.C. §3110**)

**“Vocational Education”** means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

(Authority: 20 U.S.C. 1401(29); **14 Del.C. §3110**)

**“Ward of the State”** means a child who, as determined by the state where the child

	<p>resides, is a foster child, a ward of the state; or in the custody of a public child welfare agency, including, but not limited to, the Delaware Department of Services for Children, Youth, and Their Families.</p> <p>(Authority: 20 U.S.C. 1401(36); <b>14 Del.C. §3110</b>)</p> <p><b>10 DE Reg. 1816 (06/01/07)</b>  <b>14 DE Reg. 1053 (04/01/11)</b>  <b>15 DE Reg. 339 (09/01/11)</b>  <b>20 DE Reg. 116 (08/01/16)</b>  <b>24 DE Reg. 671 (01/01/21)</b></p>
<b>14 DE Admin Code § 923</b>	<p style="text-align: center;"><b>Exhibit B</b></p> <p style="text-align: center;"><b>923 Children with Disabilities Subpart B General Duties and Eligibility of Agencies</b></p> <p><b>Non-regulatory note:</b> Some sections of this regulation are shown in <i>italics</i>. Federal law requires that the Delaware Department of Education identify in writing any Delaware rule, regulation or policy that is a state-imposed requirement rather than a federal requirement (see 20 USC §14079(a)(2)). The <i>italicized portions</i> of this regulation are Delaware-imposed requirements for the education of children with disabilities and are not specifically required by federal special education law and regulations.</p> <p><b>1.0 Eligibility for Assistance and Free Appropriate Public Education (FAPE) Requirements</b></p> <p>1.1 Eligibility for assistance: To maintain eligibility for assistance under Part B of the Act, the DOE shall submit a plan that provides assurances to the Secretary of the U.S. Department of Education that the State has in effect policies and procedures to ensure that the State meets the conditions in <u>subsection 1.2</u> through <u>Section 75.0</u>.  (Authority: 20 U.S.C. 1412(a); <b>14 Del.C. §3110</b>)</p> <p>1.2 Free appropriate public education: A free appropriate public education (FAPE) shall be available to all children with disabilities residing in Delaware beginning no later than the child's third <del>(3<sup>rd</sup>)</del> birthday, or an earlier age as otherwise provided in these regulations, until the receipt of a regular high school diploma or <del>the end of the school year in which the child attains the age of twenty-one (21)</del>, <u>until August 31<sup>st</sup> of the school year in which the child attains the age of 22</u>, whichever occurs first. FAPE shall also be available to children with disabilities who have been suspended or expelled from school, as provided for in this section and <b>14 DE Admin. Code 926.30.4</b>.</p> <p>1.2.1 Each public agency receiving funds under part of the Act, or receiving state funding for the education of children, shall ensure that FAPE is made available to each eligible child beginning no later than the child's third <del>(3<sup>rd</sup>)</del> birthday, or an earlier age as otherwise provided in these regulations; and that an IEP is in effect for the child by that date, in accordance with <b>14 DE Admin. Code <del>925.23.1</del>, 925 subsection 23.1.</b></p>

	<p>1.2.2 If a child's third (<del>3<sup>rd</sup></del>) birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.</p> <p>1.2.3 Children advancing from grade to grade: Each public agency shall ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.</p> <p>1.2.4 The determination that a child described in <u>subsection 1.1</u> is eligible under these regulations, shall be made on an individual basis by the group responsible within the child's LEA for making eligibility determinations. (Authority: 20 U.S.C. 1412(a)(1)(A); <b>14 Del.C. §3110</b>) <b>15 DE Reg. 351 (09/01/11)</b></p> <p><b>2.0 Limitation Exception to FAPE for Certain Ages</b></p> <p>2.1 General: The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:</p> <p>2.1.1 Reserved</p> <p>2.1.2 Reserved</p> <p>2.1.3 Children with disabilities who have graduated from high school with a regular high school diploma.</p> <p>2.1.3.1 The exception in <u>subsection 2.1.3</u> does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.</p> <p>2.1.3.2 Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with <b>14 DE Admin. Code 926.3.0</b>.</p> <p>2.1.3.3 As used in <u>subsections 2.1.3, 2.1.3.1 and 2.1.3.2</u>, the term regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED).</p> <p>2.1.4 Children with disabilities who are eligible under 34 CFR §§300.800 through 300.818 (preschool grants), but who receive early intervention services under Part C of the Act.</p> <p>2.2 Documents relating to exceptions. The State shall assure that the information it has provided to the Secretary of the United States Department of Education regarding the exceptions in this section, as required by 34 CFR §300.700 (for purposes of making grants to States under these regulations), is current and accurate. (Authority: 20 U.S.C. 1412(a)(1)(B)-(C); <b>14 Del.C. §3110</b>) <b>14 DE Reg. 1057 (04/01/11)</b></p> <p><b>3.0 FAPE, Methods and Payments</b></p> <p>3.1 The State may use whatever State, local, Federal, and private sources of support are</p>
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	<p>available to it to meet the requirements of these regulations. For example, if it is necessary to place a child with a disability in a residential facility, the State may use joint agreements between the agencies involved for sharing the cost of that placement.</p> <p>3.2 Nothing in these regulations relieves an insurer or similar third party from an otherwise valid obligation to provide or to pay for services provided to a child with a disability.</p> <p>3.3 Consistent with <b>14 DE Admin. Code 925.23.2</b>, each public agency shall ensure that there is no delay in implementing a child's IEP, including any case in which the payment source for providing or paying for special education and related services to the child is being determined.</p> <p>(Authority: 20 U.S.C. 1401(8), 1412(a)(1); <b>14 Del.C. §3110</b>).</p> <p><b>4.0 Residential Placement</b></p> <p>If placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, shall be at no cost to the parents of the child.</p> <p>(Authority: 20 U.S.C. 1412(a)(1), 1412(a)(10)(B); <b>14 Del.C. §3110</b>)</p> <p><b>5.0 Assistive Technology</b></p> <p>5.1 Each public agency shall ensure that assistive technology devices or assistive technology services, or both, as those terms are defined in <b>14 DE Admin. Code 922.3.0</b>, are made available to a child with a disability if required as a part of the child's special education, related services, or supplementary aids and services.</p> <p>5.1.1 On a case by case basis, the use of school purchased assistive technology devices in a child's home or in other settings is required if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.</p> <p>(Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(B)(i); <b>14 Del.C. §3110</b>)</p> <p><b>6.0 Extended School Year Services</b></p> <p>6.1 General: Each public agency shall ensure that extended school year services are available as necessary to provide FAPE, consistent with <u>subsection 6.2</u>.</p> <p>6.2 Extended school year services shall be provided only if a child's IEP Team determines, on an individual basis, in accordance with <b>14 DE Admin. Code 925.20.0 through 925.24.0</b>, that the services are necessary for the provision of FAPE to the child or are otherwise specifically authorized by statute.</p> <p>6.3 In implementing the requirements of this section, a public agency may not limit extended school year services to particular categories of disability; or unilaterally limit the type, amount, or duration of those services.</p> <p>6.4 Definition, as used in this section:</p> <p><b>"Extended School Year Services"</b> means special education and related services that are provided to a child with a disability beyond the normal school year of the public agency</p>
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	<p>in accordance with the child's IEP and at no cost to the parents of the child; and meets the standards of the DOE.</p> <p>6.5 <i>Determining need for Extended School Year Services: Full consideration must be given to the educational needs of each child. The following factors are to be considered by the IEP team in making a decision that, without extended school year services over the summer months, the child would not receive a free appropriate public education (FAPE) during the regular school year.</i></p> <p>6.5.1 <i>Degree of Impairment: The team should determine whether, without extended school year services, appropriate and meaningful progress on IEP goals and objectives will not be achieved, given the nature or severity of the child's disability.</i></p> <p>6.5.2 <i>Regression and recoupment: Regression refers to a decline in skills specified on the IEP which results from an interruption in programming. Recoupment period is the amount of time required to relearn the skills following the interruption. In making a determination as to whether extended school year services are required, the team should consider that this criterion focuses on children who have a consistent pattern of substantial regression in critical skill areas and for whom the amount of time needed to relearn the skills becomes so significant as to preclude educational progress. The team may utilize predictive data for children in their initial year of programming.</i></p> <p>6.5.3 <i>Breakthrough opportunities: The team should determine whether, without extended school year services, the attainment of a nearly acquired critical skill would be significantly jeopardized over the summer break.</i></p> <p>6.5.4 <i>Vocational factor: For children ages 16-20 whose IEPs contain vocational or employment goals and objectives, the team should determine whether paid employment opportunities will be significantly jeopardized if training and job coaching are not provided during the summer break.</i></p> <p>6.5.5 <i>Other rare and unusual extenuating circumstances: The team should determine whether any special or extenuating circumstances exist which justify provision of extended school year services to meet FAPE requirements.</i></p> <p>6.6 <i>Extended school year services are to be based on needs and goals or objectives found within the child's IEP of the school year, though activities may be different.</i></p> <p>6.7 <i>Reading acquisition: Notwithstanding any contrary provision in this section, if a child is not beginning to read by age seven, or is beyond age seven and not yet beginning to read, the team shall presumptively include extended year services in the IEP which incorporate evidence-based interventions that address the child's inability to read. The parent may decline reading-based extended school year services. In addition, the team may decline to include such extended school year services in the IEP only if the team provides a specific explanation in the IEP why such services are inappropriate.</i></p> <p>6.7.1 <i>For purposes of this subsection, a child is beginning to read if the child demonstrates phonological awareness and ability to use letter sound knowledge and decode unknown words.</i></p> <p>6.8 <i>This regulation does not diminish a child's entitlement to participate, with or without accommodations, in summer school programs. Normally scheduled summer school</i></p>
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*programs may be an option for providing extended school year services if such programs can meet the individual needs of each child, as identified on the child's IEP.*

6.9 *The decision of the setting for the delivery of extended school year services shall be an IEP team decision. The team shall document that the Least Restrictive Environment (LRE) was considered in making a decision. Districts are not required to establish school programs for non-disabled children for the sole purpose of satisfying the LRE requirements for children receiving extended school year services.*

6.10 *Transportation shall be provided to children except for service provided in the home or hospital. Mileage reimbursement to the family may be used as a transportation option if the parent voluntarily transports the student.*

6.11 *Written notice shall be provided to parents advising them that the IEP team shall document that extended school year services were considered, and indicate the basis for a decision on the IEP. In cases where parents do not attend the IEP meeting, they would be advised of the decision on extended school year services through the usual IEP follow-up procedures used by the district.*

6.12 *In cases where parents do not agree with the decision on extended school year services, the use of normal procedural safeguards shall be followed. The process shall begin early enough to ensure settlement of the issue prior to the end of the school year.*

*Non-regulatory Note: Districts are encouraged to complete this process by May 1 so that appropriate planning and preparation can occur.*

*(Authority: 20 U.S.C. 1412(a)(1); 14 Del.C. §3110)*

**11 DE Reg. 181 (08/01/07)**

**18 DE Reg. 562 (01/01/15)**

**18 DE Reg. 859 (05/01/15)**

## **7.0 Non Academic Services; Transportation**

7.1 *Each public agency shall take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.*

7.2 *Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.*

7.3 *Transportation: Transportation of all children to and from school shall be provided in accordance with 14 Del.C. Ch. 29.*

7.3.1 *When special transportation needs are identified in the IEP of a child with a disability, transportation shall be deemed a related service. Transportation provided to accommodate a related service shall be at the expense of the LEA or other public agency, including, but not limited to, the costs of travel to and from school and*



*between schools, and any required specialized equipment.*

7.3.2 *Transportation incidental to the educational program of a child with a disability shall not be at the expense of the public agency, including, but not limited to work study arrangements, cooperative work arrangements, and extracurricular activities.*

7.3.3 *Travel arrangements shall be made in consultation with the public agency's transportation representative when unusual requirements are necessary for a child with a disability.*

(Authority: 20 U.S.C. 1412(a)(1); **14 Del.C. §3110**)

## **8.0 Physical Education**

Each public agency shall comply with the following:

8.1 General: Physical education services, specially designed if necessary, shall be made available to every child with a disability receiving FAPE, unless the public agency enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades.

8.2 Regular physical education: Each child with a disability shall be afforded the opportunity to participate in the regular physical education program available to non disabled children unless:

8.2.1 The child is enrolled full time in a separate facility; or the child needs specially designed physical education, as prescribed in the child's IEP.

8.3 Special physical education: If specially designed physical education is prescribed in the child's IEP, the public agency responsible for the education of that child shall provide the services directly or make arrangements for those services to be provided through other public or private programs.

8.4 Education in separate facilities. The public agency responsible for the education of a child with a disability who is enrolled in a separate facility shall ensure that the child receives appropriate physical education services in compliance with this section.

(Authority: 20 U.S.C. 1412(a)(5)(A); **14 Del.C. §3110**)

## **9.0 Full Educational Opportunity; Length of School Day; Compulsory School Attendance**

9.1 *Full educational opportunity: Each public agency shall ensure full educational opportunity is offered to its eligible children with disabilities.*

9.2 *Length of school day: The minimum length of the instructional school day for a child with a disability in Kindergarten through grade ~~twelve (12)~~ 12 shall be the same as it is for non-disabled children in those grades. The minimum length of the school day for disabled pre kindergarten children shall approximate that of non-disabled pre-Kindergarten children, except in a program for the hearing impaired in which the parent is involved in the educational program. In such a program, the school and the parent together shall determine the schedule for at least 5 hours per week of instruction.*

9.2.1 Provision of fewer hours of instructional time than required by these regulations is authorized only in unusual circumstances where a child is medically

	<p>unable to endure the required length of school day, and then only by decision of the IEP team after disclosure of the above standards to the child's parents, guardian, <del>and/or</del> or Relative Caregiver.</p> <p>9.3 <i>Compulsory school attendance: Compulsory school attendance requirements shall be in accordance with <b>14 Del.C. §2702 and §705</b>, and shall apply to children with disabilities between the ages of <del>five (5) 5 and sixteen (16) 16</del>. Attendance of children with disabilities under or over the compulsory school attendance age range, as provided in <b>14 Del.C. §2702</b>, shall be determined by the IEP team and subject to the eligibility criteria and procedural safeguards provided in these regulations.</i></p> <p>(Authority: 20 U.S.C. 1412(a)(2); <b>14 Del.C. §3110</b>)</p> <p><b>10.0 Program Options; Vocational and Career Technical Programs and Services</b></p> <p>10.1 Each public agency shall ensure children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education. <i>Each public agency shall provide assurances to the DOE it will assist in fulfilling the transitional service requirement of these regulations.</i></p> <p>10.2 Vocational Education and Career Technical Programs and Services: <i>Vocational and career technical programs and services shall be provided to children with disabilities as determined appropriate by each child's IEP team. Each public agency shall ensure the provision of a vocational and career technical program in the least restrictive environment permitting children with disabilities equal access to:</i></p> <p>10.2.1 <i>Recruitment, enrollment and placement activities and the full range of vocational programs available to all students including occupational specific courses of study, cooperative education, apprenticeship programs and to the extent practicable, comprehensive career guidance and counseling services.</i></p> <p>10.2.2 <i>Supplementary services to children with disabilities, including:</i></p> <p>10.2.2.1 <i>Codification of curriculum, equipment and facilities as needed;</i></p> <p>10.2.2.2 <i>Supportive personnel;</i></p> <p>10.2.2.3 <i>Instructional aids and devices;</i></p> <p>10.2.2.4 <i>Guidance, counseling and career development staff who are associated with the provision of such special services</i></p> <p>10.2.2.5 <i>Counseling services designed to facilitate the transition from school to post school employment and career opportunities;</i></p> <p>10.2.2.6 <i>Regular career technical programs with supportive services as identified by the IEP team; and</i></p> <p>10.2.2.7 <i>Special education career technical programs.</i></p> <p>10.2.3 <i>An appropriate career technical education to children with disabilities, including access to Career Pathways, through the availability of a continuum of career technical education programs, including, but not limited to:</i></p> <p>10.2.3.1 <i>Regular career technical programs with no supportive</i></p>
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	<p><i>services;</i></p> <p>10.2.3.2 <i>Regular career technical programs with supportive services as identified by the IEP team;</i></p> <p>10.2.3.3 <i>Special education career technical programs;</i></p> <p>10.2.3.4 <i>Self contained career technical programs; and</i></p> <p>10.2.3.5 <i>Community based job training programs.</i></p> <p>(Authority: 20 U.S.C. 1412(a)(2), 1413(a)(1); <b>14 Del.C. §3110</b>)</p> <p><b>11.0 Child Find and Identification of Eligible Individuals</b></p> <p>11.1 General: As used in these regulations, identification has two <del>(2)</del> purposes: to identify those individuals who require special education; and to identify individuals who need general education interventions. Except as noted in <u>subsection</u> 11.1.1 regarding parentally placed private school children, each LEA and any other public agency responsible for the education of children with disabilities shall establish and implement ongoing evaluation procedures consistent with this section to identify, locate and evaluate all children residing within the confines of the LEA or other public agency, including children with disabilities who are homeless children or are wards of the State, regardless of the severity of their disability, and who are in need of special education and related services.</p> <p>11.1.1 Each LEA or other public agency shall further establish and implement ongoing evaluation procedures consistent with this section to identify, locate and evaluate children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located within the school district served by the LEA in accordance with this section and <u>Section</u> 31.0 (Child Find for Parentally Placed Private School Children with Disabilities).</p> <p>11.2 Children with developmental delay: The following provisions apply with respect to implementing the <del>child find</del> <u>Child Find</u> requirements of this section:</p> <p>11.3 The definition of developmental delay adopted by the State under <b>14 DE Admin. Code 925.6.7</b> applies to children aged three <del>(3)</del> through <del>nine (9)</del>. <u>nine.</u></p> <p>11.4 An LEA is not required to adopt and use the term developmental delay for children within its boundaries.</p> <p>11.5 If an LEA uses the term developmental delay for children, the LEA shall conform to both the State's definition of that term and to the age range that has been adopted by the State (i.e., ages three <del>three (3)</del> through <del>nine (9)</del>. <u>nine.</u></p> <p>11.6 Other children in <del>child find</del>: <u>Child Find</u>: <del>Child find</del> <u>Find</u> also shall include children who are suspected of being a child with a disability as defined in <b>14 DE Admin. Code 922.3.0</b> and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children.</p> <p>11.7 Health, hearing, vision and orthopedic screening shall be conducted as specified in <b>14 DE Admin. Code 815.</b></p> <p>11.8 Rule of Construction. Nothing in these regulations requires that children be classified by their disability so long as each child who has a disability that is listed in <b>14 DE</b></p>
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**Admin. Code 922.3.0** (in the definition of child with a disability) and who, by reason of that disability, needs special education and related services is regarded as a child with a disability under Part B of the Act.

11.9 Problem Solving in General Education and Instructional Support Teams

11.9.1 Problem solving in general education classroom and instructional support teams: *The identification and ~~child find~~ Child Find procedures required in Section 11.0, shall include a systematic problem solving process to examine the nature and severity of an educationally related problem. These procedures shall primarily focus on variables related to developing effective educationally related interventions. Active parent participation is an integral aspect of the process and is solicited throughout. At a minimum, the process shall include:*

11.9.1.1 *Description of problem: The presenting problem or behavioral concern is described in objective, measurable terms that focus on alterable characteristics of the individual and the environment. The individual and environment are examined through systematic data collection. The presenting problem or behavioral concern are defined in a problem statement that describes the differences between the demands of the educational setting and the individual's performance.*

11.9.1.2 *Data collection and problem analysis: A systematic, data-based process for examining all that is known about the presenting problem or behaviors of concern is used to identify interventions that have a high likelihood of success. Data collected on the presenting problem or behaviors of concern are used to plan and monitor interventions. Data collected are relevant to the presenting problem or behaviors of concern and are collected in multiple settings using multiple sources of information and multiple data collection methods. Data collection procedures are individually tailored, valid for the concern addressed, and reliable, and allow for frequent and repeated measurement of intervention effectiveness.*

11.9.1.3 *Intervention design and implementation: Interventions are designed based on the preceding analysis, the defined problem, parent input, and professional judgments about the potential effectiveness of interventions. The interventions are described in an intervention plan that includes goals and strategies, a progress monitoring plan, a decision making plan for summarizing and analyzing progress monitoring data, and responsible parties. Interventions are implemented as developed and modified on the basis of objective data and with the agreement of the responsible parties.*

11.9.1.4 *Progress monitoring: Systematic progress monitoring is conducted which includes regular and frequent data collection, analysis of individual performance across time, and modification of interventions as frequently as necessary based on systematic progress monitoring data.*

11.9.1.5 *Evaluation of intervention effects: The effectiveness of interventions is evaluated through a systematic procedure in which patterns of individual performance are analyzed and summarized. Decisions regarding the*

	<p>effectiveness of interventions focus on comparisons with initial levels of performance and rate of progress toward meeting grade level expectations.</p> <p>11.9.2 <del>Child Find</del> <u>Child Find</u> procedures required in <u>Section 11.0</u>, shall also include procedures to establish, and to refer students to, school or program based instructional support teams. The agency's procedures shall include the following requirements:</p> <p>11.9.2.1 The instructional support team shall include members collectively qualified to assist in the identification of instructional and behavioral intervention strategies for learning and behavioral problems and needs.</p> <p>11.9.2.2 The instructional support team process shall ensure that a student's learning and behavioral needs are comprehensively assessed. It shall include consideration, as appropriate, of curriculum based assessment measures, analyses of instructional variables, systematic observations, functional assessments and current health information.</p> <p>11.9.2.3 Baseline and progress monitoring data shall be collected and used to inform intervention strategies.</p> <p>11.9.2.4 All initial referrals to the instructional support team shall be in writing. Written documentation of the instructional support team process shall be maintained for each student.</p> <p>11.9.2.5 The instructional support team process may or may not lead to referral for initial evaluation to determine eligibility for special education services.</p> <p>11.9.2.5.1 When the instructional support team determines the student should be evaluated to determine eligibility for special education services, the team shall forward a written recommendation to an appropriate, designated staff member within <del>ten</del> <u>(10)</u> 10 school days.</p> <p>11.9.2.5.2 Within <del>ten</del> <u>(10)</u> 10 school days of the recommendation, the student's parents shall be notified in writing of the team's recommendation that the student be evaluated for special education services. The notification shall include a request for parental consent for initial evaluation.</p> <p>11.9.2.5.3 Referrals for an individual student that do not contain all required information and documentation, including the data and other evidence described in <u>subsections</u> 11.9.2.2 and 11.9.2.3, may be returned to the instructional support team with a request that they be supplemented. Parental notification of the team's recommendation, and the request for consent for initial evaluation, shall still occur within <del>ten</del> <u>(10)</u> 10 school days of the initial team recommendation.</p> <p>(Authority: 20 U.S.C. 1401(3)); 1412(a)(3); <b>14 Del.C. §3110)</b></p> <p><b>11 DE Reg. 1628 (06/01/08)</b>  <b>14 DE Reg. 1057 (04/01/11)</b></p>
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**12.0 Individualized Education Programs (IEP):**

Each public agency shall ensure that an IEP that meets the requirements of section 636(d) of the Act, is developed, reviewed, and revised for each child with a disability in accordance with **14 DE Admin. Code 925.20.0 through 925.24.0**, except as provided in **14 DE Admin. Code 925.1.2.3**.

(Authority: 20 U.S.C. 1412(a)(4); **14 Del.C. §3110**)

**13.0 Routine Checking of Hearing Aids and External Components of Surgically Implanted Medical Devices**

13.1 Hearing aids: Each public agency shall ensure that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

13.2 External components of surgically implanted medical devices: Subject to subsection 13.2.1, each public agency shall ensure that the external components of surgically implanted medical devices are functioning properly.

13.2.1 For a child with a surgically implanted medical device who is receiving special education and related services under these regulations, a public agency shall not be responsible for the post surgical maintenance, programming, or replacement of the medical device that has been surgically implanted (or of an external component of the surgically implanted medical device).

(Authority: 20 U.S.C. 1401(1), 1401(26)(B); **14 Del.C. §3110**)

**14.0 Least Restrictive Environment (LRE) Requirement**

14.1 General: Except as provided in **14 DE Admin. Code 925.24.12** (regarding children with disabilities in adult prisons), each public agency shall meet the LRE requirements of Sections 15.0 through 20.0.

14.2 Each public agency shall ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

14.2.1 Additional requirement: No public agency shall make educational placement decisions on the basis of funding sources or amount of funding. Placement decisions shall be based on the unique needs of a child with a disability regardless of the manner or amount of funding available.

14.3 Interagency and Special Programs: *When a child's IEP Team determines the child's needs cannot be met appropriately in the LEA of residence or other public agency, inter-LEA or interagency programs shall be considered within least restrictive environment requirements.*

14.4 Interagency agreements: *A written Interagency Agreement shall be developed between or among LEAs or other public agencies when special education and related*

*services for children with disabilities are provided in whole, or in part, by an LEA or LEAs, other than the LEA of residence.*

14.4.1 *The agreement may be initiated by the LEA, public agency, or the DOE.*

14.4.2 *The DOE shall be a party to the agreement when the services are provided through a special school or program approved by the State Board of Education.*

14.4.3 *Each Interagency Agreement shall include the:*

14.4.3.1 *Title of the agreement;*

14.4.3.2 *Parties involved and their authority to provide special education and related services;*

14.4.3.3 *Purpose of the agreement;*

14.4.3.4 *Roles and responsibilities of each agency, including access to records and record transfer procedures, program implementation, dissemination, training activities, funding amounts and sources;*

14.4.3.5 *End dates and Reauthorization schedule;*

14.4.3.6 *Procedures to resolve disputes regarding program and fiscal issues; and*

14.4.3.7 *Signature and title of each party's authorized administrator.*

14.5 *Responsibility for Placement in Interagency Programs: For initial placement, the child's LEA of residence shall be responsible for identification, evaluation, and placement procedures including:*

14.5.1 *Setting the date, time, and place of all meetings;*

14.5.2 *Chairing, designating, or agreeing upon a chairperson for all meetings;*

14.5.3 *Communicating the name of the child to be discussed; the date and place of meeting to individuals involved; and*

14.5.4 *Communicating recommendations of staffing to all appropriate staff.*

14.6 *When it is suspected the child's need for special education can only be met in an inter-LEA or interagency program, then an IEP meeting shall be arranged by the LEA of residence. The following procedures for an IEP meeting shall be followed:*

14.6.1 *Representatives of the inter-LEA or interagency program shall participate in the IEP meeting;*

14.6.2 *A representative of the LEA of residence shall be a member of the child's IEP team; and*

14.6.3 *Arrangements for all evaluation and diagnosis, whether initial or reevaluation, shall be the responsibility of the child's LEA of residence.*

*(Authority: 20 U.S.C. 1412(a)(5); 14 Del.C. §3110)*

## **15.0 Continuum of Alternative Placements**

15.1 *Each public agency shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related*

services.

- 15.2 The continuum required in subsection 15.1 shall include the alternative placements listed in the definition of special education under **14 DE Admin. Code 922.3.0** (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

(Authority: 20 U.S.C. 1412(a)(5); **14 Del.C. §3110**)

#### **16.0 Placements**

- 16.1 In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency shall ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and is made in conformity with the LRE provisions of this regulation, including Sections 14.0 through 18.0.

- 16.2 The child's placement shall be determined at least annually; shall be based on the child's IEP; and shall be as close as possible to the child's home.

- 16.3 Unless the IEP of a child with a disability requires some other arrangement, the child shall be educated in the school that he or she would attend if nondisabled.

- 16.4 In selecting the LRE, consideration shall be given to any potential harmful effect on the child or on the quality of services that he or she needs.

- 16.5 A child with a disability shall not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

(Authority: 20 U.S.C. 1412(a)(5); **14 Del.C. §3110**)

#### **17.0 Non Academic Settings**

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in subsections 7.1 and 7.2, each public agency shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The public agency shall ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

(Authority: 20 U.S.C. 1412(a)(5); **14 Del.C. §3110**)

#### **18.0 Children in Public or Private Institutions**

Each public agency shall ensure that Section 14.0 (LRE requirement) is effectively implemented, including, if necessary, making arrangements with public and private



institutions (such as a memorandum of agreement or special implementation procedures).  
(Authority: 20 U.S.C. 1412(a)(5); **14 Del.C. §3110**)

**19.0 Technical Assistance and Training Activities**

Each public agency shall ensure that teachers and administrators are fully informed about their responsibilities for implementing Section 14.0 (LRE requirement); and are provided with technical assistance and training necessary to assist them in this effort.

(Authority: 20 U.S.C. 1412(a)(5); **14 Del.C. §3110**)

**20.0 Monitoring Activities**

20.1 The DOE shall monitor public agencies to ensure that Section 14.0 (LRE requirement) is implemented by each public agency.

20.2 If there is evidence that a public agency makes placements that are inconsistent with Section 14.0 (LRE requirement), the DOE shall review the public agency's justification for its actions; and assist in planning and implementing any necessary corrective action.

(Authority: 20 U.S.C. 1412(a)(5); **14 Del.C. §3110**)

**21.0 Procedural Safeguards**

21.1 General: Each public agency shall ensure compliance with the requirements of **14 DE Admin. Code 926** to the extent applicable to the agency.

21.2 Procedural safeguards identified: Children with disabilities and their parents shall be afforded the procedural safeguards identified in subsection 21.1 of this section.

(Authority: 20 U.S.C. 1412(a)(6)(A); **14 Del.C. §3110**)

**22.0 Evaluation**

Each public agency shall ensure children with disabilities are evaluated in accordance with **14 DE Admin. Code 925.1.0 through 925.12.0**.

(Authority: 20 U.S.C. 1412(a)(7); **14 Del.C. §3110**)

**23.0 Confidentiality of Personally Identifiable Information**

Each public agency shall take reasonable steps to ensure the confidentiality of personally identifiable information consistent with **14 DE Admin. Code 927.10.0 through 927.26.0**.

(Authority: 20 U.S.C. 1412(a)(8); 1417(c); **14 Del.C. §3110**)

**24.0 Transition of Children from the Part C Program to Preschool Programs**

24.1 Each public agency shall ensure that children participating in early intervention programs assisted under Part C of the Act, and who will participate in preschool programs assisted under Part B of the Act, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9) of the Act; and

24.2 By the third (3<sup>rd</sup>) birthday of a child described in subsection 24.1, or an earlier age as otherwise provided in these regulations, an IEP has been developed and is being implemented for the child consistent with subsection 1.2.1; and each affected LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10) of the Act.

(Authority: 20 U.S.C. 1412(a)(9); **14 Del.C. §3110**)

**15 DE Reg. 351 (09/01/11)**

**25.0 Parent Councils**

25.1 *Each school district and charter school enrolling any child with a disability shall, on an annual basis, contact the parents of each such child to attempt to facilitate the creation and maintenance of a Parent Council for the parents of students with disabilities.*

25.2 *Parent Councils will advocate generally for students with disabilities and provide person-to-person support with individual parents and children.*

25.3 *Each school district and charter school shall collaborate and coordinate with existing parent groups and other information and support groups to facilitate creation, maintenance, and effectiveness of the Parent Councils.*

**19 DE Reg. 1015 (05/01/16)**

**26.0 to 28.0 Reserved**

**19 DE Reg. 1015 (05/01/16)**

**29.0 State Responsibility Regarding Children in Private Schools**

LEAs, and the DOE as appropriate, shall meet the private school requirements in Sections 30.0 through 48.0.

(Authority: 20 U.S.C. 1412(a)(10); **14 Del.C. §3110**)

**30.0 Definition of Parentally Placed Private School Children with Disabilities**

Definition: "Parentally Placed Private School Children with Disabilities" means children with disabilities enrolled by their parents in private, including religious, schools or facilities that meet the definition of elementary school or secondary school in **14 DE Admin. Code 922.3.0**, other than children with disabilities covered in Sections 45.0 through 47.0 of this regulation.

(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

**31.0 Child find ~~Find~~ for Parentally Placed Private School Children with Disabilities**

31.1 General: Each LEA shall locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, in accordance with

	<p><u>subsections 31.2 through 31.5, and Section 11.0 and with 14 DE Admin. Code 924.1.2. 924, subsection 1.2.</u></p> <p>31.2 Child <del>find</del> Find design: The <del>child find</del> Child Find process shall be designed to ensure the equitable participation of parentally placed private school children; and an accurate count of those children.</p> <p>31.3 Activities: In carrying out the requirements of this section, the LEA shall undertake activities similar to the activities undertaken for the agency's public school children.</p> <p>31.4 Cost: The cost of carrying out the <del>child find</del> Child Find requirements in this section, including individual evaluations, may not be considered in determining if an LEA has met its obligation under <u>Section 33.0</u>.</p> <p>31.5 Completion period: The <del>child find</del> Child Find process shall be completed in a time period comparable to that for students attending public schools in the LEA consistent with <b>14 DE Admin. Code 925.2.0</b>.</p> <p>31.6 Out of State children: Each LEA in which private, including religious, elementary schools and secondary schools are located shall, in carrying out the <del>child find</del> Child Find requirements in this section, include parentally placed private school children who reside in a State other than the State of Delaware in which the private schools that they attend are located.</p> <p>(Authority: 20 U.S.C. 1412(a)(10)(A)(ii); <b>14 Del.C. §3110</b>)</p> <p><b>32.0 Provision of Services for Parentally Placed Private School Children with Disabilities, Basic Requirement</b></p> <p>32.1 General: To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, provision is made for the participation of those children in the program assisted or carried out under Part B of the Act by providing them with special education and related services, including direct services determined in accordance with <u>Section 37.0</u>.</p> <p>32.2 Services plan for parentally placed private school children with disabilities: In accordance with <u>subsection 32.1</u> and <u>Sections 37.0 through 39.0</u>, a services plan shall be developed and implemented for each private school child with a disability who has been designated by the LEA in which the private school is located to receive special education and related services under these regulations.</p> <p>32.3 Record keeping: Each LEA shall maintain in its records, and provide to the DOE, the following information related to parentally placed private school children covered in <u>Sections 30.0 through 44.0</u>: the number of children evaluated; the number of children determined to be children with disabilities; and the number of children served.</p> <p>(Authority: 20 U.S.C. 1412(a)(10)(A)(i); <b>14 Del.C. §3110</b>)</p> <p><b>33.0 Expenditures</b></p> <p>33.1 Formula: To meet the requirement of <u>subsection 32.1</u>, each LEA shall spend the following on providing special education and related services (including direct services) to</p>
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	<p>parentally placed private school children with disabilities:</p> <p>33.1.1 For children aged three <del>(3)</del> through <del>twenty-one (21)</del>, <u>22</u>, an amount that is the same proportion of the LEA's total sub grant under section 611(f) of the Act as the number of private school children with disabilities aged three <del>(3)</del> through <del>twenty-one (21)</del> <u>22</u> who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction aged three <del>(3)</del> through <del>twenty-one (21)</del>. <u>22</u>.</p> <p>33.1.2 For children aged <del>(3)</del> <u>three</u> through <del>five (5)</del>, <u>five</u>, an amount that is the same proportion of the LEA's total sub grant under section 619(g) of the Act as the number of parentally placed private school children with disabilities aged <del>(3)</del> <u>three</u> through <del>five (5)</del> who are enrolled by their parents in a private, including religious, elementary school located in the school district served by the LEA, is to the total number of children with disabilities in its jurisdiction aged <del>(3)</del> <u>three</u> through <del>five (5)</del>. <u>five</u>.</p> <p>33.1.3 As described in <u>subsection 33.1.2</u> of this section, children aged three <del>(3)</del> through <del>five (5)</del> are considered to be parentally placed private school children with disabilities enrolled by their parents in private, including religious, elementary schools, if they are enrolled in a private school that meets the definition of elementary school in <b>14 DE Admin. Code 922.3.0</b>.</p> <p>33.1.4 If an LEA has not expended for equitable services all of the funds described in <u>subsections 33.1.1, 33.1.2 and 33.1.3</u> by the end of the fiscal year for which Congress appropriated the funds, the LEA shall obligate the remaining funds for special education and related services (including direct services) to parentally placed private school children with disabilities during a carry over period of one <del>(4)</del> additional year.</p> <p>33.2 Calculating proportionate amount: In calculating the proportionate amount of Federal funds to be provided for parentally placed private school children with disabilities, the LEA, after timely and meaningful consultation with representatives of private schools in <u>Section 34.0</u> shall conduct a thorough and complete <del>child find</del> <u>Child Find</u> process to determine the number of parentally placed children with disabilities attending private schools located in the LEA.</p> <p>33.3 Annual count of the number of parentally placed private school children with disabilities: Each LEA shall after timely and meaningful consultation with representatives of parentally placed private school children with disabilities (consistent with <u>Section 34.0</u>), determine the number of parentally placed private school children with disabilities attending private schools located in the LEA; and ensure that the count is conducted on any date between October 1 and December 1, inclusive, of each year.</p> <p>33.3.1 The count shall be used to determine the amount that the LEA shall spend on providing special education and related services to parentally placed private school children with disabilities in the next subsequent fiscal year.</p> <p>33.4 Supplement, not supplant: State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally placed private school children with disabilities under these regulations.</p>
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(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

#### **34.0 Consultation**

34.1 To ensure timely and meaningful consultation, an LEA shall consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

34.1.1 ~~Child find:~~ Find: The ~~child find~~ Child Find process, including how parentally placed private school children suspected of having a disability can participate equitably; and how parents, teachers, and private school officials will be informed of the process.

34.1.2 Proportionate share of funds: The determination of the proportionate share of Federal funds available to serve parentally placed private school children with disabilities in subsection 33.2 including the determination of how the proportionate share of those funds was calculated.

34.1.3 Consultation process: The consultation process among the LEA, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally placed children with disabilities identified through the ~~child find~~ Child Find process can meaningfully participate in special education and related services.

34.1.4 Provision of special education and related services: How, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of:

34.1.4.1 The types of services, including direct services and alternate service delivery mechanisms; and

34.1.4.2 How special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school children; and

34.1.4.3 How and when those decisions will be made;

34.1.4.4 Written explanation by LEA regarding services: How, if the LEA disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

(Authority: 20 U.S.C. 1412(a)(10)(A)(iii); **14 Del.C. §3110**)

#### **35.0 Written Affirmation**

35.1 When timely and meaningful consultation, as required by Section 34.0, has occurred, the LEA shall obtain a written affirmation signed by the representatives of participating private schools.

- 35.2 If the representatives do not provide the affirmation within a reasonable period of time, the LEA shall forward the documentation of the consultation process to the DOE.  
(Authority: 20 U.S.C. 1412(a)(10)(A)(iv); **14 Del.C. §3110**)

**36.0 Compliance**

- 36.1 General: A private school official has the right to submit a complaint to the DOE that the LEA did not engage in consultation that was meaningful and timely; or did not give due consideration to the views of the private school official.
- 36.2 Procedure: If the private school official wishes to submit a complaint, the official shall provide to the DOE the basis of the noncompliance by the LEA with the applicable private school provisions in these regulations; and the LEA shall forward the appropriate documentation to the DOE.
- 36.2.1 If the private school official is dissatisfied with the decision of the DOE, the official may submit a complaint to the Secretary of the United States Department of Education by providing the information on noncompliance described in subsection 36.2 and the DOE shall forward the appropriate documentation to the Secretary of the United States Department of Education.  
(Authority: 20 U.S.C. 1412(a)(10)(A)(v); **14 Del.C. §3110**)

**37.0 Equitable Services Determined**

- 37.1 No individual right to special education and related services. No parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.
- 37.2 Decisions: Decisions about the services that will be provided to parentally placed private school children with disabilities in Sections 30.0 through 44.0 shall be made in accordance with subsections 37.4 and 34.1.3.
- 37.3 The LEA shall make the final decisions with respect to the services to be provided to eligible parentally placed private school children with disabilities.
- 37.4 Services plan for each child served in Sections 30.0 through 44.0: If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from an LEA, the LEA shall:
- 37.4.1 Initiate and conduct meetings to develop, review, and revise a services plan for the child, in accordance with subsection 38.3; and
- 37.4.2 Ensure that a representative of the religious or other private school attends each meeting. If the representative cannot attend, the LEA shall use other methods to ensure participation by the religious or other private school, including individual or conference telephone calls.  
(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

**38.0 Equitable Services Provided**

	<p>38.1 General: The services provided to parentally placed private school children with disabilities shall be provided by personnel meeting the same standards as personnel providing services in the public schools, except that private elementary school and secondary school teachers who are providing equitable services to parentally placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements under the definition in <b>14 DE Admin. Code 922.3.0</b>.</p> <p>38.2 Parentally placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.</p> <p>38.3 Services provided in accordance with a services plan: Each parentally placed private school child with a disability who has been designated to receive services in <u>Section</u> 32.0 shall have a services plan that describes the specific special education and related services that the LEA will provide to the child in light of the services that the LEA has determined, through the process described in <u>Sections</u> 34.0 and 37.0, it will make available to parentally placed private school children with disabilities.</p> <p>38.3.1 The services plan shall, to the extent appropriate meet the requirements of <b>14 DE Admin. Code 925.20.0</b> (or for a child ages three <del>(3)</del> through <del>five (5)</del>, <u>five</u>, meet the requirements of <b>14 DE Admin. Code 925.23.0</b>) with respect to the services provided; and be developed, reviewed, and revised consistent with <b>14 DE Admin. Code 925.21.0 through 925.24.0</b>.</p> <p>38.4 Provision of equitable services: The provision of services pursuant to this section and <u>Sections</u> 39.0 through 43.0 shall be provided by employees of a public agency; or through contract by the public agency with an individual, association, agency, organization, or other entity.</p> <p>38.5 Special education and related services provided to parentally placed private school children with disabilities, including materials and equipment, shall be secular, neutral, and non ideological.</p> <p>(Authority: 20 U.S.C. 1412(a)(10)(A)(vi); <b>14 Del.C. §3110</b>)</p> <p><b>39.0 Location of Services and Transportation</b></p> <p>39.1 Services on private school premises: Services to parentally placed private school children with disabilities may be provided on the premises of private, including religious, schools, to the extent consistent with law.</p> <p>39.2 Transportation, General: If necessary for the child to benefit from or participate in the services provided under these regulations, a parentally placed private school child with a disability shall be provided transportation from the child's school or the child's home to a site other than the private school; and from the service site to the private school, or to the child's home, depending on the timing of the services.</p> <p>39.2.1 LEAs are not required to provide transportation from the child's home to the private school.</p> <p>39.3 Cost of transportation: The cost of the transportation described in <u>subsection</u> 39.2 may be included in calculating whether the LEA has met the requirement of <u>Section</u> 33.0.</p> <p>(Authority: 20 U.S.C. 1412(a)(10)(A);) <b>14 Del.C. §3110</b></p>
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#### **40.0 Due Process Complaints and State Complaints**

- 40.1 Due process not applicable, except for ~~child find~~: Child Find: Except as provided in subsection 40.2 of this section, the procedures in **14 DE Admin. Code 926.4.0** through 926.19.0 do not apply to complaints that an LEA has failed to meet the requirements of Sections 32.0 through 39.0 of this Subpart, including the provision of services indicated on the child's services plan.
- 40.2 ~~Child find~~ Find complaints to be filed with the LEA in which the private school is located: The procedures in **14 DE Admin. Code 926.4.0** through 926.19.0 apply to complaints that an LEA has failed to meet the ~~child find~~ Child Find requirements in Section 31.0, including the requirements in **14 DE Admin. Code 925.1.0** through 925.12.0.
- 40.2.1 Any due process complaint regarding the ~~child find~~ Child Find requirements (as described in subsection 40.2) shall be filed with the LEA in which the private school is located and a copy shall be forwarded to the DOE.
- 40.3 State complaints: Any complaint that an LEA has failed to meet the requirements in Sections 32.0 through 35.0 and Sections 37.0 through 44.0 shall be filed in accordance with the procedures described in Sections 51.0 through 53.0.
- 40.3.1 A complaint filed by a private school official under subsection 36.1 shall be filed with the DOE in accordance with the procedures in subsection 36.2.  
(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

#### **41.0 Requirement that Funds not Benefit a Private School**

- 41.1 An LEA may not use funds provided under section 611 or 619 of the Act to finance the existing level of instruction in a private school or to otherwise benefit the private school.
- 41.2 The LEA shall use funds provided under Part B of the Act to meet the special education and related services needs of parentally placed private school children with disabilities, but not for meeting the needs of a private school; or the general needs of the students enrolled in the private school.  
(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

#### **42.0 Use of Personnel**

- 42.1 Use of public school personnel: An LEA may use funds available under sections 611 and 619 of the Act to make public school personnel available in other than public facilities to the extent necessary to provide services under Sections 30.0 through 44.0 of this regulation for parentally placed private school children with disabilities; and if those services are not normally provided by the private school.
- 42.2 Use of private school personnel: An LEA may use funds available under sections 611 and 619 of the Act to pay for the services of an employee of a private school to provide services in Sections 30.0 through 44.0 of this regulation if the employee performs the services outside of his or her regular hours of duty; and the employee performs the services under public supervision and control.



(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

**43.0 Separate Classes Prohibited**

An LEA may not use funds available under section 611 or 619 of the Act for classes that are organized separately on the basis of school enrollment or religion of the children if the classes are at the same site; and the classes include children enrolled in public schools and children enrolled in private schools.

(Authority: 20 U.S.C. 1412(a)(10)(A); **14 Del.C. §3110**)

**44.0 Property, Equipment, and Supplies**

44.1 A public agency shall control and administer the funds used to provide special education and related services in Sections 37.0 through 39.0, and hold title to and administer materials, equipment, and property purchased with those funds for the uses and purposes provided in the Act.

44.2 The public agency may place equipment and supplies in a private school for the period of time needed for the Part B program.

44.3 The public agency shall ensure that the equipment and supplies placed in a private school are used only for Part B purposes; and can be removed from the private school without remodeling the private school facility.

44.4 The public agency shall remove equipment and supplies from a private school if the equipment and supplies are no longer needed for Part B purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Part B of the Act purposes.

44.5 No funds under Part B of the Act may be used for repairs, minor remodeling, or construction of private school facilities.

(Authority: 20 U.S.C. 1412(a)(10)(A)(vii); **14 Del.C. §3110**)

**45.0 Children with Disabilities in Private Schools Placed or Referred By Public Agencies**

Applicability: Sections 46.0 through 47.0 apply only to children with disabilities who are or have been placed in or referred to a private school or facility by a public agency as a means of providing special education and related services.

(Authority: 20 U.S.C. 1412(a)(10)(B); **14 Del.C. §3110**)

**46.0 Responsibility of Public Agencies**

Each public agency that places a child with a disability at a private school or facility shall ensure the child is provided special education and related services in conformance with an IEP that meets the requirements of **14 DE Admin. Code 925.20.0** through 925.25.0; and at no cost to the parents; is provided a FAPE; and has all of the rights of a child with a disability who is served by a public agency.

(Authority: 20 U.S.C. 1412(a)(10)(B); **14 Del.C. §3110**)

#### **47.0 Monitoring by DOE**

To monitor compliance of the requirements in Section 46.0 by public agencies, DOE shall use procedures such as written reports, on site visits, and parent questionnaires; disseminate copies of applicable standards to each private school and facility to which a public agency has referred or placed a child with a disability; and provide an opportunity for those private schools and facilities to participate in the development and revision of State standards that apply to them.

(Authority: 20 U.S.C. 1412(a)(10)(B); **14 Del.C. §3110**)

#### **48.0 Placement of Children by Parents when FAPE is at Issue.**

48.1 General: These regulations do not require an LEA to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if that agency made FAPE available to the child and the parents elected to place the child in a private school or facility. However, the public agency shall include that child in the population whose needs are addressed consistent with Sections 31.0 through 44.0.

48.2 Disagreements about FAPE: Disagreements between the parents and a public agency regarding the availability of a program appropriate for the child, and the question of financial reimbursement, are subject to the due process procedures in **14 DE Admin. Code 926.4.0** through 926.20.0.

48.3 Reimbursement for private school placement: If the parents of a child with a disability, who previously received special education and related services under the authority of a public agency, enroll the child in a private preschool, elementary school, or secondary school without the consent of or referral by the public agency, a court or a hearing officer may require the agency to reimburse the parents for the cost of that enrollment if the court or hearing panel finds that the agency had not made FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by a hearing panel or a court even if it does not meet the State standards that apply to education provided by the DOE and LEAs.

48.4 Limitation on reimbursement: The cost of reimbursement described in subsection 48.3 of this section may be reduced or denied if:

48.4.1 At the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the public agency to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or

48.4.2 At least ~~ten (10)~~ 10 business days (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the public agency of the information described in subsection 48.4.1;

48.4.2.1 If, prior to the parents' removal of the child from the public

school, the public agency informed the parents, through the notice requirements described in **14 DE Admin. Code 926.3.1.1**, of its intent to evaluate the child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but the parents did not make the child available for the evaluation; or upon a judicial finding of unreasonableness with respect to actions taken by the parents.

48.5 Exception: Notwithstanding the notice requirement in subsections 48.4.1 and 48.4.2 the cost of reimbursement shall not be reduced or denied for failure to provide the notice if: the school prevented the parents from providing the notice; the parents had not received notice, **14 DE Admin. Code 926.4.0**, of the notice requirement in subsections 48.4.1 and 48.4.2 of this regulation or compliance with subsections 48.4.1 and 48.4.2 of this regulation would likely result in physical harm to the child; and

48.5.1 May, in the discretion of the court or a hearing officer, not be reduced or denied for failure to provide this notice if the parents are not literate or cannot write in English; or compliance with subsections 48.4.1 and 48.4.2 would likely result in serious emotional harm to the child.

(Authority: 20 U.S.C. 1412(a)(10)(C); **14 Del.C. §3110**)

#### **49.0 DOE Responsibility for General Supervision of Procedural Safeguards**

49.1 The DOE shall ensure that the requirements of these regulations are carried out; and that each educational program for children with disabilities administered within the State, including each program administered by any other State or local agency is under the general supervision of the DOE; and meets the educational standards of the DOE (including the requirements of these regulations).

49.2 In carrying out these regulations with respect to homeless children, the DOE shall ensure that the requirements of subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) are met.

49.3 The State may carry out its General Supervisory responsibilities through any mechanism or procedure provided in these regulations or other applicable State or federal law, including, but not limited to, subsection 49.5 of this regulation and **14 DE Admin. Code 927 and 928**.

49.4 Part B of the Act and these regulations do not limit the responsibility of agencies other than educational agencies for providing or paying some or all of the costs of FAPE to children with disabilities in the State.

49.5 *In addition to any other authority available under these regulations or State law, DOE may use any of the following activities and mechanisms to identify and correct noncompliance and to document and exercise its general supervisory responsibilities: interagency agreements; compliance monitoring; dispute resolution systems (due process hearings, state complaints and mediation); general project coordination and contracting; specific program evaluations; personnel systems; public dissemination of information; and financial and administrative audits and reporting.*

49.5.1 *Compliance monitoring: DOE may use any reasonable method to collect, analyze and verify information to monitor compliance with Part B and these*

	<p><i>regulations.</i></p> <p>49.5.1.1 <i>Monitoring methods may include, but are not limited to, use of offsite review, on site review, letters of inquiry, and follow up and verification of specific activities.</i></p> <p>49.5.1.2 <i>Potential noncompliance may be identified from any generally reliable source of information, including but not limited to, complaints, hearings and court decisions, evaluation and performance reports, and other formally submitted documents to determine if agencies and programs are in need of specific compliance interventions.</i></p> <p>49.5.1.3 <i>DOE shall document its monitoring activity through correspondence and reports.</i></p> <p>49.5.1.4 <i>DOE shall notify a public agency in writing when it identifies noncompliance. The notice shall describe each corrective action which shall be taken, including a reasonable time frame for submission of a corrective action plan, and require that the corrective action plan provide for: the immediate discontinuance of the violation; the prevention of the occurrence of any future violation; documentation of the initiation and completion of actions to achieve current and future compliance; the timeframe for achieving full compliance; and the description of actions the agency shall take to remedy the identified areas of noncompliance.</i></p> <p>49.5.1.5 <i>Within <del>sixty (60)</del> 60 days of receiving a corrective action plan, DOE shall determine whether the plan meets each of the requirements of the preceding paragraph, or if additional information is required from the agency, and notify the agency accordingly</i></p> <p>49.5.1.6 <i>In all events, noncompliance shall be corrected within one <del>(4)</del> year of the date DOE identifies the noncompliance.</i></p> <p>49.5.2 <i>Enforcement: DOE shall have the authority to enforce legal obligations under these regulations, and to compel the correction of deficiencies in program operations and other identified noncompliance. DOE may enforce its authority by any mechanism available under State or federal law and these regulations, including but not limited to, directing public agencies to correct noncompliance; imposing specific conditions on funding; imposing appropriate sanctions for failing or refusing to correct noncompliance; and withholding funding in whole or part.</i></p> <p>49.5.3 <i>DOE shall distribute these regulations, required and model forms, guidance, and letters of general notification to all public and private agencies providing services to children with disabilities. DOE shall determine the method of dissemination, which may include regular mail, electronic mail, website postings and distribution at State or county meetings.</i></p> <p style="text-align: right;"><i>(Authority: 20 U.S.C. 1412(a)(11); 1416; 14 Del.C. §3110)</i></p> <p><b>14 DE Reg. 1057 (04/01/11)</b></p>
<b>50.0</b>	<b>Implementation of Procedural Safeguards</b>

Each public agency is responsible for ensuring effective implementation of procedural safeguards for the children with disabilities served by that public agency.

(Authority: 20 U.S.C. 1412(a)(11); 1415(a); **14 Del.C. §3110**)

## **51.0 State Complaint Procedures**

51.1 General: The DOE shall resolve any complaint, including a complaint filed by an organization or individual from another State, that meets the requirements of Section 53.0 by implementing the State complaint procedures under Sections 51.0 through 53.0; and widely disseminate to parents and other interested individuals, including parent training and information centers, protection and advocacy agencies, independent living centers, and other appropriate entities, the State complaint procedures.

51.2 Remedies for denial of appropriate services: In resolving a complaint in which the DOE has found a failure to provide appropriate services, the DOE, pursuant to its general supervisory authority under Part B of the Act, shall address the failure to provide appropriate services, including corrective action appropriate to address the needs of the child (such as compensatory services or monetary reimbursement); and appropriate future provision of services for all children with disabilities.

51.3 Public agency compliance and noncompliance:

51.3.1 A report of the DOE's findings shall be sent to the Chief Administrative Officer of the public agency, the Secretary, and the complaining party.

51.3.2 When the findings of the DOE indicate a public agency's full compliance with Part B of the Act and these regulations, no further action by the DOE shall be taken.

51.3.3 When the findings of the DOE indicate non compliance with Part B of the Act or these regulations, the public agency shall be presented with the DOE's findings and a time frame for corrective action as specified by the DOE. If the public agency completes the specified corrective action within the time frame determined by the DOE, the DOE may nonetheless continue to monitor the public agency and request additional action to ensure full compliance with these regulations.

(Authority: 20 U.S.C. 1221e-3; **14 Del.C. §3110**)

## **52.0 Time Limit and Extension for State Complaint, Final Decision, and Implementation**

52.1 Time limit; minimum procedures: Within ~~Sixty (60)~~ 60 days following the DOE's receipt of an adequately detailed complaint under Section 53.0 the DOE shall:

52.1.1 Carry out an independent on site investigation, if the DOE determines that an investigation is necessary;

52.1.2 Give the complainant the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint;

52.1.3 Provide the public agency with the opportunity to respond to the complaint, including, at a minimum at the discretion of the public agency, a proposal to resolve the complaint; and an opportunity for a parent who has filed a complaint and the public agency to voluntarily engage in mediation consistent with **14 DE Admin. Code**

	<p><b>926.6.0;</b></p> <p>52.1.4 Review all relevant information and make an independent determination as to whether the public agency is violating a requirement of Part B of the Act or these regulations; and</p> <p>52.1.5 Issue a written decision to the complainant that addresses each allegation in the complaint and contains findings of fact and conclusions; and the reasons for the DOE's final decision.</p> <p>52.2 Time extension; final decision; implementation: The DOE shall permit an extension of the time limit in <u>subsection</u> 52.1 only if:</p> <p>52.2.1 Exceptional circumstances exist with respect to a particular complaint; or</p> <p>52.2.2 The parent, individual, or organization and the public agency involved agree to extend the time to engage in mediation or in other alternative means of dispute resolution; and</p> <p>52.3 <b>DOE</b> shall provide procedures for effective implementation of the DOE's final decision, if needed, including technical assistance activities; negotiations; and corrective actions to achieve compliance.</p> <p>52.4 Complaints filed under this section and due process hearings.</p> <p>52.4.1 If a written complaint is received that is also the subject of a due process hearing in <b>14 DE Admin. Code 926.7.0, or 926.30.0 through 926.32.0</b>, or contains multiple issues of which one or more are part of that hearing, the DOE shall set aside any part of the complaint that is being addressed in the due process hearing until the conclusion of the hearing. However, any issue in the complaint that is not a part of the due process action shall be resolved using the time limit and procedures described in <u>subsections</u> 52.1 and 52.2.</p> <p>52.4.2 If an issue that was raised in a complaint filed under this section has previously been decided in a due process hearing involving the same parties the due process hearing decision is binding on that issue; and the DOE shall inform the complainant to that effect.</p> <p>52.4.3 A complaint alleging a public agency's failure to implement a due process hearing decision shall be resolved by the DOE.</p> <p>(Authority: 20 U.S.C. 1221e-3; <b>14 Del.C. §3110</b>)</p> <p><b>53.0 Filing a Complaint</b></p> <p>53.1 An organization or individual may file a signed written complaint under the procedures described in <u>Sections</u> 51.0 through 52.0.</p> <p>53.2 The complaint shall include:</p> <p>53.2.1 A statement that a public agency has violated a requirement of Part B of the Act or of these regulations;</p> <p>53.2.2 The facts on which the statement is based, including the time frame in which the <del>incident(s)</del> <u>incident or incidents</u> occurred;</p> <p>53.2.3 The signature and contact information for the complainant, and legal</p>
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	<p>representative, if any, or of individuals representing a public agency or private organization filing a complaint; and if alleging violations with respect to a specific child:</p> <p>53.2.3.1 The name and address of the residence of the child;</p> <p>53.2.3.2 The name of the school the child is attending;</p> <p>53.2.3.3 In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a(2)), available contact information for the child, and the name of the school the child is attending;</p> <p>53.2.3.4 A description of the nature of the problem of the child, including facts relating to the problem;</p> <p>53.2.3.5 A proposed resolution of the problem to the extent known and available to the party at the time the complaint is filed; and</p> <p>53.2.3.6 <i>A description of the attempts made to resolve the issue(s) prior to filing the complaint, if any.</i></p> <p>53.2.4 The complaint shall allege a violation that occurred not more than one (4) year prior to the date that the complaint is received in accordance with <u>Section 51.0</u>.</p> <p>53.2.5 The party filing the complaint shall forward a copy of the complaint to the LEA or public agency serving the child at the same time the party files the complaint with the DOE.</p> <p>(Authority: 20 U.S.C.1221e-3; <b>14 Del.C. §3110</b>)</p> <p><b>14 DE Reg. 1057 (04/01/11)</b></p> <p><b>54.0 Methods of Ensuring Services</b></p> <p>54.1 Establishing responsibility for services: The Secretary shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each non educational public agency described in <u>subsection 54.2</u> and the DOE, in order to ensure that all services described in <u>subsection 54.2</u> that are needed to ensure FAPE are provided, including the provision of these services during the pendency of any dispute in <u>subsection 54.1.3</u>. The agreement or mechanism shall include the following:</p> <p>54.1.1 An identification of, or a method for defining, the financial responsibility of each agency for providing services described in <u>subsection 54.2</u> to ensure FAPE to children with disabilities. The financial responsibility of each non educational public agency, including the State Medicaid agency and other public insurers of children with disabilities, shall precede the financial responsibility of the LEA (or the State agency responsible for developing the child's IEP).</p> <p>54.1.2 The conditions, terms, and procedures under which an LEA shall be reimbursed by other agencies.</p> <p>54.1.3 Procedures for resolving interagency disputes (including procedures under which LEAs may initiate proceedings) under the agreement or other mechanism to secure reimbursement from other agencies or otherwise implement the provisions of the agreement or mechanism.</p> <p>54.1.4 Policies and procedures for agencies to determine and identify the</p>
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	<p>interagency coordination responsibilities of each agency to promote the coordination and timely and appropriate delivery of services described in <u>subsection 54.2</u>.</p> <p>54.2 Obligation of non educational public agencies: If any public agency other than an educational agency is otherwise obligated under Federal or State law, or assigned responsibility under State policy or pursuant to <u>subsection 54.1</u>, to provide or pay for any services that are also considered special education or related services (such as, but not limited to, services relating to assistive technology devices, assistive technology services, related services, supplementary aids and services, and transition services) that are necessary for ensuring FAPE to children with disabilities within the State, the public agency shall fulfill that obligation or responsibility, either directly or through contract or other arrangement pursuant to <u>subsection 54.1</u> or an agreement pursuant to <u>subsection 54.4</u>.</p> <p>54.2.1 A non educational public agency described in <u>subsection 54.2</u> may not disqualify an eligible service for Medicaid reimbursement because that service is provided in a school context.</p> <p>54.3 If a public agency other than an educational agency fails to provide or pay for the special education and related services described in <u>subsection 54.2</u>, the LEA (or State agency responsible for developing the child's IEP) shall provide or pay for these services to the child in a timely manner. The LEA or State agency is authorized to claim reimbursement for the services from the non educational public agency that failed to provide or pay for these services and that agency shall reimburse the LEA or State agency in accordance with the terms of the interagency agreement or other mechanism described in <u>subsection 54.1</u>.</p> <p>54.4 Special rule: The requirements of <u>subsection 54.1</u> may be met through State statute or regulation; signed agreements between respective agency officials that clearly identify the responsibilities of each agency relating to the provision of services; or other appropriate written methods as determined by the Secretary and approved by the Secretary of the United States Department of Education.</p> <p>54.5 Children with disabilities who are covered by public benefits or insurance: A public agency may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under these regulations, as permitted under the public benefits or insurance program, except as further provided in this section. With regard to services required to provide FAPE to an eligible child under these regulations, the public agency:</p> <p>54.5.1 May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child to receive FAPE under Part B of the Act;</p> <p>54.5.2 May not require parents to incur an out of pocket expense such as the payment of a deductible or co pay amount incurred in filing a claim for services provided pursuant to these regulations, but pursuant to <u>subsection 54.7</u>, may pay the cost that the parents otherwise would be required to pay;</p> <p>54.5.3 May not use a child's benefits under a public benefits or insurance program if that use would:</p> <p>54.5.3.1 Decrease available lifetime coverage or any other insured benefit;</p>
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	<p>54.5.3.2 Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school;</p> <p>54.5.3.3 Increase premiums or lead to the discontinuation of benefits or insurance; or</p> <p>54.5.3.4 Risk loss of eligibility for home and community based waivers, based on aggregate health related expenditures; and</p> <p>54.5.3.5 Shall obtain parental consent each time that access to public benefits or insurance is sought; and notify parents that the parents' refusal to allow access to their public benefits or insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.</p> <p>54.5.4 Children with disabilities who are covered by private insurance: With regard to services required to provide FAPE to an eligible child under these regulations, a public agency may access the parents' private insurance proceeds only if the parents provide consent.</p> <p>54.5.5 Each time the public agency proposes to access the parents' private insurance proceeds, the agency shall obtain parental consent in accordance with <u>subsection</u> 54.5.4; and inform the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.</p> <p>54.6 Use of Part B funds: If a public agency is unable to obtain parental consent to use the parents' private insurance, or public benefits or insurance when the parents would incur a cost for a specified service required under these regulations, to ensure FAPE the public agency may use its Part B funds to pay for the service.</p> <p>54.6.1 To avoid financial cost to parents who otherwise would consent to use private insurance, or public benefits or insurance if the parents would incur a cost, the public agency may use its Part B funds to pay the cost that the parents otherwise would have to pay to use the parents' benefits or insurance (e.g., the deductible or co pay amounts).</p> <p>54.7 Proceeds from public benefits or insurance or private insurance: Proceeds from public benefits or insurance or private insurance will not be treated as program income for purposes of 34 CFR 80.25.</p> <p>54.7.1 If a public agency spends reimbursements from Federal funds (e.g., Medicaid) for services under these regulations, those funds will not be considered ``State or local'' funds for purposes of the maintenance of effort provisions in <del>63.0 and</del> <b>14 DE Admin. Code 924.3.0.</b></p> <p>54.8 Construction: Nothing in these regulations should be construed to alter the requirements imposed on a State Medicaid agency, or any other agency administering a public benefits or insurance program by Federal statute, regulations or policy under title XIX, or title XXI of the Social Security Act, 42 U.S.C. 1396 through 1396v and 42 U.S.C. 1397aa through 1397jj, or any other public benefits or insurance program.</p>
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(Authority: 20 U.S.C. 1412(a)(12) and (e); **14 Del.C. §3110**)

**55.0 Hearings Relating to LEA eligibility**

The DOE shall not make any final determination that an LEA is not eligible for assistance under Part B of the Act without first giving the LEA reasonable notice and an opportunity for a hearing under 34 CFR 76.401(d) as more fully provided in **14 DE Admin. Code 928.5**.

(Authority: 20 U.S.C. 1412(a)(13); **14 Del.C. §3110**)

**56.0 Personnel Qualifications**

56.1 General: Personnel necessary to carry out the purposes of these regulations shall be appropriately and adequately prepared and trained, and shall have the content knowledge and skills to serve children with disabilities, all as established in DOE certification regulations and requirements.

56.2 Related services personnel and paraprofessionals: The requirements in subsection 56.1 include qualifications for related services personnel and paraprofessionals. Such requirements shall be interpreted consistent with any State approved or State recognized certification, licensing, registration, or other comparable requirements that apply to the professional discipline in which those personnel are providing special education or related services; and ensure that related services personnel who deliver services in their discipline or profession:

56.2.1 Meet the requirements of subsection 56.2; and

56.2.2 Have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis; and

56.2.3 Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of these regulations to be used to assist in the provision of special education and related services under these regulations to children with disabilities.

56.3 Qualifications for special education teachers: The qualifications described in subsection 56.1 shall ensure that each person employed as a public school special education teacher in the State who teaches in an elementary school, middle school, or secondary school is highly qualified as a special education teacher by the deadline established in section 1119(a)(2) of the ESEA.

56.4 Policy: In implementing this section, LEAs shall take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services under these regulations to children with disabilities.

56.5 Rule of construction: Notwithstanding any other individual right of action that a parent or student may maintain under these regulations, nothing in these regulations shall be construed to create a right of action on behalf of an individual student or a class of students for the failure of a public agency or LEA employee to be highly qualified, or to prevent a parent from filing a complaint about staff qualifications with the DOE as provided for under these regulations.

(Authority: 20 U.S.C. 1412(a)(14); **14 Del.C. §3110**)

**14 DE Reg. 1057 (04/01/11)**

**57.0 to 66.0 Reserved**

**67.0 State Advisory Panel**

The Governor's Advisory Council for Exceptional Citizens shall provide policy guidance with respect to special education and related services for children with disabilities in the State.

(Authority: 20 U.S.C. 1412(a)(21)(A); **14 Del.C. §§3110, 3111**)

**68.0 Membership**

68.1 General: The Governor's Advisory Council for Exceptional Citizens shall consist of members appointed by the Governor, be representative of the State population and be composed of individuals involved in, or concerned with the education of children with disabilities, including:

68.1.1 Parents of children with disabilities (ages birth through ~~twenty-six (26);~~ 26);

68.1.2 Individuals with disabilities;

68.1.3 Teachers;

68.1.4 Representatives of institutions of higher education that prepare special education and related services personnel;

68.1.5 State and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act, (42 U.S.C. 11431 et seq.);

68.1.6 Administrators of programs for children with disabilities;

68.1.7 Representatives of other State agencies involved in the financing or delivery of related services to children with disabilities;

68.1.8 Representatives of private schools and public charter schools;

68.1.9 Not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities;

68.1.10 A representative from the Department of Services for Children, Youth and Their Families (DSCYF), Division of Family Services; and

68.1.11 Representatives from the Department of Corrections and the DSCYF's Division of Youth Rehabilitative Services.

68.2 Special rule: A majority of the members of the panel shall be individuals with disabilities or parents of children with disabilities (age birth through ~~twenty-six (26);~~ 26)).

(Authority: 20 U.S.C. 1412(a)(21)(B) and (C); **14 Del.C. §§3110, 3111**)

**69.0 Duties**

- 69.1 The Governor's Advisory Council for Exceptional Citizens shall:
- 69.1.1 Advise the DOE of unmet needs within the State in the education of children with disabilities;
  - 69.1.2 Comment publicly on any rules or regulations proposed by the State regarding the education of children with disabilities;
  - 69.1.3 Advise the DOE in developing evaluations and reporting on data to the Secretary of the U.S. Department of Education;
  - 69.1.4 Advise the DOE in developing corrective action plans to address findings identified in Federal monitoring reports under Part B of the Act; and
  - 69.1.5 Advise the DOE in developing and implementing policies relating to the coordination of services for children with disabilities.
- (Authority: 20 U.S.C. 1412(a)(21)(D); **14 Del.C. §3110**)

**70.0 Suspension and Expulsion Rates**

- 70.1 General: The DOE shall examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long term suspensions and expulsions of children with disabilities among LEAs in the State; or compared to the rates for nondisabled children within those agencies.
- 70.2 Review and revision of policies: If the discrepancies described in subsection 70.1 of this section are occurring, the DOE shall review and, if appropriate, revise (or require the affected State agency or LEA to revise) its policies, procedures, and practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards, to ensure that these policies, procedures, and practices comply with the Act.
- (Authority: 20 U.S.C. 1412(a)(22); **14 Del.C. §3110**)

**71.0 Annual Description of Use of Part B Funds.**

On an annual basis, the State shall describe how amounts retained for State administration and State level activities in **14 DE Admin. Code 928.4.0** will be used to meet the requirements of these regulations; and how those amounts will be allocated among the activities described in **14 DE Admin. Code 928.4.0** to meet State priorities based on input from LEAs.

(Authority: 20 U.S.C. 1411(e)(5); **14 Del.C. §3110**)

**72.0 Access to Instructional Materials**

- 72.1 General: The DOE adopts the National Instructional Materials Accessibility Standard (NIMAS) for the purposes of providing instructional materials to blind persons or other persons with print disabilities.
- 72.1.1 Rights and responsibilities: The DOE shall coordinate with the National Instructional Materials Access Center (NIMAC) to provide instructional materials to blind persons or other persons with print disabilities in a timely manner.

	<p>72.1.2 Children with disabilities who need instructional materials in accessible formats, but are not included under the definition of blind or other persons with print disabilities in <u>subsection 72.4</u>, or who need materials that cannot be produced from NIMAS files, shall receive those instructional materials in a timely manner.</p> <p>72.1.3 In order to assist the DOE in meeting its responsibility in <u>subsection 72.1.2</u>, each public agency shall take reasonable steps to provide instructional materials in accessible formats to children with disabilities who need those instructional materials at the same time as other children receive instructional materials.</p> <p>72.2 Preparation and delivery of files: As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the DOE shall enter into a written contract with the publisher of the print instructional materials to:</p> <p>72.2.1 Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to NIMAC electronic files containing the contents of the print instructional materials using the NIMAS; or</p> <p>72.2.2 Purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats.</p> <p>72.2.3 Provide instructional materials to blind persons or other persons with print disabilities in a timely manner.</p> <p>72.3 Assistive technology: In carrying out this section, the DOE, to the maximum extent possible, shall work collaboratively with the State agency responsible for assistive technology programs.</p> <p>72.4 Definitions: In this section and in <b>14 DE Admin. Code 924.10.0</b>:</p> <p>"Blind Persons or Other Persons with Print Disabilities" means children served under these regulations who may qualify to receive books and other publications produced in specialized formats in accordance with the Act entitled "An Act to provide books for adult blind," approved March 3, 1931, 2 U.S.C 135a;</p> <p><del>"National Instructional Materials Access Center (NIMAC)"</del> <u>"National Instructional Materials Access Center"</u> or <u>"NIMAC"</u> means the center established pursuant to section 674(e) of the Act;</p> <p><del>"National Instructional Materials Accessibility Standard (NIMAS)"</del> <u>"National Instructional Materials Accessibility Standard"</u> or <u>"NIMAS"</u> has the meaning given the term in section 674(e)(3)(B) of the Act;</p> <p><del>"Specialized" formats</del> <u>"Specialized Formats"</u> has the meaning given the term in section 674(e)(3)(D) of the Act.</p> <p>(Authority: 20 U.S.C. 1412(a)(23), 1474(e); <b>14 Del.C. §3110</b>)</p> <p><b>73.0 Overidentification and Disproportionality</b></p> <p>The State shall have in effect, consistent with the purposes of these regulations and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular</p>
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impairment described in the definition of child with a disability in **14 DE Admin. Code 922.3.0**.

(Authority: 20 U.S.C. 1412(a)(24); **14 Del.C. §3110**)

#### **74.0 Prohibition on Mandatory Medication**

74.1 General: All public agency and LEA personnel are prohibited from requiring parents to obtain a prescription for substances identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 U.S.C. 812(c)) for a child as a condition of attending school, receiving an evaluation, or receiving services under these regulations.

74.2 Rule of construction: Nothing in subsection 74.1 shall be construed to create a Federal prohibition against teachers and other school personnel consulting or sharing classroom based observations with parents or guardians regarding a student's academic and functional performance, or behavior in the classroom or school, or regarding the need for evaluation for special education or related services in Section 11.0 (related to ~~child find~~ Child Find).

(Authority: 20 U.S.C. 1412(a)(25); **14 Del.C. §3110**)

#### **75.0 DOE as Provider of FAPE or Direct Services**

In any program or circumstances in which DOE provides FAPE to children with disabilities, or provides direct services to these children, the DOE shall comply with any additional requirements of **14 DE Admin. Code 924.1.2, 924.2.0, and 924.6.0 through 924.26.0**, as if the DOE were an LEA; and may use amounts that are otherwise available to the DOE under Part B of the Act to serve those children without regard to **14 DE Admin. Code 924.2** (relating to excess costs).

(Authority: 20 U.S.C. 1412(b); **14 Del.C. §3110**)

#### **76.0 to 98.0 Reserved.**

#### **99.0 State Administration**

99.1 Rulemaking. The DOE shall ensure that its rules, regulations, and policies conform to Part B of the Act.

99.2 The DOE shall identify in writing to LEAs located in the State and the Secretary of the United States Department of Education any such rule, regulation, or policy as a State imposed requirement that is not required by Part B of the Act and Federal regulations. The Secretary shall also minimize the number of rules, regulations, and policies to which the LEAs and schools located in Delaware are subject under Part B of the Act. Italicized materials in these State regulations identify State statutory or regulatory requirements not otherwise required by Part B of the Act and federal regulations.

99.3 Support and facilitation: The DOE's rules, regulations, and policies under Part B of the Act shall support and facilitate LEA and school level system improvement designed to enable children with disabilities to meet the challenging State student academic

	<p>achievement standards.  (Authority: 20 U.S.C. 1407; <b>14 Del.C. §3110</b>)</p> <p><b>10 DE Reg. 1816 (06/01/07)</b>  <b>11 DE Reg. 181 (08/01/07)</b>  <b>11 DE Reg. 1628 (06/01/08)</b>  <b>14 DE Reg. 1057 (04/01/11)</b>  <b>15 DE Reg. 351 (09/01/11)</b>  <b>18 DE Reg. 562 (01/01/15)</b>  <b>18 DE Reg. 859 (05/01/15)</b>  <b>19 DE Reg. 1015 (05/01/16)</b></p>
<b>14 DE Admin Code § 923.5.1.2.3</b>	<p><b><u>Parent Councils</u></b></p> <p>Each school district and charter school enrolling any child with a disability shall, on an annual basis, contact the parents of each such child to attempt to facilitate the creation and maintenance of a Parent Council for the parents of students with disabilities.</p> <p>Parent Councils will advocate generally for students with disabilities and provide person-to-person support with individual parents and children. Each school district and charter school shall collaborate and coordinate with existing parent groups and other information and support groups to facilitate creation, maintenance, and effectiveness of the Parent Councils.</p>
<b>14 DE Admin Code § 923.7.3</b>	<p><b><u>Transportation</u></b></p> <p>When special transportation needs are identified in an IEP, transportation must be deemed a related service, and provided at the expense of the public agency, including the costs of travel to and from school and between schools, and any required specialized equipment. Transportation incidental to the educational program of a child with a disability shall not be at the expense of the public agency. Travel arrangements shall be made in consultation with the public agency's transportation representative when unusual requirements are necessary for a child with a disability. (Authority: 34 C.F.R. § 300.107)</p>
<b>14 DE Admin Code § 923.9.0</b>	<p><b><u>Full Educational Opportunity; Length of School Day; Compulsory School Attendance</u></b></p> <p>State regulations require each public agency to ensure full educational opportunity is offered to its eligible children with disabilities. The minimum length of the school day for a child with a disability in K-12 must be the same as it is for non-disabled children. The minimum length of the school day for children with disabilities in pre-K must approximate that of non-disabled pre-K children, except in a program for the hearing impaired in which the parent is involved in the educational program. In such a program, the school and the parent together shall determine the schedule for at least 5 hours a week of instruction. State regulations further specify compulsory school attendance requirements in accordance</p>

	with state law apply to children with disabilities. (Authority: 34 C.F.R. § 300.109)
<b>14 DE Admin Code § 923.10.0</b>	<p><b><u>Vocational and Career Technical Programs and Services</u></b></p> <p>State regulations require each public agency to ensure children with disabilities have available to them a variety of educational programs and services available to non-disabled children in the area served by the agency, including arts, music, industrial arts, consumer, and homemaking education, and vocational and career technical programs and services. Each public agency must provide assurances to the DOE it will assist in fulfilling the transitional service requirement of the state regulations, and ensure the provision of a vocational and career technical programs in the least restrictive environment to ensure equal access by children with disabilities. (Authority: 34 C.F.R. § 300.110)</p>
<b>14 DE Admin Code § 923.11.0</b>	<p><b><u>Child Find</u></b></p> <p>State regulations outline procedures to ensure all children in need of special education are identified, located, and evaluated. State regulations also establish practices and procedures for identifying children in need of general education interventions consistent with response to intervention procedures.</p>
<b>14 DE Admin Code § 923.14.4</b>	<p><b><u>Interagency Agreements</u></b></p> <p>When a child's IEP team determines that the child's needs cannot be met appropriately in the LEA of residence or other public agency, inter-LEA or interagency programs shall be considered within least restrictive environment requirements. When special education and related services for children with disabilities are provided in whole, or in part, by an LEA or LEAs, other than the LEA of residence, a written interagency agreement must be developed between or among the LEAs and meet the criteria outlined in state regulations.</p>
<b>14 DE Admin Code § 923.49.5</b>	<p><b><u>General Supervision and Procedural Safeguards</u></b></p> <p>In addition to any other authority under the state regulations or State law, the DDOE may use any of the following mechanisms to identify and correct noncompliance and to document and exercise its general supervisory responsibilities: interagency agreements; compliance monitoring; dispute resolution systems; general project coordination and contracting; specific program evaluations; personnel systems; public dissemination of information; and financial aid and administrative audits and reporting. The DDOE may use any reasonable method to collect, analyze and verify information to monitor compliance with Part B and state regulations. Monitoring methods may include, but are not limited to, use of offsite review, on site review, letters of inquiry, and follow up and verification of specific activities. Potential noncompliance may be identified from any generally reliable source of information. The DDOE shall document its monitoring activity through correspondence and reports. The DDOE shall notify a public agency in writing when it identifies noncompliance and the notice shall describe each corrective action which shall be taken, including a reasonable time frame for submission of a corrective action plan, and require that the corrective action plan provide for: the immediate discontinuance of the violation; the prevention of the occurrence of any future violation; documentation of the initiation and completion of actions to achieve current and future compliance; the</p>



	<p>timeframe for achieving full compliance; and the description of actions the agency shall take to remedy the identified areas of noncompliance. All noncompliance shall be corrected within one year from when the DDOE identifies the noncompliance. The DDOE shall have the authority to enforce legal obligations under the regulations and to compel correction of deficiencies in program operations and other identified noncompliance by any mechanism available under State or federal law. The DDOE shall distribute the regulations, required and model forms, guidance, and letters of general notification to all public and private agencies providing services to children with disabilities and determine the method of dissemination.</p>
<b>14 DE Admin Code § 923.53.2.3.6</b>	<p><b><u>Administrative Complaints</u></b></p> <p>When filing an administrative complaint, state regulations request the complainant to include a description of the attempts made to resolve the issue(s) prior to filing the complaint, if any.</p>
<b>14 DE Admin Code § 924</b>	<p style="text-align: center;"><b>Exhibit B</b></p> <p style="text-align: center;"><b>924 Children with Disabilities Subpart C Local Educational Agency (LEA) Eligibility</b></p> <p><b>Non-regulatory note:</b> Some sections of this regulation are shown in <i>italics</i>. Federal law requires that the Delaware Department of Education identify in writing any Delaware rule, regulation or policy that is a state-imposed requirement rather than a federal requirement (see 20 USC §14079a)(2)). The <i>italicized portions</i> of this regulation are Delaware-imposed requirements for the education of children with disabilities and are not specifically required by federal special education law and regulations.</p> <p><b>1.0 Condition of Assistance and Consistency with State Policies</b></p> <p>1.1 An LEA is eligible for assistance under Part B of the Act for a fiscal year if the agency submits a plan that provides assurances to the DOE that the LEA meets each of the conditions in <u>subsections 1.2 through 13.0</u>. (Authority: 20 U.S.C. 1413(a); <b>14 Del.C. §3110</b>)</p> <p>1.2 The LEA, in providing for the education of children with disabilities within its jurisdiction, shall have in effect policies, procedures, and programs that are consistent with the State policies and procedures established under <b>14 DE Admin. Code <del>923.1.2 through 923.63.0 and 923.65.0 through 923.74.0</del></b>. <i>923, subsections 1.2 through Section 56.0 and Sections 67.0 through 74.0. In addition, each public agency providing services to children with disabilities shall use any forms or procedures as from time to time are specifically developed or promulgated by DOE in implementing the requirements of these regulations.</i> (Authority: 20 U.S.C. 1413(a)(1); <b>14 Del.C. §3110</b>)</p> <p><b>14 DE Reg. 1059 (04/01/11)</b></p> <p><b>2.0 Use of Amounts</b></p> <p>2.1 General: Amounts provided to the LEA under Part B of the Act shall be expended in accordance with the applicable provisions of these regulations; shall be used only to pay</p>

the excess costs of providing special education and related services to children with disabilities, consistent with subsection 2.2; and shall be used to supplement State, local, and other Federal funds and not to supplant those funds.

2.2 Excess cost requirement, General: The excess cost requirement prevents an LEA from using funds provided under Part B of the Act to pay for all of the costs directly attributable to the education of a child with a disability, subject to subsection 2.2.1.

2.2.1 The excess cost requirement does not prevent an LEA from using Part B funds to pay for all of the costs directly attributable to the education of a child with a disability in any of the ages ~~three (3), four (4), five (5), eighteen (18), nineteen (19), twenty (20) or twenty-one (21)~~, 3, 4, 5, 18, 19, 20, 21 or 22, if no local or State funds are available for nondisabled children of these ages. However, the LEA shall comply with the non supplanting and other requirements of these regulations in providing the education and services for these children.

2.2.2 An LEA meets the excess cost requirement if it has spent at least a minimum average amount for the education of its children with disabilities before funds under Part B of the Act are used.

2.2.2.1 The amount described in subsection 2.2.2 is determined in accordance with the definition of excess costs in **14 DE Admin. Code 922.3.0**. That amount may not include capital outlay or debt service.

2.2.3 If two or more LEAs jointly establish eligibility in accordance with Section 23.0, the minimum average amount is the average of the combined minimum average amounts determined in accordance with the definition of excess costs in **14 DE Admin. Code 922.3.0** in those agencies for elementary or secondary school students, as the case may be.

(Authority: 20 U.S.C. 1413(a)(2)(A); **14 Del.C. §3110**)

### **3.0 Maintenance of Effort.**

3.1 General: Except as provided in Sections 4.0 and 5.0, funds provided to an LEA under Part B of the Act shall not be used to reduce the level of expenditures for the education of children with disabilities made by the LEA from local funds below the level of those expenditures for the preceding fiscal year.

3.2 Standard: Except as provided in subsection 3.3, an LEA complies with subsection 3.1 for purposes of establishing the LEA's eligibility for an award for a fiscal year if the LEA budgets, for the education of children with disabilities, at least the same total or per capita amount from either of the following sources as the LEA spent for that purpose from the same source for the most recent prior year for which information is available:

3.2.1 Local funds only.

3.2.2 The combination of State and local funds.

3.3 An LEA that relies on subsection 3.2.1 for any fiscal year shall ensure that the amount of local funds it budgets for the education of children with disabilities in that year is at least the same, either in total or per capita, as the amount it spent for that purpose in the most recent fiscal year for which information is available and the standard in subsection 3.2.1

was used to establish its compliance with this section.

- 3.4 The DOE shall not consider any expenditure made from funds provided by the Federal Government for which the DOE is required to account to the Federal Government or for which the LEA is required to account to the Federal Government directly or through the DOE in determining an LEA's compliance with the requirement in subsection 3.1.

(Authority: 20 U.S.C. 1413(a)(2)(A); **14 Del.C. §3110**)

#### **4.0 Exception to Maintenance of Effort**

- 4.1 Notwithstanding the restriction in subsection 3.1, an LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to any of the following:

4.1.1 The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.

4.1.2 A decrease in the enrollment of children with disabilities.

4.1.3 The termination of the obligation of the agency, consistent with these regulations, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as individually determined by the DOE, because the child:

4.1.3.1 Has left the jurisdiction of the agency;

4.1.3.2 Has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or

4.1.3.3 No longer needs the program of special education.

4.1.3.4 The termination of costly expenditures for long term purchases, such as the acquisition of equipment or the construction of school facilities.

4.1.3.5 The assumption of cost by any high cost fund operated by the DOE under 34 CFR § 300.704(c).

(Authority: 20 U.S.C. 1413(a)(2)(B); **14 Del.C. §3110**)

#### **5.0 Adjustment to Local Fiscal Efforts in Certain Fiscal Years**

- 5.1 Amounts in excess: Notwithstanding the requirement in subsection 2.1 that amounts provided to the LEA under Part B of the Act shall be used only to pay the excess costs of providing special education and related services to children with disabilities, and further notwithstanding subsections 2.2 and 3.1, and except as provided in subsection 5.4 and 34 CFR § 300.230(e)(2)(relating to adjustments to State level fiscal efforts in certain fiscal years), for any fiscal year for which the allocation received by an LEA under **14 DE Admin. Code 928.5.0** exceeds the amount the LEA received for the previous fiscal year, the LEA may reduce the level of expenditures otherwise required by subsection 3.1 by not more than 50 percent of the amount of that excess.

- 5.2 Use of amounts to carry out activities under ESEA: If an LEA exercises the authority in subsection 5.1, the LEA shall use an amount of local funds equal to the reduction in expenditures subsection 5.1 to carry out activities that could be supported with funds under

	<p>the ESEA regardless of whether the LEA is using funds under the ESEA for those activities.</p> <p>5.3 State prohibition: Notwithstanding <u>subsection 5.1</u>, if the DOE determines that an LEA is unable to establish and maintain programs of FAPE that meet the requirements of section 613(a) of the Act and these regulations or the DOE has taken action against the LEA under <b>14 DE Admin. Code 927</b> the LEA is prohibited from reducing the level of expenditures in <u>subsection 5.1</u> for that fiscal year.</p> <p>5.4 Special rule: The amount of funds expended by an LEA for early intervening services in <u>Section 26.0</u> shall count toward the maximum amount of expenditures that the LEA may reduce in <u>subsection 5.1</u>. (Authority: 20 U.S.C. 1413(a)(2)(C); <b>14 Del.C. §3110</b>)</p> <p><b>6.0 School Wide Programs under Title I of the ESEA</b></p> <p>6.1 General: Notwithstanding the provisions of <u>Sections 2.0</u> and <u>3.0</u> or any other provision of Part B of the Act, an LEA may use funds received under Part B of the Act for any fiscal year to carry out a school wide program under section 1114 of the ESEA, except that the amount used in any school wide program may not exceed the amount received by the LEA under Part B of the Act for that fiscal year; divided by the number of children with disabilities in the jurisdiction of the LEA; and multiplied by the number of children with disabilities participating in the school wide program.</p> <p>6.2 Funding conditions: The funds described in 6.1 are subject to the following conditions:</p> <p>6.2.1 The funds shall be considered as Federal Part B funds for purposes of the calculations required by <u>subsection 2.1</u>.</p> <p>6.2.2 The funds may be used without regard to the requirements of <u>subsection 2.1</u> that amounts provided to the LEA under Part B of the Act shall be expended in accordance with the applicable provisions of these regulations.</p> <p>6.3 Meeting other Part B requirements: Except as provided in <u>subsection 6.2</u>, all other requirements of Part B of the Act shall be met by an LEA using Part B funds in accordance with <u>subsection 6.1</u>, including ensuring that children with disabilities in school wide program schools receive services in accordance with a properly developed IEP; and are afforded all of the rights and services guaranteed to children with disabilities under the Act. (Authority: 20 U.S.C. 1413(a)(2)(D); <b>14 Del.C. §3110</b>)</p> <p><b>7.0 Personnel Development</b></p> <p>The LEA shall ensure that all personnel necessary to carry out Part B of the Act are appropriately and adequately prepared, subject to the requirements of <b>14 DE Admin. Code 923.56.0</b> (related to personnel qualifications) and section 2122 of the ESEA. (Authority: 20 U.S.C. 1413(a)(3); <b>14 Del.C. §3110</b>)</p> <p><b>8.0 Permissive Use of funds.</b></p> <p>8.1 Uses: Notwithstanding <u>Section 2.0</u> and <u>subsection 3.1</u>, funds provided to an LEA under Part B of the Act may be used for the following activities:</p>
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	<p>8.1.1 Services and aids that also benefit nondisabled children: For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education related setting to a child with a disability in accordance with the IEP of the child, even if one <del>(4)</del> or more nondisabled children benefit from these services.</p> <p>8.1.2 Early intervening services: To develop and implement coordinated, early intervening educational services in accordance with <u>Section 26.0</u>.</p> <p>8.1.3 High cost special education and related services: To establish and implement cost or risk sharing funds, consortia, or cooperatives for the LEA itself, or for LEAs working in a consortium of which the LEA is a part, to pay for high cost special education and related services.</p> <p>8.2 Administrative case management: An LEA may use funds received under Part B of the Act to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP of children with disabilities that is needed for the implementation of those case management activities. (Authority: 20 U.S.C. 1413(a)(4); <b>14 Del.C. §3110</b>)</p> <p><b>9.0 Treatment of Charter Schools and their Students.</b></p> <p>9.1 Rights of children with disabilities: Children with disabilities who attend public charter schools and their parents retain all rights under these regulations.</p> <p>9.2 Charter schools that are public schools of the LEA:</p> <p>9.2.1 In carrying out Part B of the Act and these regulations with respect to charter schools that are public schools of the LEA, the LEA shall:</p> <p>9.2.1.1 serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site to its other public schools; and</p> <p>9.2.1.2 Provide funds under Part B of the Act to those charter schools:</p> <p>9.2.1.2.1 On the same basis as the LEA provides funds to the LEA's other public schools, including proportional distribution based on relative enrollment of children with disabilities; and</p> <p>9.2.1.2.2 At the same time as the LEA distributes other Federal funds to the LEA's other public schools, consistent with Delaware's charter school law (<b>14 Del.C. Ch. 5</b>).</p> <p>9.2.2 If the public charter school is a school of an LEA that receives funding under <b>14 DE Admin. Code 928.5.0</b> and includes other public schools:</p> <p>9.2.2.1 The LEA is responsible for ensuring that the requirements of these regulations are met; and</p> <p>9.2.2.2 The LEA shall meet the requirements in <u>subsection 9.2.1</u>.</p>
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	<p>9.3 Public charter schools that are LEA's: If the public charter school is an LEA, consistent with the definition of LEA under <b>14 DE Admin. Code 922.3.0</b>, that receives funding under <b>14 DE Admin. Code 928.5.0</b> that charter school is responsible for ensuring that the requirements of these regulations are met.</p> <p>9.4 <i>No later than September 1 of each school year each charter school shall identify at least one professional staff member who holds a current certification in any area of special education in Delaware. Training shall be completed by September 30 of the current school year. The designee shall complete annual training approved by DOE regarding the legal responsibilities of charter schools with respect to preparation of Individual Education Programs for students with disabilities and resources available to charter schools to assist in preparation of such programs.</i></p> <p>9.4.1 <i>Each charter school shall notify DOE of any changes in staff appointed as <del>designee(s)</del> <u>designees</u> within seven <del>(7)</del> business days of the staff change.</i></p> <p>9.4.2 <i>The initial and refresher training shall be the annual training in special education regulations, policies, procedures, and procedural safeguards as outlined in IDEA and Delaware Administrative Code as it relates to special education. DOE shall annually publish <del>date(s)</del> <u>dates</u> for this training.</i></p> <p>9.5 Reserved (Authority: 20 U.S.C. 1413(a)(5); <b>14 Del.C. §§505 and 3110</b>)</p> <p><b>19 DE Reg. 1017 (05/01/16)</b></p> <p><b>10.0 Coordination with NIMAC and Purchase of Instructional Materials</b></p> <p>10.1 Coordination with NIMAC: LEAs and other public agencies shall coordinate with the National Instructional Materials Access Center (NIMAC) for the purposes of providing instructional materials to blind persons or other persons with print disabilities. When purchasing print instructional materials, LEAs and other public agencies shall acquire those instructional materials in the same manner, and subject to the same conditions as the DOE under <b>14 DE Admin. Code 923.72.0</b>.</p> <p>10.2 Responsibility of LEA and other public agencies: LEAs and other public agencies shall ensure that children with disabilities who need instructional materials in accessible formats but are not included under the definition of blind or other persons with print disabilities in <b>14 DE Admin. Code 923.72.4</b> or who need materials that cannot be produced from NIMAS files, receive those instructional materials in a timely manner. (Authority: 20 U.S.C. 1413(a)(6); <b>14 Del.C. §3110</b>)</p> <p><b>11.0 Information for DOE</b></p> <p>LEAs shall provide the DOE, consistent with a format and timetable acceptable to the Department, with information necessary to enable the DOE to carry out its duties under Part B of the Act, including, with respect to information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. (Authority: 20 U.S.C. 1413(a)(7); <b>14 Del.C. §3110</b>)</p>
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## **12.0 Public Information**

LEAs shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the Act.

(Authority: 20 U.S.C. 1413(a)(8); **14 Del.C. §3110**; see also **29 Del.C. §10003**)

## **13.0 Records Regarding Migratory Children with Disabilities**

LEAs shall cooperate with appropriate Delaware and federal agencies to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children.

(Authority: 20 U.S.C. 1413(a)(9); **14 Del.C. §3110**)

## **14.0 to 19.0 Reserved**

## **20.0 Exception for Prior Local Plans**

20.1 General: If an LEA or a State agency described in Section 28.0 has on file with the DOE policies and procedures that demonstrate that the LEA or State agency meets any requirement of subsection 1.1, including any policies and procedures filed under Part B of the Act as in effect before December 3, 2004, the DOE shall consider the LEA or State agency to have met that requirement for purposes of receiving assistance under Part B of the Act.

20.2 Modification made by an LEA or State Agency: Subject to subsection 20.3, policies and procedures submitted by an LEA or a State agency in accordance with **14 DE Admin. Code 924** remain in effect until the LEA or State agency submits to the DOE the modifications that the LEA or State agency determines are necessary.

20.3 Modifications required by the DOE. The DOE may require an LEA or a State agency to modify its policies and procedures, but only to the extent necessary to ensure the LEA's or State agency's compliance with Part B of the Act or with Delaware law, if:

20.3.1 After December 3, 2004 (the effective date of the Individuals with Disabilities Education Improvement Act of 2004), the applicable provisions of the Act (or the regulations developed to carry out the Act) are amended;

20.3.2 There is a new interpretation of an applicable provision of the Act by Federal or State courts; or

20.3.3 There is an official finding of noncompliance with Federal or State law or regulations.

20.4 *Nothing in this section shall be construed to restrict the DOE from utilizing any other method, activity or authority available to monitor and enforce the requirements of Part B of the Act and these regulations.*

(Authority: 20 U.S.C. 1413(b); **14 Del.C. §3110**)

## **21.0 Notification of LEA or State Agency in Case of Ineligibility**

If the DOE determines that an LEA or State agency is not eligible under Part B of the

Act, then the DOE shall notify the LEA or State agency of that determination; and provide the LEA or State agency with reasonable notice and an opportunity for a hearing.  
(Authority: 20 U.S.C. 1413(c); 14 Del.C. §3110)

## **22.0 LEA and State Agency Compliance**

- 22.1 General: If the DOE, after reasonable notice and an opportunity for a hearing, finds that an LEA or State agency that has been determined to be eligible under **14 DE Admin. Code 924** is failing to comply with any requirement described in Sections 1.0 through 13.0, any further payments to the LEA or State agency shall be reduced or not provided until the DOE is satisfied that the LEA or State agency is complying with that requirement.
- 22.2 Notice requirement: Any State agency or LEA in receipt of a notice described in subsection 22.1 shall, by means of public notice, take the measures necessary to bring the pendency of an action pursuant to Section 22.0 to the attention of the public within the jurisdiction of the agency.
- 22.3 Consideration: In carrying out its responsibilities under Section 22.0, the DOE shall consider any decision resulting from a hearing held under **14 DE Admin. Code 926.11.0 through 926.33.0** that is adverse to the LEA or State agency involved in the decision.  
(Authority: 20 U.S.C. 1413(d); 14 Del.C. §3110)

## **23.0 Joint Establishment of Eligibility**

- 23.1 General: The DOE may require an LEA to establish its eligibility jointly with another LEA if the DOE determines that the LEA will be ineligible under **14 DE Admin. Code 924** because the agency will not be able to establish and maintain programs of sufficient size and scope to effectively meet the needs of children with disabilities.
- 23.2 Charter school exception: The DOE may not require a charter school that is an LEA to jointly establish its eligibility under subsection 23.1 unless the charter school is explicitly permitted to do so under the State's charter school statute.
- 23.3 Amounts of payments: If the DOE requires the joint establishment of eligibility under 23.1, the total amount of funds made available to the affected LEAs shall be equal to the sum of the payments that each LEA would have received under **14 DE Admin. Code 928.5.0**, if the agencies were eligible for those payments.  
(Authority: 20 U.S.C. 1413(e)(1) and (2); 14 Del.C. §3110)

## **24.0 Requirements for Establishing Eligibility**

- 24.1 Requirements for LEAs in general: LEAs that establish joint eligibility under Sections 23.0 and 24.0 shall adopt policies and procedures that are consistent with the State's policies and procedures and be jointly responsible for implementing programs that receive assistance under Part B of the Act.
- 24.2 Requirements for educational service agencies in general: If an educational service agency is required by Delaware law to carry out programs under Part B of the Act, the joint responsibilities given to LEAs under Part B of the Act do not apply to the administration and disbursement of any payments received by that educational service



	<p>agency; and shall be carried out only by that educational service agency.</p> <p>24.3 Additional requirements: Notwithstanding any other provision of <u>Sections</u> 23.0 and 24.0, an educational service agency shall provide for the education of children with disabilities in the least restrictive environment, as required by <b>14 DE Admin. Code 923.14.0</b>.</p> <p>(Authority: 20 U.S.C. 1413(e)(3) and (4); <b>14 Del.C. §3110</b>)</p> <p><b>25.0 Reserved</b></p> <p><b>26.0 Early Intervening Services</b></p> <p>26.1 General: An LEA may not use more than 15 fifteen percent (15%) of the amount the LEA receives under Part B of the Act for any fiscal year, less any amount reduced by the LEA pursuant to <u>Section</u> 5.0, if any, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade <del>twelve (12)</del> <u>12</u> (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.</p> <p>26.2 Activities: In implementing coordinated, early intervening services under this section, an LEA may carry out activities that include:</p> <p>26.2.1 Professional development (which may be provided by entities other than LEAs) for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and</p> <p>26.2.2 Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.</p> <p>26.3 Construction: Nothing in <u>Section</u> 26.0 shall be construed to either limit or create a right to FAPE under Part B of the Act or to delay appropriate evaluation of a child suspected of having a disability.</p> <p>26.4 Reporting: Each LEA that develops and maintains coordinated, early intervening services under this section shall annually report to the DOE, consistent with a format and timetable acceptable to the Department, on:</p> <p>26.4.1 The number of children served under <u>Section</u> 26.0 who received early intervening services; and</p> <p>26.4.2 The number of children served under <u>Section</u> 26.0 who received early intervening services and subsequently receive special education and related services under Part B of the Act during the preceding two <del>(2)</del> year period.</p> <p>26.5 Coordination with ESEA: Funds made available to carry out <u>Section</u> 26.0 may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under the ESEA if those funds are used to supplement, and not supplant,</p>
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funds made available under the ESEA for the activities and services assisted under this section.

(Authority: 20 U.S.C. 1413(f); **14 Del.C. §3110**)

## **27.0 Direct Services by the DOE**

27.1 General: The DOE shall use the payments that would otherwise have been available to an LEA or to a State agency to provide special education and related services directly to children with disabilities residing in the area served by that LEA, or for whom that State agency is responsible, if DOE determines that the LEA or State agency:

27.1.1 Has not provided the information needed to establish the eligibility of the LEA or State agency, or elected not to apply for its Part B allotment, under Part B of the Act;

27.1.2 Is unable to establish and maintain programs of FAPE that meet the requirements of these regulations;

27.1.3 Is unable or unwilling to be consolidated with one or more LEAs in order to establish and maintain the programs; or

27.1.4 Has one {4} or more children with disabilities who can best be served by a regional or State program or service delivery system designed to meet the needs of these children.

27.2 DOE administrative procedures:

27.2.1 In meeting the requirements in subsection 27.1, DOE may provide special education and related services directly, by contract, or through other arrangements.

27.2.2 The excess cost requirements of subsection 2.2 do not apply to the DOE.

27.3 Manner and location of education and services: The DOE may provide special education and related services under subsection 27.1 in the manner and at the locations (including regional or State centers) as the DOE considers appropriate. The education and services shall be provided in accordance with these regulations.

(Authority: 20 U.S.C. 1413(g); **14 Del.C. §3110**)

## **28.0 State Agency Eligibility**

28.1 Any state agency that desires to receive a sub grant for any fiscal year under **14 DE Admin. Code 928.5.0** shall demonstrate to the satisfaction of the DOE that:

28.1.1 All children with disabilities who are participating in programs and projects funded under Part B of the Act receive FAPE, and that those children and their parents are provided all the rights and procedural safeguards described in these regulations; and

28.1.2 The agency meets the other conditions of this subpart that apply to LEAs.

(Authority: 20 U.S.C. 1413(h); **14 Del.C. §3110**)

**19 DE Reg. 1017 (05/01/16)**

## **29.0 Disciplinary Information**

	<p>29.1 Each public agency shall maintain a discipline record for children with disabilities in accordance with <b>14 DE Admin. Code 252</b>.</p> <p>29.2 If a child with a disability transfers from one {1} school to another, the transmission of such child's records shall include both the child's current IEP and discipline record in accordance with <b>14 DE Admin. Code 252</b>.</p> <p>(Authority: 20 U.S.C. 1413(i); <b>14 Del.C. §3110</b>)</p> <p><b>10 DE Reg. 1816 (06/01/07)</b>  <b>19 DE Reg. 1017 (05/01/16)</b></p>
<b>14 DE Admin Code § 924.1.0</b>	<p><b><u>Condition of Assistance</u></b></p> <p>Each public agency providing services to children with disabilities must use any forms or procedures as from time to time are specifically developed or promulgated by the DDOE.</p>
<b>14 DE Admin Code § 924.29.0</b> <b>14 DE Admin Code § 252</b>	<p><b><u>Discipline Record</u></b></p> <p>State regulations establish procedures for maintaining the school discipline records of a child with a disability. (Authority: 34 C.F.R. § 300.229)</p>
<b>14 DE Admin Code § 924.9.1.2</b>	<p><b><u>Charter School Designee</u></b></p> <p>No later than September 1 of each school year each charter school shall identify at least one professional staff member who holds a current certification in any area of special education in Delaware. Training shall be completed by September 30 of the current school year. The designee shall complete annual training approved by DOE regarding the legal responsibilities of charter schools with respect to preparation of Individual Education Programs for students with disabilities and resources available to charter schools to assist in preparation of such programs.</p> <p>Each charter school shall notify DOE of any changes in staff appointed as designee(s) within seven (7) business days of the staff change.</p> <p>The initial and refresher training shall be the annual training in special education regulations, policies, procedures, and procedural safeguards as outlined in IDEA and Delaware Administrative Code as it relates to special education. DOE shall annually publish date(s) for this training.</p>
<b>14 DE Admin Code §925</b>	<p style="text-align: center;"><b>Exhibit B</b></p> <p style="text-align: center;"><b>925 Children with Disabilities Subpart D, Evaluations, Eligibility Determination, Individualized</b></p>

## Education Programs

**Non-regulatory note:** Some sections of this regulation are shown in *italics*. Federal law requires that the Delaware Department of Education identify in writing any Delaware rule, regulation or policy that is a state-imposed requirement rather than a federal requirement (see 20 USC ~~§1407(a)(2)~~ U.S.C. §1407(a)(2)). The *italicized portions* of this regulation are Delaware-imposed requirements for the education of children with disabilities and are not specifically required by federal special education law and regulations.

### 1.0 Parental Consent

- 1.1 Parental consent for initial evaluation: The public agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability shall, after providing notice consistent with **14 DE Admin. Code 926.3.0 and 926.4.0**, obtain informed written consent from the parent of the child before conducting the evaluation.
  - 1.1.1 Parental consent for initial evaluation shall not be construed as consent for initial provision of special education and related services.
  - 1.1.2 The public agency shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability.
  - 1.1.3 For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:
    - 1.1.3.1 Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child; the rights of the parents of the child have been terminated in accordance with State law; or the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
  - 1.1.4 If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for initial evaluation under subsection 1.1, or the parent fails to respond to a request to provide consent, the public agency may, but is not required to, pursue the initial evaluation of the child by utilizing the procedural safeguards in **14 DE Admin. Code 926** (including the mediation procedures or the due process procedures, if appropriate).
    - 1.1.4.1 The public agency does not violate its obligation under **14 DE Admin. Code 923.11.0 and 14 DE Admin. Code 925.2.0 through 925.12.0** if it declines to pursue the evaluation.
- 1.2 Parental consent for services: A public agency that is responsible for making FAPE available to a child with a disability shall obtain informed consent from the parent of the child before the initial provision of special education and related services to the child. If any Delaware agency obtains consent for the initial provision of special education and related services under the child's first IEP, and the child transfers to, or subsequently receives

	<p>services from, another Delaware public agency, the receiving agency shall not be required to obtain parental consent for the provision of special education and related services.</p> <p>1.2.1 The public agency shall make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child.</p> <p>1.2.2 If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of special education and related services under <u>subsection</u> 1.2, the public agency:</p> <p>1.2.2.1 May not use the procedures in <b>14 DE Admin. Code 926</b> including the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;</p> <p>1.2.2.2 Will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the parent refuses to or fails to provide consent; and</p> <p>1.2.2.3 Is not required to convene an IEP <del>Team</del> <u>team</u> meeting or develop an IEP for the child.</p> <p>1.2.3 If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency -</p> <p>1.2.3.1 May not continue to provide special education and related services to the child, but <del>must</del> <u>shall</u> provide prior written notice in accordance with <b>14 DE Admin. Code 926.3.0</b> before ceasing the provision of special education and related services;</p> <p>1.2.3.2 May not use the procedures in <b>14 DE Admin. Code 926</b> (including the mediation procedures) or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;</p> <p>1.2.3.3 Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and</p> <p>1.2.3.4 Is not required to convene an IEP <del>Team</del> <u>team</u> meeting or develop an IEP for the child for further provision of special education and related services.</p> <p>1.3 Parental consent for <del>reevaluations</del> <u>re-evaluations</u>: Subject to <u>subsection</u> 1.3.1, each public agency shall obtain informed parental consent, in accordance with <u>subsection</u> 1.1 prior to conducting any <del>reevaluation</del> <u>re-evaluation</u> of a child with a disability.</p> <p>1.3.1 If the parent refuses to consent to the <del>reevaluation</del> <u>re-evaluation</u>, the public agency <del>may, but is not required to,</del> <u>may</u> pursue the <del>reevaluation</del> <u>re-evaluation</u> by using the consent override procedures described in <u>subsection</u> 1.1.4.</p> <p>1.3.2 The public agency does not violate its obligation under <b>14 DE Admin. Code 923.11.0 and 2.0 through 12.0 and 925.3.0 through 6.0</b> if it declines to pursue the evaluation or <del>reevaluation</del> <u>re-evaluation</u>.</p> <p>1.3.3 The informed parental consent described in <u>subsection</u> 1.3 need not be obtained if the public agency can demonstrate that it made reasonable efforts to obtain such consent;</p>
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	<p>and the child's parent has failed to respond.</p> <p>1.4 Other consent requirements: Parental consent is not required before reviewing existing data as part of an evaluation or a <del>reevaluation</del>; <u>re-evaluation</u>; or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.</p> <p>1.5 Each public agency shall establish and implement effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.</p> <p>1.6 A public agency may not use a parent's refusal to consent to one <u>(1)</u> service or activity under this section to deny the parent or child any other service, benefit, or activity of the public agency, except as required by these regulations.</p> <p>1.7 If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the <del>reevaluation</del>, <u>re-evaluation</u>, or the parent fails to respond to a request to provide consent, the public agency may not use the consent override procedures in <u>subsections</u> 1.1.4 and 1.3; and</p> <p>1.7.1 The public agency is not required to consider the child as eligible for services under <b>14 DE Admin. Code 923.32.0</b> through 923.44.0.</p> <p>1.8 To meet the reasonable efforts requirement of this section, the public agency shall document its attempts to obtain parental consent using the procedures in <del>22-6</del> <u>subsection 9.6</u>.</p> <p>(Authority: 20 U.S.C. 1414(a)(1)(D) and 1414(c); <b>14 Del.C. §3110</b>)</p> <p><b>14 DE Reg. 1060 (04/01/11)</b>  <b>20 DE Reg. 172 (09/01/16)</b></p> <p><b>2.0 Initial Evaluations</b></p> <p>2.1 Initial Evaluations General: Each public agency shall conduct a full and individual initial evaluation in accordance with <u>Sections</u> 5.0 and 6.0 before the initial provision of special education and related services to a child with a disability under these regulations. <i>The initial evaluation shall be completed in a manner which precludes undue delay in the evaluation of students.</i></p> <p>2.2 Request for initial evaluation: Consistent with the consent requirements in <u>Section</u> 1.0, either a parent of a child or a public agency may initiate a request for an initial evaluation to determine if the child is a child with a disability.</p> <p>2.3 Procedures for initial evaluation: <i>Within forty-five (45) school days or ninety (90) calendar days, whichever is less, of receiving written parental consent, the initial evaluation shall be conducted; and the child's eligibility for special education and related services <del>must</del> <u>shall</u> be determined at a meeting convened for that purpose.</i></p> <p>2.3.1 The initial evaluation shall consist of procedures to determine if the child is a child with a disability as defined in <b>14 DE Admin. Code</b> 922.3.0; and to determine the educational needs of the child.</p> <p>2.4 Exception: The time frame described in <u>subsection</u> 2.3 <del>of this section</del> does not apply to a public agency if:</p> <p>2.4.1 The parent of a child repeatedly fails or refuses to produce the child for the evaluation;</p>
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or

2.4.2 A child enrolls in a school of another public agency after the relevant time frame in subsection 2.3 has begun, and prior to a determination by the child's previous public agency as to whether the child is a child with a disability.

2.5 The exception in subsection 2.4.2 applies only if the subsequent public agency is making sufficient progress to ensure a prompt completion of the evaluation, and the parent and subsequent public agency agree to a specific time when the evaluation will be completed.

2.6 Screening for instructional purposes is not evaluation: The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

(Authority: 20 U.S.C. 1414(a); **14 Del.C. §3110**)

**14 DE Reg. 1060 (04/01/11)**

### **3.0 ~~Reevaluations~~ Re-evaluations**

3.1 General: A public agency shall ensure that a ~~reevaluation~~ re-evaluation of each child with a disability is conducted in accordance with 14 **DE Admin. Code** 925.4.0 through 925.12.0 if the public agency determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a ~~reevaluation~~; re-evaluation; or if the child's parent or teacher requests a ~~reevaluation~~. re-evaluation.

3.2 Limitation: A ~~reevaluation~~ re-evaluation conducted under subsection 3.1 may occur not more than once a year, unless the parent and the public agency agree otherwise; and shall occur at least once every three (3) years, unless the parent and the public agency agree that a ~~reevaluation~~ re-evaluation is unnecessary.

3.3 A public agency shall initiate a re-evaluation when varied and multiple data sources indicate that a child's performance has improved such that the child may no longer require special education and related services.

(Authority: 20 U.S.C. 1414(a)(2); **14 Del.C. §3110**)

### **4.0 ~~Evaluation Procedures~~**

4.1 Notice: The public agency shall provide notice to the parents of a child with a disability, in accordance with 14 **DE Admin. Code** 926.3.0, that describes any evaluation procedures the agency proposes to conduct.

~~4.2 Conduct of evaluation: In conducting the evaluation, the public agency shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability as defined under 14 **DE Admin. Code** 922.3.0, and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities); and~~

~~4.2.1 Not use any single measure or assessment as the sole criterion for determining~~

~~whether a child is a child with a disability and for determining an appropriate educational program for the child; and~~

4.2 Conduct of evaluation: In conducting the evaluation, the public agency shall:

4.2.1 Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining whether the child is a child with a disability as defined under **14 DE Admin. Code 922.3.0**, and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities); and

~~4.2.2 Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.~~

4.2.2 Include an observation in the child's learning environment; and

4.2.3 Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; but

4.2.4 May not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child.

4.3 Other evaluation procedures: Each public agency shall ensure that:

4.3.1 Assessments and other evaluation materials used to assess a child under these regulations:

4.3.1.1 Are selected and administered so as not to be discriminatory on a racial or cultural basis;

4.3.1.2 Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;

4.3.1.3 Are used for the purposes for which the assessments or measures are valid and reliable;

4.3.1.4 Are administered by trained and knowledgeable personnel, including but not limited to, a qualified evaluation specialist who has met State approval or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which ~~he or she~~ the personnel is providing student evaluation services; and

4.3.1.5 Are administered in accordance with any instructions provided by the producer of the assessments.

4.3.2 Each public agency shall ensure that assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

4.3.3 Each public agency shall ensure that assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the



child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

- 4.3.4 The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;
- 4.3.5 Assessments of children with disabilities who transfer from one public agency to another public agency in the same school year are coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, consistent with subsection 2.4, to ensure prompt completion of full evaluations.
- 4.3.6 In evaluating each child with a disability under Sections 4.0 through 6.0, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the ~~disability category in which the child has been classified~~ child's educational classifications.
- 4.3.7 Assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are provided.

(Authority: 20 U.S.C. 1414(b)(1)-(3), 1412(a)(6)(B); **14 Del.C.** §3110)

**14 DE Reg. 1060 (04/01/11)**

## **5.0 Additional Requirements for Evaluations and ~~Reevaluations~~ Re-evaluations**

- 5.1 Review of existing evaluation data: As part of an initial evaluation (if appropriate) and as part of any ~~reevaluation~~ re-evaluation under these regulations, the IEP ~~Team~~ team and other qualified professionals, as appropriate, shall review existing evaluation data on the child, including:
  - 5.1.1 Evaluations and information provided by the parents of the child;
  - 5.1.2 Current ~~classroom-based~~ classroom-based, local, or State assessments, and ~~classroom-based~~ classroom-based observations; and
  - 5.1.3 Observations by teachers and related services providers; and
  - 5.1.4 On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine:
    - 5.1.4.1 Whether the child is a child with a disability, as defined in **14 DE Admin. Code** 922.3.0, and the educational needs of the child; or
    - 5.1.4.2 In case of a ~~reevaluation~~ re-evaluation of a child, whether the child continues to ~~have such~~ be a child with a disability, and the educational needs of the child; the present levels of academic achievement and related developmental needs of the child; whether the child needs special education and related services; or
    - 5.1.4.3 In the case of a ~~reevaluation~~ re-evaluation of a child, whether the child continues to need special education and related services; and whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.

	<p>5.2 Conduct of review: The group described in <u>subsection</u> 5.1 may conduct its review without a meeting.</p> <p>5.3 Source of data: The public agency shall administer such assessments and other evaluation measures as may be needed to produce the data identified under <u>subsection</u> 5.1 <del>of this section</del>.</p> <p>5.4 Requirements if additional data are not needed: If the IEP <del>Team</del> <u>team</u> and other qualified professionals, as appropriate, determine that no additional data are needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency shall notify the child's parents of that determination and the reasons for the determination; and notify the parents of their right to request an assessment to determine whether the child continues to be a child with a disability, and to determine the child's educational needs.</p> <p>5.4.1 The public agency is not required to conduct the assessment described in <u>subsection</u> 5.4 unless requested to do so by the child's parents.</p> <p>5.5 Evaluations before change in eligibility: Except as provided in <u>subsection</u> 5.5.1, a public agency shall evaluate a child with a disability in accordance with <u>Sections</u> 4.0 through 42-06.0 before determining that the child is no longer a child with a disability.</p> <p>5.5.1 The evaluation described in <u>subsection</u> 5.5 is not required before the termination of a child's eligibility under these regulations due to <u>the child's</u> graduation from secondary school with a regular diploma, or due to the child reaching <del>his or her</del> <u>their</u> 21<sup>st</sup> birthday <u>birthdate</u>.</p> <p>5.5.2 For a child whose eligibility terminates under circumstances described in <u>subsection</u> 5.5.1, a public agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. (Authority: 20 U.S.C. 1414(c); <b>14 Del.C. §3110</b>)</p> <p><b>6.0 Determination of Eligibility</b></p> <p>6.1 General: Upon completion of the administration of assessments and other evaluation measures, <del>a group of qualified professionals and the parent of the child</del> <u>the child's IEP team</u> shall determine whether the child is a child with a disability, as defined in 14 <b>DE Admin. Code</b> 922.3.0, in accordance with <del>6.2 and</del> <u>subsection 6.3. and shall determine</u> the educational needs of the <del>child; and the</del> <u>child. The IEP team shall document its eligibility determination in an evaluation summary report.</u> The public agency shall provide a copy of the evaluation <u>summary</u> report <del>and the documentation of determination of and other reports created to determine</del> eligibility at no cost to the parent. <del>The evaluation report shall document the IEP team's discussion of the eligibility determination including, where appropriate, the additional requirements for students with a learning disability.</del></p> <p>6.2 Special rule for eligibility determination: A child shall not be determined to be a child with a disability under these regulations <b>14 DE Admin. Code 922.3.0</b> if the determinant factor for that determination is:</p> <p>6.2.1 Lack of appropriate instruction in reading, <del>including the essential components of</del></p>
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	<p><del>reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965 (ESEA)); meaning lack of instruction in the essential components of reading instruction which are phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills), and reading comprehension strategies; or</del></p> <p>6.2.2 Lack of appropriate instruction in math; or</p> <p>6.2.3 Limited English proficiency; and</p> <p>6.2.4 If the child does not otherwise meet the eligibility criteria to be determined a child with a disability as defined in 14 <b>DE Admin. Code</b> 922.3.0.</p> <p>6.3 Procedures for determining eligibility and educational need: <i>Eligibility decisions may include historical information to the extent relevant to the child's current needs.</i> In interpreting evaluation data for the purpose of determining if a child is a child with a disability under 14 <b>DE Admin. Code</b> 922.3.0, and the educational needs of the child, each public agency shall:</p> <p>6.3.1 Draw upon information from a variety of sources, including, as appropriate, aptitude and achievement tests, <del>information acquired from response to intervention</del> <u>information acquired from proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20))</u> processes, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and ensure that information obtained from all of these sources is documented and carefully considered.</p> <p><del>6.3.2 If a determination is made that a child has a disability and needs special education and related services, an IEP shall be developed for the child in accordance with 20.0 through 24.0.</del></p> <p><del>6.4 If, prior to the effective date of 6.11, a child has been identified as a child with a learning disability or a mild intellectual disability, and is receiving special education services from a Delaware public agency as a result of that identification, the child shall continue to be eligible for services in Delaware as a child with a learning disability or mild intellectual disability student until the child's reevaluation as required in 3.0. Reevaluation of such students shall apply the eligibility requirements of 6.11 and 7.0 through 12.0 as appropriate to the child's grade level as of the date of the reevaluation.</del></p> <p><u>6.4 If a determination is made that a child has a disability and needs special education and related services, an IEP shall be developed for the child in accordance with Sections 7.0 through 11.0.</u> (Authority: 20 U.S.C. 1414(b)(4) and (5); <b>14 Del.C. §3110</b>)</p> <p>6.5 <del>Other Eligibility requirements and exit criteria:</del> <u>Educational Classifications in General and Exit Criteria</u></p> <p><u>6.5.1 There are twelve (12) distinct educational classifications: Autism, Developmental Delay, Deaf-Blind (also referred to as "Dual Sensory Impairment"), Emotional Disability, Hearing Impairment (also referred to as "deaf" or "hard of hearing"), Specific Learning Disability, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment Including Blindness. Eligibility criteria, disability-specific evaluation</u></p>
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procedures, re-evaluation procedures, documentation and additional IEP team members necessary for each educational classification are delineated in subsections 6.6 through 6.18.

~~6.5.4~~6.5.2 A child shall be entitled to receive special education and related services, and shall be eligible to be counted as a special education student for purposes of the unit funding system established under **14 Del.C. Ch. 17**, when the child's IEP team has determined that the child meets the eligibility criteria of at least one (1) of the disability educational classifications in this section, and by reason thereof, needs special education and related services.

~~6.5.2~~6.5.3 A child's IEP team may determine that a child is eligible for special education and related services under more than one ~~disability~~ (1) educational classification. The ~~disability educational~~ classification selected by the IEP team shall not be a relevant factor in determining whether the child received FAPE, provided that the child's IEP is based on the child's educational needs.

~~6.5.3~~6.5.4 When an IEP team determines that a child is eligible for special education and related services under more than one ~~disability~~ (1) educational classification, the child's primary disability classification shall be recorded first on the IEP.

~~6.5.4~~6.5.5 Exit Criteria: A child's eligibility for special education and related services shall terminate when:

~~6.5.4.1~~6.5.5.1 ~~the~~ The child reaches ~~his or her~~ their 21<sup>st</sup> birthday ~~birthdate~~. *A child with a disability who reaches his or her their 21<sup>st</sup> birthday birthdate after August 31 may continue to receive special education and related services until the end of the school year, including appropriate summer services through August 31; or*

~~6.5.4.2~~6.5.5.2 ~~the~~ The child graduates from high school with a regular high school diploma. As used in this subsection, regular high school diploma does not include a GED; or

~~6.5.4.3~~6.5.5.3 ~~the~~ The IEP team determines the child is no longer a child with a disability in need of special education and related services. In making such determination, the team shall consider: eligibility criteria; data based and documented measures of educational progress; and other relevant information.

~~6.6~~ — Eligibility Criteria for Autism. The educational classification of autism encompasses the clinical condition of Autistic Disorder, as well as other typically less severe Pervasive Developmental Disorders, (i.e., Asperger Syndrome and Pervasive Developmental Disorder, Not Otherwise Specified). These conditions share important features, and together, comprise the Autistic Spectrum Disorders (ASDs). Students with educational classifications of autism may have ASD of differing severity as a function of the number and pattern of features defined in the eligibility criteria listed below.

~~6.6.1~~ — In order for the IEP team to determine eligibility for special education services under the Autism category, the following is required:

~~6.6.1.1~~ — All students with an educational classification of autism demonstrate a significant, qualitative impairment in reciprocal social interaction, as manifested by deficits in at least two of the following:

	<p>6.6.1.1.1 — Use of multiple nonverbal behaviors to regulate social interactions;</p> <p>6.6.1.1.2 — Development of peer relationships;</p> <p>6.6.1.1.3 — Spontaneous seeking to share enjoyment, interests, or achievements with other people, including parent(s) and caregivers; or</p> <p>6.6.1.1.4 — Social or emotional reciprocity.</p> <p>6.6.1.2 — All students with an educational classification of autism also demonstrate at least one feature from either 6.6.1.2.1 or 6.6.1.2.2.</p> <p>6.6.1.2.1 — A qualitative impairment in communication, as manifested by:</p> <p>6.6.1.2.1.1 A lack of, or delay in, spoken language and failure to compensate through gesture;</p> <p>6.6.1.2.1.2 Relative failure to initiate or sustain a conversation with others;</p> <p>6.6.1.2.1.3 Stereotyped, idiosyncratic, or repetitive speech; or</p> <p>6.6.1.2.1.4 A lack of varied, spontaneous make believe play or social imitative play.</p> <p>6.6.1.2.2 — Restricted, repetitive, and stereotyped patterns of behavior, as manifested by:</p> <p>6.6.1.2.2.1 Encompassing preoccupation or circumscribed and restricted patterns of interest;</p> <p>6.6.1.2.2.2 Apparently compulsive adherence to specific, nonfunctional routines and rituals;</p> <p>6.6.1.2.2.3 Stereotyped and repetitive motor mannerisms; or</p> <p>6.6.1.2.2.4 Persistent preoccupation with parts and sensory qualities of objects.</p> <p>6.6.1.3 — All students with an educational classification of autism have impairments that:</p> <p>6.6.1.3.1 — Are inconsistent with the student's overall developmental and functional level; and</p> <p>6.6.1.3.2 — Result in an educationally significant impairment in important areas of functioning; and</p> <p>6.6.1.3.3 — Are a part of a clear pattern of behavior that is consistently manifested across a variety of people, tasks and settings, and that persists across a significant period of time; and</p> <p>6.6.1.3.4 — Are not primarily accounted for by an emotional disorder.</p> <p>6.6.2 — An educational classification of autism is established:</p> <p>6.6.2.1 — Using specialized, validated assessment tools that provide specific evidence of the features of ASD described above;</p> <p>6.6.2.2 — By individuals who have specific training in the assessment of students with ASD in general, and in the use of the assessment procedures referred to in 6.6.2.1; and</p> <p>6.6.2.3 — Based upon an observation of the student in a natural education environment, an observation under more structured conditions, and information regarding the student's behavior at home.</p>
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	<p><del>6.6.3 — Age of Eligibility: The age of eligibility for children with autism shall be from birth until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first.</del></p> <p><del>6.7 — Eligibility Criteria for Developmental Delay: A developmental delay is a term applied to a young child who exhibits a significant delay in one or more of the following developmental domains: cognition, communication (expressive and receptive), physical (gross motor and fine motor) social emotional functioning and adaptive behavior. A developmental delay shall not be primarily the result of a significant visual or hearing impairment.</del></p> <p><del>6.7.1 — In order for an IEP team to determine eligibility for special education services under the Developmental Delay category, the following is required:</del></p> <p><del>6.7.1.1 — Standardized test scores of 1.5 or more standard deviations below the mean in two or more of the following developmental domains: cognition, communication (expressive and/or receptive), physical (gross motor and fine motor) social emotional functioning and adaptive behavior; or</del></p> <p><del>6.7.1.2 — Standardized test scores of 2.0 or more standard deviations below the mean in any one of the developmental domains listed above; or</del></p> <p><del>6.7.1.3 — Professional judgment of the IEP team that is based on multiple sources of information used in the assessment process and with justification documented in writing in the evaluation report of a significant difference between the child's chronological age and his or her current level of functioning. A significant difference is defined as a minimum of a 25% delay in comparison to same aged peers.</del></p> <p><del>6.7.2 — Multiple sources and methods of information shall be used in the determination of eligibility for service provision. An assessment shall include, but not be limited to, the following sources of information:</del></p> <p><del>6.7.2.1 — Developmental and medical history;</del></p> <p><del>6.7.2.2 — Interview with the child's parent or primary caregiver;</del></p> <p><del>6.7.2.3 — Behavioral observations;</del></p> <p><del>6.7.2.4 — Standardized norm referenced instruments; and</del></p> <p><del>6.7.2.5 — Other assessments which could be used for intervention planning, such as dynamic or criterion referenced assessments, behavior rating scales, or language samples.</del></p> <p><del>6.7.3 — The assessment of a child suspected of a developmental delay shall be culturally and linguistically sensitive.</del></p> <p><del>6.7.4 — Age of eligibility: The age of eligibility for classification under the developmental delay classification is from the third birth date until the ninth birth date.</del></p> <p><del>6.8 — Eligibility Criteria for Deaf Blind: An IEP team shall consider the following in making a determination that a child has a deaf blind condition:</del></p> <p><del>6.8.1 — A qualified physician or licensed audiologist shall document that a child has a hearing loss so severe that he or she cannot effectively process linguistic information through hearing, with or without the use of a hearing aid. Such documentation shall be based upon a formal observation or procedure; and a licensed ophthalmologist or optometrist</del></p>
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	<p>shall document that a child has a best, corrected visual acuity of 20/200 or less in the better eye, or a peripheral field so contracted that the widest lateral field of vision subtends less than 20 degrees; and</p> <p>6.8.2 An IEP team shall consider the documentation of auditory and visual impairment in addition to other information relevant to the child's condition in determining eligibility for special education under the above definition.</p> <p>6.8.3 Classification as a child who is deaf blind shall be made by the IEP team after consideration of the above eligibility criteria.</p> <p>6.8.4 Age of Eligibility: The age of eligibility for children identified under this definition shall be from birth until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first.</p> <p>6.9 Eligibility Criteria for Emotional Disability: The IEP team shall consider documentation of the manifestation of the clusters or patterns of behavior associated with emotional disability and documentation from multiple assessment procedures. Such procedures shall include, but not be limited to, an evaluation by either a licensed or certified school psychologist, or a licensed psychiatrist, classroom observations by teacher(s) and at least one other member of the IEP team, a review of records, standardized rating scales, and child interviews.</p> <p>6.9.1 The documentation shall show that the identified behaviors have existed over a long period of time and to a marked degree, and:</p> <p>6.9.2 Adversely affect educational performance. This means that the child's emotions and behaviors directly interfere with educational performance. It also means that such interference cannot primarily be explained by intellectual, sensory, cultural, or health factors, or by substance abuse; and</p> <p>6.9.2.1 Are situationally inappropriate for the child's age. This refers to recurrent behaviors that clearly deviate from behaviors normally expected of other students of similar age under similar circumstances. That is, the student's characteristic behaviors are sufficiently distinct from those of his or her peer groups; or</p> <p>6.9.2.2 Preclude personal adjustment or the establishment and maintenance of interpersonal relationships. This means that the child exhibits a general pervasive mood of unhappiness or depression, or is unable to enter into age appropriate relationships with peers, teachers and others; and</p> <p>6.9.3 The age of eligibility for children identified under this definition shall be from the 4<sup>th</sup> birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first.</p> <p>6.10 Eligibility Criteria for Hearing Impairment: A qualified physician or licensed audiologist shall document that a child has a hearing loss such that it makes difficult or impossible the processing of linguistic information through hearing, with or without amplification. Such documentation shall be based upon a formal observation or procedure; and</p> <p>6.10.1 The IEP team shall consider the documentation of hearing impairment in addition to other information relevant to the child's condition in determining eligibility for special education under the above definition.</p>
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~~6.10.2 The age of eligibility of children identified under this definition shall be from birth until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty one (21), whichever occurs first.~~

~~6.11 Eligibility Criteria for Learning Disability:~~

~~6.11.1 Elimination of discrepancy model: Public agencies shall not use discrepancy between achievement and intellectual ability to determine eligibility for special education and related services under the learning disability category.~~

~~6.11.2 Existence of a learning disability: Subject to the requirements of 6.11.3, public agencies shall use the standards and procedures in 7.0 through 11.0 to determine whether a child is eligible for special education and related services under the learning disability category.~~

~~6.11.3 Phase in of response to intervention procedures:~~

~~6.11.3.1 Elementary school children: No later than the beginning of the 2008-2009 school year, public agencies shall use the standards and procedures in 7.0 through 12.0, including the response to intervention process, to determine whether a child in elementary school (as elementary school is defined by the public agency) is eligible for special education and related services under the learning disability category in reading. In the case of mathematics, implementation shall be on a timeline and schedule as defined by the DOE.~~

~~6.11.3.2 Other students: Public agencies shall use the standards and procedures in 7.0 to 12.0, including the response to intervention process for other students on a timeline and schedule as defined by DOE, to determine whether a student is eligible for special education and related services under the learning disability category.~~

~~6.11.4 Use of response to intervention procedures for 2007-2008: During the 2007-2008 school year, public agencies are permitted to use the response to intervention procedures in 12.0 to determine whether a child is eligible for special education and related services as a result of a learning disability. Local education agencies implementing response to intervention procedures during the 2007-2008 school year may do so in all or some of its schools, and at all or some grade levels.~~

~~6.11.5 The age of eligibility for students identified under this definition shall be from the fourth birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty one (21), whichever occurs first.~~

~~6.12 Eligibility Criteria for intellectual Disability: Eligibility Criteria for intellectual Disability: In order for the IEP team to determine eligibility for special education services under the intellectual Disability category, the following is required:~~

~~6.12.1 A level of intellectual functioning, as indicated below:~~

~~6.12.1.1 Mild Intellectual Disability: IQ 50 to 70 +/-to 5 points;~~

~~6.12.1.2 Moderate Intellectual Disability: IQ 35 to 50 +/-to 5 points;~~

~~6.12.1.3 Severe Intellectual Disability: IQ below 35; and Significant limitations in two or more areas of adaptive behavior, including communication, self care, home and school living, social and interpersonal, community use, self direction and~~



oping, health and safety, functional academics, leisure, play and work.

~~6.12.2 Assessment for both intellectual functioning and adaptive behavior shall be conducted by a licensed psychologist or certified school psychologist.~~

~~6.12.3 Additional requirements for eligibility for Mild Intellectual Disability: In addition to the other requirements of 6.12, eligibility for special education services under the Mild Intellectual Disability category shall require written documentation that the child's response to scientific, research based intervention was assessed in accordance with 12.0.~~

~~6.12.3.1 This requirement shall apply no later than the beginning of the 2008-2009 school year for children in elementary school (as elementary school is defined by the public agency). In the case of mathematics for elementary school and all other students, implementation shall be on a timeline and schedule as defined by the DOE.~~

~~6.12.3.2 During the 2007-2008 school year, public agencies are permitted, but not required, to assess the child's response to scientific, research based intervention in determining a child's eligibility for special education services under the Mild Intellectual Disability category.~~

~~6.12.4 Age of Eligibility: The age of eligibility for children identified as under Moderate Intellectual Disability and Severe Intellectual Disability Categories shall be from the third birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first. Children identified as Mild Intellectual Disability shall be from the fourth birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first. These children may be served at age 3, as having a Developmental Delay.~~

~~6.13 Eligibility Criteria for Orthopedic Impairment: In order for an IEP team to determine eligibility for special education services under the orthopedic impairment category, the following is required:~~

~~6.13.1 A qualified physician shall document that a child has an orthopedic impairment in order to be considered for special education and related services.~~

~~6.13.2 The IEP team shall consider the child's need for special education and related services if the orthopedic impairment substantially limits one or more major activities of daily living and the child has:~~

~~6.13.2.1 Muscular or neuromuscular disability(ies) which significantly limit(s) the ability to communicate, move about, sit or manipulate the materials required for learning; or~~

~~6.13.2.2 Skeletal deformities or other abnormalities which affect ambulation, posture, and body use necessary for performing educational activities.~~

~~6.13.3 Determination by the IEP team of eligibility for services shall be based upon data obtained from:~~

~~6.13.3.1 Medical records documenting the physical impairment (required) and current prescriptions (e.g., O.T., P.T., medications, etc., if available);~~

- ~~6.13.3.2 Results from physical and occupational therapist screening(s) using appropriate measures which identify educational and related service needs, as well as environmental adjustments necessary; and~~
- ~~6.13.3.3 Prior program or school records (if available), and, when determined necessary, a speech and language evaluation, adaptive behavior scale, vision or hearing screening, social history or psychological evaluation.~~
- ~~6.13.4 For purposes of initial eligibility or continued eligibility determination, at least one of the following, and as many as are appropriate for the child's needs; physical therapist, occupational therapist, or nurse, shall be members of the IEP team.~~
- ~~6.13.5 Age of Eligibility: The age of eligibility for children with orthopedic impairments shall be from the third birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty one (21), whichever occurs first.~~
- ~~6.14 Eligibility Criteria for Other Health Impairment: In order for an IEP team to determine eligibility for special education services under the Other Health Impairment category, the following is required:~~
  - ~~6.14.1 Documentation from a qualified physician that a child has a chronic or acute health problem.~~
  - ~~6.14.2 For ADD and ADHD, the above requirement and a school team of qualified evaluators that determine the child exhibits:~~
    - ~~6.14.2.1 Six (or more) of the following symptoms of inattention for at least six months, to a degree that is maladaptive and inconsistent with developmental level;~~
      - ~~6.14.2.1.1 Often fails to give close attention to details or makes careless mistakes in schoolwork, work, or other activities;~~
      - ~~6.14.2.1.2 Often has difficulty sustaining attention in tasks or play activities;~~
      - ~~6.14.2.1.3 Often does not seem to listen when spoken to directly;~~
      - ~~6.14.2.1.4 Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the work place (not due to oppositional behavior or failure to understand instructions);~~
      - ~~6.14.2.1.5 Often has difficulty organizing tasks and activities;~~
      - ~~6.14.2.1.6 Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as school work or homework);~~
      - ~~6.14.2.1.7 Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools);~~
      - ~~6.14.2.1.8 Is often easily distracted by extraneous stimuli;~~
      - ~~6.14.2.1.9 Is often forgetful in daily activities; or~~
    - ~~6.14.2.2 Six (or more) of the following symptoms of hyperactivity impulsivity have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level:~~
      - ~~6.14.2.2.1 Often fidgets with hands or feet and squirms in seat;~~
      - ~~6.14.2.2.2 Often leaves seat in classroom or in other situations in which remaining~~

	<p>seated is expected;</p> <p><del>6.14.2.2.3 Often runs about or climbs excessively in situations in which it is inappropriate (in adolescents or adults, may be limited to subjective feelings of restlessness);</del></p> <p><del>6.14.2.2.4 Often has difficulty laying or engaging in leisure activities quietly;</del></p> <p><del>6.14.2.2.5 Is often "on the go" or often acts as if "driven by a motor";</del></p> <p><del>6.14.2.2.6 Often talks excessively;</del></p> <p><del>6.14.2.2.7 Often blurts out answers before questions have been completed;</del></p> <p><del>6.14.2.2.8 Often has difficulty waiting turn;</del></p> <p><del>6.14.2.2.9 Often interrupts or intrudes into conversations or games; and</del></p> <p><del>6.14.2.3 Some hyperactive impulsive or inattentive symptoms that caused impairment were present before seven years of age;</del></p> <p><del>6.14.2.4 A clear pattern that is consistently manifested across a variety of people, tasks and settings, and that persists across a significant period of time;</del></p> <p><del>6.14.2.5 Clear evidence of clinically significant impairment in social, academic or occupational functioning; and</del></p> <p><del>6.14.2.6 The symptoms do not occur exclusively during the course of a pervasive developmental disorder, schizophrenia, or other psychotic disorder, and are not better accounted for by another mental disorder (e.g. mood disorder, anxiety disorder, dissociative disorder, or personality disorder).</del></p> <p><del>6.14.3 Determination by the IEP team of eligibility for services shall be based upon data obtained from:</del></p> <p><del>6.14.3.1 Written documentation from the formative intervention process used with the student under <b>14 DE Admin. Code 923.11.9</b> (relating to referral to instructional support team). The documentation shall include a clear statement of the student's presenting problem(s); summary of diagnostic data collected, and the sources of that data; and summary of interventions implemented to resolve the presenting problem(s) and the effects of the interventions; and</del></p> <p><del>6.14.3.2 Medical records documenting the health impairment or, in the case of students with ADD and ADHD, medical or psychological records documenting that a child has such health impairment and determination by a school team of qualified evaluators, or, in the case of re-evaluation, the IEP team, including the school psychologist, that the child exhibits the criteria listed in 4.11.2.</del></p> <p><del>6.14.4 For purposes of initial eligibility or continued eligibility determination, the school psychologist and the school nurse shall be members of the IEP team.</del></p> <p><del>6.14.5 Age of Eligibility: The age of eligibility for children with Other Health Impairments shall be from the third birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first.</del></p> <p><del>6.15 Eligibility Criteria for Speech and/or Language Impairment: In determining eligibility under the Speech and Language classification, the IEP team shall consider the results of an evaluation conducted by a licensed Speech and Language Pathologist which identifies one</del></p>
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or more of the following conditions: an articulation disorder, a language disorder, dysfluent speech; or a voice disorder.

6.15.1 The age of eligibility for children identified under this definition shall be from the fifth birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first, except where speech and language therapy is provided as a related service. In the latter instance, the age of eligibility shall correspond with that of the identified primary disability condition.

6.16 Eligibility Criteria for Traumatic Brain Injury. A qualified physician shall document that a child has a traumatic brain injury in order to be considered for special education and related services under the above definition.

6.16.1 The IEP team shall consider the child's need for special education and related services if the traumatic brain injury substantially limits one or more major activities of daily living.

6.16.2 The age of eligibility for children under this definition shall be from the third birthday until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first.

6.17 Eligibility Criteria for Visual Impairment including Blindness:

6.17.1 Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

6.17.2 This eligibility determination requires a thorough and rigorous evaluation with a data-based media assessment which is based on a range of learning modalities and includes a functional visual assessment.

6.17.3 The age of eligibility for children identified under this section shall be from birth until the receipt of a regular high school diploma or the end of the school year in which the student attains the age of twenty-one (21), whichever occurs first.

(Authority: 34 C.F.R. § 300.8(c)(13))

## 6.6 Autism

6.6.1 Eligibility Criteria: Autism is a developmental disability significantly affecting verbal and nonverbal communication and social interaction. It is generally, but may not be, evident before the age of 3. A child is eligible for special education and related services under the Autism educational classification when the child's IEP team finds that the child displays, or displayed by [history, history:] ~~persistent impairments in social communication and social interaction, across multiple contexts, and restricted, repetitive patterns of behavior, characteristics and interests or activities that are not age or developmentally appropriate. The displayed impairments or patterns must result in a significant impairment in important areas of functioning and be persistent across multiple contexts, including a variety of people, tasks and settings. Additionally, one (1) or more of the displayed impairments or patterns must have an adverse effect on the child's educational performance as that term is defined in 14 DE Admin. Code 922.3.0.~~

~~6.6.1.1 Persistent impairments in social communication and social interaction, across multiple contexts manifest as one (1) or more of the following deficits, currently or by history:~~

**6.6.1.1 Persistent impairments in social communication and social interaction, across multiple contexts, which manifest as:]**

6.6.1.1.1 Deficits in social-emotional reciprocity:

6.6.1.1.2 Deficits in non-verbal communicative behaviors used for social interaction;  
or

6.6.1.1.3 Deficits in developing, maintaining, and understanding [relationships, relationships; and]

~~6.6.1.2 Restricted, repetitive patterns of behavior, characteristics, interests, or activities, that are not age or developmentally appropriate, [which] manifest [as as: one (1) or more of the following currently or by history:]~~

6.6.1.2.1 Stereotyped or repetitive motor movements, use of objects or speech:

6.6.1.2.2 Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior:

6.6.1.2.3 Highly restricted, fixated interests that are abnormal in intensity or focus;  
or

6.6.1.2.4 Hyper- or hypo-reactivity to sensory input or unusual interests in sensory aspects of the [environment, environment; and

**6.6.1.2.5 The displayed impairments or patterns must result in a significant impairment in important areas of functioning and be persistent across multiple contexts, including a variety of people, tasks and settings; and**

**6.6.1.2.6 One (1) or more of the displayed impairments or patterns must have an adverse effect on the child's educational performance as that term is defined in 14 DE Admin. Code 922.3.0.]**

6.6.2 Age of Eligibility: A child is eligible for special education and related services under the Autism educational classification from birth until the student's receipt of a regular high school diploma or the end of the school year in which the student attains the age of 21, whichever occurs first.

6.6.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Autism if the child meets the criteria in subsection 6.6.1 and the adverse effects on the child's educational performance cannot primarily be explained by an emotional disability, intellectual disability, developmental delay, or factors listed under the special rule for eligibility determination in 14 DE Admin. Code 925.6.2.

6.6.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by 14 DE Admin. Code 925.4.0 through 925.5.0, in order to determine a child's eligibility for special education and related services under the Autism educational classification, the child's IEP team shall obtain data from the following sources:

6.6.4.1 Specialized, validated assessment tools that provide specific evidence of the features of the educational classification of Autism described above; and

6.6.4.2 Observations of the child across structured and unstructured contexts.

6.6.5 Re-evaluation Procedures: For purposes of continued eligibility determination, the IEP team shall follow the procedures in **14 DE Admin. Code 925.3.0** through 925.5.0 and 925.6.6.

6.6.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation required for eligibility under an Autism educational classification shall be provided by individuals who have specific training in the assessment of students with the educational classification of Autism. This means individuals with training in the administration of the assessment procedures referenced in subsection 6.6.4 and interpretation of the data obtained from procedures used such as, a licensed psychologist, certified school psychologist, or licensed and certified speech-language pathologist.

6.6.7 Additional IEP team Members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a certified school psychologist and a licensed and certified speech-language pathologist are required to be members of the IEP team for the purpose of determining eligibility.

6.7 Developmental Delay

6.7.1 Eligibility Criteria: A child is eligible for special education and related services under the Developmental Delay classification if the child's IEP team finds that the child *exhibits a significant delay or, in the alternative, atypical development in one (1) or more of the following developmental domains: cognition, communication (expressive or receptive), physical (gross motor or fine motor), social, emotional, or adaptive behavior; and that the presence of one (1) or more documented characteristics of the significant delay or atypical development has an adverse effect on educational performance as defined in **14 DE Admin. Code 922.3.0**.*

6.7.1.1 A significant delay shall be shown by:

6.7.1.1.1 Standardized composite test scores of 1.5 or more standard deviations below the mean in two (2) or more of the following developmental domains: cognition, communication (expressive or receptive), physical (gross motor or fine motor), social or emotional, and adaptive behavior; or

6.7.1.1.2 Standardized composite test scores of 2.0 or more standard deviations below the mean in any one (1) of the developmental domains: cognition, communication/expressive or receptive; physical (gross motor or fine motor); social or emotional, and adaptive behaviors.

6.7.1.2 If a child does not exhibit a significant delay, atypical development may be determined by the professional judgment of the IEP team and documented in the evaluation summary report. This judgment is based on multiple sources of information, showing a significant atypical quality or pattern of development or behavior occurring in multiple settings over an extended period of time.

6.7.2 Age of Eligibility: A child is eligible for special education and related services under the Developmental Delay educational classification from the child's 3<sup>rd</sup> birthdate until the

child's 9<sup>th</sup> birthdate.

6.7.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Developmental Delay if the child meets the criteria in subsection 6.7.1 and the adverse effects on the child's educational performance cannot primarily be explained by a significant visual or hearing impairment, cultural factors, or factors listed under the special rule for eligibility in 14 DE Admin. Code 925.6.2.

6.7.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by 14 DE Admin. Code 925.4.0 through 925.5.0, in order to determine a child's eligibility for special education and related services under the Developmental Delay educational classification, the child's IEP team shall obtain the following data:

6.7.4.1 Developmental history;

6.7.4.2 Medical history;

6.7.4.3 Interview with the child's parent or guardian;

6.7.4.4 Behavioral observations of the child in their daily environment, which may include the child's home with a parent or caregiver, or an education or care setting, which includes peers who are typically developing;

6.7.4.5 Standardized norm-referenced instruments or other instruments, such as criterion referenced measures; and

6.7.4.6 Other assessments, which could be used for intervention planning, such as dynamic assessments, behavior rating scales, or language samples.

6.7.5 Re-evaluation procedures: For purposes of continued eligibility determination, the IEP team shall follow the procedures in 14 DE Admin. Code 925.3.0 through 925.5.0, and 925.6.7.

6.7.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation required to determine eligibility under a Developmental Delay educational classification shall be provided by a qualified professional such as, a licensed psychologist or certified school psychologist.

6.7.7 Additional IEP team members: In addition to the IEP team members required by 14 DE Admin. Code 925.8.0, a certified school psychologist is required to be a member of the IEP team for the purpose of determining eligibility.

6.8 Deaf-Blind also be referred to as "Dual Sensory Impairment"

6.8.1 Eligibility Criteria: A child is eligible for special education and related services under the Deaf-Blind educational classification when the child's IEP team finds that the child has concomitant hearing and visual impairments, the combination of which has an adverse effect on educational performance as defined in 14 DE Admin. Code 922.3.0 such that the concomitant impairments cause such severe communication and other developmental and educational needs that the child cannot be accommodated in special education programs or related services solely for children with deafness or children with blindness.

6.8.1.1 Applicable hearing impairments include:

6.8.1.1.1 A permanent conductive, sensorineural, or mixed hearing loss [that is of]

20 dB HL or greater at two (2) or more frequencies between 500-6000 Hz, either unilaterally or bilaterally; or

6.8.1.1.2 A fluctuating hearing loss [~~of more greater~~] than 20 dB HL [~~or greater~~] at two (2) or more frequencies between 500-6000 Hz, either unilaterally or bilaterally and persists for more than 6 months; or

(10) The Department consider including a team member from the statewide

6.8.1.1.3 Auditory Neuropathy Spectrum Disorder (ANSI), which is defined as the presence of at least partial outer hair cell function and an absent or grossly abnormal ABR (Auditory Brainstem Response). A behavioral audiogram cannot be used to diagnose ANSI; or

6.8.1.1.4 A hearing impairment that does not meet the criteria in subsections 6.8.1.1.1 through 6.8.1.1.3.

6.8.1.2 Applicable visual impairments include:

6.8.1.2.1 Partial sight, including but not limited to macular holes, oscillopsia, and central vision loss; or blindness; or neurological conditions (not perceptual impairments); or a progressive loss of vision; and corrected visual acuity of 20/50 or less in the better eye, or a peripheral field so contracted that the widest lateral field of vision subtends less than 40 degrees; or

6.8.1.2.2 A cortical vision impairment; or

6.8.1.2.3 A functional vision loss where field and acuity deficits alone do not meet the criteria in subsections 6.8.1.2.1 or 6.8.1.2.2.

6.8.2 Age of Eligibility: A child is eligible for special education and related services under the Deaf-Blind educational classification from birth until the child's receipt of a regular high school diploma or the end of the school year in which the student attains the age of 21, whichever occurs first.

6.8.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Deaf-Blind if the child meets the criteria in subsection 6.8.1 and the adverse effect on educational performance cannot primarily be explained by factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2**.

6.8.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through 925.5.0, in order to determine a child's eligibility for special education and related services under the Deaf-Blind educational classification, the child's IEP team shall obtain the following:

6.8.4.1 Documentation of the visual and hearing impairments by a qualified medical professional as defined in **14 DE Admin. Code 925.6.8.6**; and

6.8.4.2 An audiological evaluation that is no more than six (6) months old, unless otherwise specified by the licensed audiologist.

6.8.5 Re-evaluation Procedures

6.8.5.1 For purposes of continued eligibility determination, the IEP team shall follow the procedures in **14 DE Admin. Code 925.3.0** through 925.5.0 and 925.6.8; and



6.8.5.2 Make every effort to obtain updated documentation related to the student's visual impairment; and

6.8.5.3 Obtain an audiological evaluation that is no more than one (1) year old, unless otherwise specified by the licensed audiologist.

6.8.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation required for eligibility under a Deaf-Blind educational classification shall be provided as follows:

6.8.6.1 Documentation of the child's hearing impairment shall be provided by a qualified medical professional who can certify the existence of a hearing impairment with or without amplification such as, a licensed audiologist.

6.8.6.2 Documentation of the child's visual impairment shall be provided by a qualified medical professional, such as a licensed ophthalmologist, optometrist, or neurologist, who can certify the existence of a visual impairment. If visual acuity is unable to be determined by a licensed optometrist or ophthalmologist, a functional vision evaluation can be completed by a teacher of the visually impaired or deaf-blind teacher and used to document functional vision loss to qualify for services.

6.8.7 Additional IEP team Members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a licensed audiologist or a teacher of students who are deaf or hard of hearing, a certified school psychologist, a team member from the statewide programs for Deaf-Blind, and a licensed and certified speech-language pathologist are required to be members of the IEP Team for the purpose of determining eligibility.

#### 6.9 Emotional Disability

6.9.1 Eligibility Criteria: A child is eligible for special education and related services under the Emotional Disability educational classification if the child's IEP team finds that the child exhibits an identified pattern of behavior that has existed over a long period of time and to a marked degree as defined in subsection 6.9.1.1 or has a psychiatric disorder, such as schizophrenia; and that pattern of behavior or psychiatric disorder adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**.

6.9.1.1 Patterns of behavior in subsection 6.9.1 shall be characterized by one (1) or more of the following:

6.9.1.1.1 Situationally inappropriate behavior for the child's age. This refers to recurrent behaviors that clearly deviate from behaviors normally expected of other children of similar age under similar circumstances. That is, the child's characteristic behaviors are sufficiently distinct from those of the child's peer groups; or

6.9.1.1.2 A general pervasive mood of unhappiness or depression; or

6.9.1.1.3 A tendency to develop physical symptoms or fears associated with personal or school problems; or

6.9.1.1.4 An inability to build or maintain satisfactory interpersonal relationships with peers, teachers and others.

6.9.1.2 If applicable, prior to or as part of the eligibility process, the IEP team must find

that the student demonstrates insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS)** (23 DE Reg. 613 (02/01/20)).

6.9.2 Age of Eligibility: A child is eligible for special education and related services under the Emotional Disability educational classification from the child's 3<sup>rd</sup> birthdate until the child's receipt of a regular high school diploma or the end of the school year in which the child attains the age of 21, whichever occurs first.

6.9.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Emotional Disability if the child meets the criteria in subsection 6.9.1 and the adverse effect on educational performance cannot primarily be explained by intellectual, sensory, cultural, health factors, or factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2**.

6.9.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through 925.5.0, in order to determine a child's eligibility for special education and related services under the Emotional Disability educational classification, the child's IEP team shall obtain data from the following:

6.9.4.1 A review of educational records;

6.9.4.2 A social/developmental history with input from the parent or guardian that addresses developmental, familial, medical/health, and environmental factors impacting learning and behavior;

6.9.4.3 Standardized rating scales;

6.9.4.4 A child interview;

6.9.4.5 Behavioral observations by teachers and at least one (1) other member of the IEP team; and

6.9.4.6 If applicable, evidence of insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS)** (23 DE Reg. 613 (02/01/20)).

6.9.5 Re-evaluation Procedures: For purposes of continued eligibility determination, the IEP team shall follow the procedures in **14 DE Admin. Code 925.3.0** through 925.5.0, and 925.6.9.

6.9.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation required for eligibility under an Emotional Disability educational classification shall be provided by a qualified professional such as a licensed psychologist or certified school psychologist.

6.9.7 Additional IEP team members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a certified school psychologist is required to be a member of the IEP team for the purpose of determining eligibility.

6.10 Hearing Impairment Classification also referred to as "deaf" or "hard of hearing"

6.10.1 Eligibility Criteria: A child is eligible for special education and related services under the Hearing Impairment educational classification if the child has a hearing impairment under subsection 6.10.1.1 and that the hearing impairment adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**. Adverse effects of hearing impairments may be exhibited by one (1) or more of the examples listed in subsection 6.10.1.2.

6.10.1.1 Applicable hearing impairment shall be:

6.10.1.1.1 A permanent conductive, sensorineural or mixed hearing loss ~~[that is of]~~ 20 dB HL or greater at two (2) or more frequencies between 500-6000 Hz, either unilaterally or bilaterally; or

6.10.1.1.2 A fluctuating hearing loss ~~[of more greater]~~ than 20 dB HL ~~[or greater]~~ at two (2) or more frequencies between 500-6000 Hz, either unilaterally or bilaterally, and persists for more than six (6) months; or

6.10.1.1.3 Auditory Neuropathy Spectrum Disorder (ANSD), which is defined as the presence of at least partial outer hair cell function and an absent or grossly abnormal ABR (Auditory Brainstem Response). A behavioral audiogram cannot be used to diagnose ANSD.

6.10.1.2 Examples of adverse effects on educational performance for a hearing impairment:

6.10.1.2.1 Impairment in receptive or expressive language (spoken or signed) including a delay in syntax, pragmatics, semantics, or if there is a significant discrepancy between the receptive and expressive language scores or function;

6.10.1.2.2 Impairment in auditory skills or functional auditory performance including speech perception scores (in quiet or noise), which demonstrate the need for specialized instruction in auditory skill development or assistive technology use;

6.10.1.2.3 Impairment of speech articulation, voice or fluency;

6.10.1.2.4 Lack of adequate academic achievement or sufficient progress to meet age or state-approved grade-level standards in reading, writing, or math;

6.10.1.2.5 Inconsistent performance in social and learning environments compared to typically developing peers;

6.10.1.2.6 Inconsistent performance of self-advocacy skills or use of specialized technology/resources to access instruction.

6.10.2 Age of Eligibility: A child is eligible for special education and related services under the Hearing Impairment educational classification from the child's birth until the child's receipt of a regular high school diploma or the end of the school year in which the child attains the age of 21, whichever occurs first.

6.10.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Hearing Impairment if the child meets the criteria in subsection 6.10.1 and the adverse effect on educational performance cannot primarily be explained by factors

listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2.**

**6.10.4 Disability-Specific Evaluation Procedures:** In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through 925.5.0, in order to determine a child's eligibility for special education and related services under the Hearing Impairment educational classification, the child's IEP team shall obtain the following:

**6.10.4.1** Documentation of the hearing impairment by a qualified medical professional as defined in **14 DE Admin. Code 925.6.10.6**, and

**6.10.4.2** An audiological evaluation that is no more than six (6) months old, unless otherwise specified by a licensed audiologist.

**6.10.5 Re-evaluation Procedures**

**6.10.5.1** For purposes of continued eligibility determination, the IEP team shall follow the procedures in **14 DE Admin. Code 925.3.0** through 925.5.0, as well as 925.6.10; and

**6.10.5.2** Obtain an audiological evaluation that is no more than one (1) year old, unless otherwise specified by a licensed audiologist.

**6.10.6 Documentation:** The IEP team shall document its eligibility determination in an evaluation summary report. Documentation of the child's hearing impairment shall be provided by a qualified medical professional who can certify the existence of a hearing impairment with or without amplification, such as a licensed audiologist.

**6.10.7 Additional IEP team members:** In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a licensed audiologist or a teacher of students who are deaf or hard of hearing, a certified school psychologist, and a licensed and certified speech-language pathologist are required to be members of the IEP team for the purpose of determining eligibility.

**6.11 Specific Learning Disability**

**6.11.1 Eligibility Criteria:** A child is eligible for special education and related services under the Specific Learning Disability educational classification if the child exhibits a disorder in one (1) or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations that adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**, as evidenced by:

**6.11.1.1** Lack of achievement: If, when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standard, the child does not achieve adequately for the child's age or to meet State approved grade level standards in one (1) or more of the following areas:

**6.11.1.1.1** Oral expression;

**6.11.1.1.2** Listening comprehension;

**6.11.1.1.3** Written expression;

**6.11.1.1.4** Basic reading skill;

**6.11.1.1.5** Reading fluency skills;

6.11.1.1.6 Reading comprehension;

6.11.1.1.7 Mathematics calculation;

6.11.1.1.8 Mathematics problem solving; and

6.11.1.2 Insufficient progress: The child does not make sufficient progress to meet age or State approved grade level standards in one (1) or more of the areas identified in subsection 6.11.1.1 of this regulation, when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20)); or

6.11.1.3 Pattern of strengths and weaknesses: The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the child's IEP team to be relevant to the identification of a Specific Learning Disability, using appropriate assessments, consistent with 14 DE Admin. Code 925.4.0 and 925.5.0.

6.11.1.4 Elimination of Discrepancy Model: Public agencies shall not use discrepancy between achievement and intellectual ability to determine eligibility for special education and related services under the Specific Learning Disability classification.

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6))

[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 31912, July 11, 2017]

34 CFR 300.307

34 CFR 300.309

6.11.2 Age of Eligibility: A child is eligible for special education and related services under the Specific Learning Disability educational classification from the child's 5<sup>th</sup> birthdate until the child's receipt of a regular high school diploma or the end of the school year in which the child attains the age of 21, whichever occurs first.

6.11.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Specific Learning Disability if the child meets the criteria in subsection 6.8.1, and the adverse effect on educational performance cannot primarily be explained by:

6.11.3.1 A visual, hearing or motor disability;

6.11.3.2 Intellectual Disability;

6.11.3.3 Emotional Disability;

6.11.3.4 Cultural factors;

6.11.3.5 Environmental or economic disadvantage;

6.11.3.6 Limited English proficiency; or

6.11.3.7 Any of the other factors listed under the special rule for eligibility determination in 14 DE Admin. Code 925.6.2.

6.11.3.7.1 To ensure that underachievement in a child suspected of having a Specific Learning Disability is not due to lack of appropriate instruction in reading or

math, the child's IEP team shall consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

6.11.3.7.2 Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and

6.11.3.7.3 Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

6.11.3.8 The public agency shall promptly request parental consent to evaluate the child to determine if the child needs special education and related services, and shall adhere to the timeframes described in 34 CFR 300.301 and 300.303, unless extended by mutual written agreement of the child's parents and a group of qualified professionals, as described in 34 CFR 300.306(a)(1).

6.11.3.8.1 If, prior to a referral, a child has not made adequate progress after an appropriate period of time when provided instruction, as described in subsection 6.11.3.7; and

6.11.3.8.2 Whenever a child is referred for an evaluation.

[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 31912, July 11, 2017]

34 CFR 300.309

6.11.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through **925.5.0**, in order to determine a child's eligibility for special education and related services under the Specific Learning Disability educational classification, the child's IEP team shall obtain data from the following:

6.11.4.1 Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel *within a multi-tiered system of support in accordance with proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20))*;

6.11.4.2 Observation of the child in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty, including:

6.11.4.2.1 Observation in routine classroom instruction and monitoring of the child's performance done before the child was referred for an evaluation or at least one (1) member of the IEP team may conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained; or

6.11.4.2.2 In the case of a child less than school age or out of school, an IEP team member shall observe the child in an environment appropriate for a child of that age.

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); **14 Del.C. §3110**) 34 CFR 300.310

6.11.4.3 Evidence of insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20)) or evidence of a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development (see subsection 6.11.1.3);

6.11.4.4 Assessments of intellectual functioning are not required to determine eligibility for special education and related services under the Specific Learning Disability educational classification, but may be used for students suspected of having an intellectual disability or where a problem-solving team as defined in proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20)) or the child's IEP team and the parent determine such tests are relevant in selecting appropriate instructional or behavioral interventions.

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); 14 Del.C. §3110)

6.11.5 Re-evaluation procedures: For purposes of continued eligibility determination, the IEP team shall follow the procedures in 14 DE Admin. Code 925.3.0 through 925.5.0, as well as 925.6.11.

6.11.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation required to determine eligibility under a Specific Learning Disability classification shall be provided by a qualified professional such as a certified school psychologist, and in cases in which a child may be eligible in the areas of oral expression or listening comprehension, a licensed and certified speech-language pathologist. For a child suspected of having a Specific Learning Disability, the documentation of the determination of eligibility, as required in 34 CFR 300.306(a)(2), shall contain a statement of:

6.11.6.1 Whether the child has a Specific Learning Disability;

6.11.6.2 The basis for making the determination, including an assurance that the determination has been made in accordance with 34 CFR 300.306(c)(1);

6.11.6.3 The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;

6.11.6.4 The educationally relevant medical findings, if any;

6.11.6.5 Whether:

6.11.6.5.1 The child does not achieve adequately for the child's age or to meet State-approved grade-level standards consistent with 34 CFR 300.309(a)(1); and

6.11.6.5.2 The child does not make sufficient progress to meet age or State-approved grade-level standards consistent with 34 CFR 300.309(a)(2)(i); or

6.11.6.5.3 The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level

standards or intellectual development consistent with 34 CFR 300.309(a)(2)(ii):

6.11.6.6 The determination of the child's IEP team concerning the effects of a visual hearing, motor disability, or an intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and

6.11.6.7 If the child has participated in a process that assesses the child's response to scientific, research-based intervention within a *multi-tiered system of support in accordance with proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20))*:

6.11.6.7.1 The instructional strategies used and the student-centered data collected; and

6.11.6.7.2 The documentation that the child's parents were notified about:

6.11.6.7.2.1 The State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;

6.11.6.7.2.2 Strategies for increasing the child's rate of learning; and

6.11.6.7.2.3 The parents' right to request an evaluation.

6.11.6.8 Each IEP team member shall certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the IEP team member shall submit a separate statement presenting the member's conclusions.

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); **14 Del.C. §3110**)

[71 FR 46753, Aug. 14, 2006, as amended at 82 FR 31913, July 11, 2017]

34 CFR 300.311

6.11.7 Additional IEP team members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a general education teacher and a *certified school psychologist* are required to be members of the IEP team for the purpose of determining eligibility. *In cases in which a child may be eligible in the areas of oral expression or listening comprehension, a licensed and certified speech-language pathologist shall also be a member of the IEP team.*

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6))

34 CFR 300.308

## 6.12 Intellectual Disability

6.12.1 Eligibility Criteria: A child is eligible for special education and related services under the Intellectual Disability educational classification if the child has significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects the child's educational performance as referred to in **14 DE Admin. Code 922.3.0**. A child may be eligible under the Intellectual Disability educational classification in one (1) of the following subcategories: mild, moderate or severe.

6.12.1.1 Mild Intellectual Disability. The child exhibits a level of cognitive development



	<p><u>and adaptive behavior in home, school, and community settings that is mildly below age expectations with respect to the following:</u></p> <p><u>6.12.1.1.1 Performance on an individually administered test of intelligence that falls within a range of IQ 50 to 70 +/- 5 points; and</u></p> <p><u>6.12.1.1.2 Significant adaptive behavior limitations, commensurate with cognitive functioning, in at least 1 of the following areas:</u></p> <p><u>6.12.1.1.2.1 Conceptual skills;</u></p> <p><u>6.12.1.1.2.2 Social adaptive skills;</u></p> <p><u>6.12.1.1.2.3 Practical adaptive skills, or</u></p> <p><u>6.12.1.1.3 An overall composite score on a standardized measure of adaptive behavior, and</u></p> <p><u>6.12.1.1.4 Insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation 14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20)).</u></p> <p><u>6.12.1.2 Moderate Intellectual Disability. The child exhibits a level of cognitive development and adaptive behavior in home, school, and community settings that is moderately below age expectations with respect to the following:</u></p> <p><u>6.12.1.2.1 Performance on an individually administered test of intelligence that falls within a range of IQ 35 to 50 +/- 5 points; and</u></p> <p><u>6.12.1.2.2 Significant adaptive behavior limitations, commensurate with cognitive functioning, in at least one (1) of the following areas:</u></p> <p><u>6.12.1.2.2.1 Conceptual skills,</u></p> <p><u>6.12.1.2.2.2 Social adaptive skills,</u></p> <p><u>6.12.1.2.2.3 Practical adaptive skills, or</u></p> <p><u>6.12.1.2.3 An overall composite score on a standardized measure of adaptive behavior,</u></p> <p><u>6.12.1.3 Severe Intellectual Disability. The child exhibits a level of cognitive development and adaptive behavior in home, school, and community settings that is severely below age expectations with respect to the following:</u></p> <p><u>6.12.1.3.1 Performance on an individually administered test of intelligence that falls within a range of IQ below 35; and</u></p> <p><u>6.12.1.3.2 Significant adaptive behavior limitations, commensurate with cognitive functioning, in at least 1 of the following areas:</u></p> <p><u>6.12.1.3.2.1 Conceptual skills,</u></p> <p><u>6.12.1.3.2.2 Social adaptive skills,</u></p> <p><u>6.12.1.3.2.3 Practical adaptive skills, or</u></p> <p><u>6.12.1.3.3 An overall composite score on a standardized measure of adaptive behavior,</u></p> <p><u>6.12.2 Age of Eligibility: A child is eligible for special education and related services under the Intellectual Disability educational classification from the child's 3<sup>rd</sup> birthdate until the</u></p>
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child's receipt of a regular high school diploma or the end of the school year in which the child attains the age of 21, whichever occurs first.

6.12.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Intellectual Disability if the child meets the criteria in subsection 6.12.1, and the adverse effect on educational performance cannot primarily be explained by factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2.**

6.12.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through 925.5.0, in order to determine a child's eligibility for special education and related services under the Intellectual Disability educational classification, the child's IEP team shall obtain data from the following:

6.12.4.1 Observations of the child including adaptive behaviors relevant to the child's age, and

6.12.4.2 For a mild intellectual disability, evidence of insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20))**.

6.12.5 Re-evaluation Procedures: For purposes of continued eligibility determination, the IEP team shall follow procedures in **14 DE Admin. Code 925.3.0** through 925.5.0, as well as 925.6.12.

6.12.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation required for eligibility under an Intellectual Disability educational classification shall be provided by a licensed psychologist or certified school psychologist.

6.12.7 Additional IEP team members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a certified school psychologist is required to be a member of the IEP team for the purpose of determining eligibility.

#### 6.13 Orthopedic Impairment

6.13.1 Eligibility Criteria: A child is eligible for special education and related services under the educational classification of Orthopedic Impairment if the child has an orthopedic impairment caused by a congenital anomaly (e.g., skeletal deformities), or disease (e.g., juvenile rheumatoid arthritis, osteogenesis imperfecta), or other causes (e.g., muscular or neuromuscular disabilities, cerebral palsy, amputations, and fractures or burns that cause contractures) that adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**.

6.13.2 Age of Eligibility: A child is eligible for special education and related services under the Orthopedic Impairment education classification from the child's 3<sup>rd</sup> birthdate until the child's receipt of a regular high school diploma or the end of the school year in which the child attains the age of 21, whichever occurs first.

6.13.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall

be Orthopedic Impairment if the child meets the criteria in subsection 6.13.1 and the adverse effect on educational performance cannot primarily be explained by factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2.**

**6.13.4 Disability-Specific Evaluation Procedures:** In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through **925.5.0**, in order to determine a child's eligibility for special education and related services under the Orthopedic Impairment educational classification, *the child's IEP team shall obtain the following:*

**6.13.4.1** Documentation of the orthopedic impairment by a qualified professional as described in **14 DE Admin. Code 925.6.13.6**, and

**6.13.4.2** Results from physical or occupational therapy evaluations using appropriate measures, which identify educational and related service needs, as well as environmental adjustments necessary.

**6.13.5 Re-evaluation Procedures:** For purposes of continued eligibility determination, the IEP team shall follow procedures in **14 DE Admin. Code 925.3.0** through **925.5.0** and **925.6.13**; and should make every effort to obtain updated documentation related to the student's orthopedic impairment.

**6.13.6 Documentation:** The IEP team shall document its eligibility determination in an evaluation summary report. Documentation of the child's orthopedic impairment shall be provided by a qualified medical professional who can certify the existence of an orthopedic impairment.

**6.13.7 Additional IEP team members:** In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a certified school psychologist and at least one (1) of the following shall be members of the IEP team for the purpose of determining eligibility: a physical therapist, occupational therapist, or nurse.

#### **6.14 Other Health Impairment**

**6.14.1 Eligibility Criteria:** A child is eligible for special education and related services under the educational classification of Other Health Impairment if the child has a chronic or acute health condition such as, asthma, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, or Tourette syndrome, that adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**.

**6.14.1.1** If applicable, prior to or as part of the eligibility process, the IEP team must find that the student demonstrates insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS)** (**23 DE Reg. 613 (02/01/20)**).

**6.14.1.2** For attention deficit hyperactivity disorder (ADHD), the child shall also exhibit:

**6.14.1.2.1** Six (6) or more of the following symptoms of inattention for children up to the age of 16, or five (5) or more for adolescents 17 years or older and adults: symptoms of inattention have been present for at least six (6) months, and inappropriate for developmental level:

**6.14.1.2.1.1** Often fails to give close attention to details or makes careless

mistakes in schoolwork, work, or other activities:

6.14.1.2.1.2 Often has difficulty sustaining attention in tasks or play activities:

6.14.1.2.1.3 Often does not seem to listen when spoken to directly:

6.14.1.2.1.4 Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g. loses focus, side-tracked):

6.14.1.2.1.5 Often has difficulty organizing tasks and activities:

6.14.1.2.1.6 Often avoids, dislikes, or is reluctant to engage in tasks that require mental effort over a long period of time (such as school work or homework):

6.14.1.2.1.7 Often loses things necessary for tasks or activities (e.g., school materials, pencils, books, or tools, etc.):

6.14.1.2.1.8 Often easily distracted:

6.14.1.2.1.9 Often forgetful in daily activities: or

6.14.1.2.2 Six (6) or more of the following symptoms of hyperactivity impulsivity for children up to age 16, or five (5) or more for adolescents 17 and older and adults: symptoms have been present for at least six (6) months to an extent that is disruptive and inappropriate for the student's developmental level:

6.14.1.2.2.1 Often fidgets with hands or feet, or squirms in seat:

6.14.1.2.2.2 Often leaves seat in situations when remaining seated is expected:

6.14.1.2.2.3 Often runs about or climbs in situations in where it is not inappropriate (adolescents or adults, may be limited to feeling of restlessness):

6.14.1.2.2.4 Often unable to play or take part in leisure activities quietly:

6.14.1.2.2.5 Often "on the go" or often acts as if "driven by a motor":

6.14.1.2.2.6 Often talks excessively:

6.14.1.2.2.7 Often blurts out an answer before a question has been completed:

6.14.1.2.2.8 Often has trouble waiting his turn:

6.14.1.2.2.9 Often interrupts or intrudes on others (butts into conversations or games): and

6.14.1.2.3 Several of the inattentive or hyperactive impulsive symptoms exhibited were present before 12 years of age:

6.14.1.2.4 Several symptoms are present in two (2) or more settings (such as home, school or work, with friends or relatives, in other activities): and

6.14.1.2.5 Clear evidence that the symptoms interfere with, or reduce the quality of social, school or work functioning.

6.14.2 Age of Eligibility: A child is eligible for special education and related services under the Other Health Impairment educational classification from the child's 3<sup>rd</sup> birthdate until the child's receipt of a regular high school diploma or the end of the school year in

which the child attains the age of 21, whichever occurs first.

6.14.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Other Health Impairment if the child meets the criteria in subsection 6.14.1 and the adverse effect on educational performance cannot primarily be explained by factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2**, and additionally in the case of ADHD, such adverse effect on educational performance cannot primarily be explained by another mental disorder (such as mood disorder, anxiety disorder, dissociative disorder, or personality disorder), and the symptoms do not happen only during the course of schizophrenia or another psychotic disorder.

6.14.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through 925.5.0, the child's IEP team shall obtain the following:

6.14.4.1 Documentation of the health impairment by a qualified professional as described in **14 DE Admin. Code 925.6.14.6**; and

6.14.4.2 If applicable, evidence of insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20))**.

6.14.5 Re-evaluation Procedures: For purposes of continued eligibility determination, the IEP team shall follow procedures in **14 DE Admin. Code 925.3.0** through 925.5.0 and 925.6.14; and the IEP team should make every effort to obtain updated documentation related to the student's health impairment.

6.14.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation of the child's underlying health impairment shall be provided by a qualified medical professional such as a medical doctor, licensed nurse practitioner, or licensed physician's assistant. In cases in which a child displays behaviors consistent with ADHD, a certified school psychologist or licensed psychologist may also provide the documentation required for eligibility consideration.

6.14.7 Additional IEP team members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a certified school psychologist and a school nurse shall be members of the IEP team for the purpose of determining eligibility.

6.15 Speech or Language Impairment

6.15.1 Eligibility Criteria: A child is eligible for special education and related services under the educational classification of Speech or Language Impairment if the child has a moderate to severe impairment in communication, and that the impairment adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**.

6.15.1.1 If applicable, prior to or as part of the eligibility process, the IEP team must find that the student demonstrates insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508**

Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20)).

6.15.1.2 Applicable communication impairments:

6.15.1.2.1 Speech fluency as exhibited by disfluencies such as stuttering, which includes: prolongations, repetitions, or pauses, or avoidance behaviors, or reduced perception of naturalness or secondary concomitant behaviors, such as distracting sounds, facial grimaces or other body movements; or cluttering, which includes: rapid or irregular speech rate, often with deletion or collapsing of syllables, deletion of word endings, increased frequency of revisions or interjections, pauses in communication that occur at unexpected junctures with respect to grammatical production;

6.15.1.2.2 Articulation/Connected speech intelligibility as exhibited by impairment in the production of speech sounds (including substitutions, omissions, distortions or additions of speech sounds) that are considered to be developmentally appropriate for the child's age or cultural linguistic background;

6.15.1.2.3 Receptive or expressive language as exhibited by: impairment in the form of language (phonology, morphology, syntax), content of language (vocabulary, semantics), comprehension or functional use of language (pragmatics) of a spoken, written, or other symbol system ~~[that are adversely affecting the speaker's ability to communicate effectively within academic and extracurricular settings];~~ or

6.15.1.2.4 Voice quality as exhibited by: voice impairment in one (1) or more processes of pitch, quality, intensity or resonance.

6.15.2 Age of Eligibility: A child is eligible for special education and related services under the Speech or Language Impairment educational classification from the child's 3<sup>rd</sup> birthdate until the child's receipt of a regular high school diploma *or the end of the school year in which the student attains the age of 21, whichever occurs first, except where speech and language therapy is provided as a related service. In the latter instance, the age of eligibility shall correspond with that of the identified primary educational classification.*

6.15.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Speech or Language Impairment if the child meets the criteria in subsection 6.15.1, and the adverse effect on educational performance cannot primarily be explained by:

6.15.3.1 Sociocultural dialect;

6.15.3.2 Differences associated with acquisition of English as a new language;

6.15.3.3 Anxiety disorders (e.g. selective mutism);

6.15.3.4 Limited exposure to communication-building experiences;

6.15.3.5 Differences related to medical issues not directly related to the vocal mechanism; or

6.15.3.6 Other factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2.**

6.15.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures

required by **14 DE Admin. Code 925.4.0** through 925.5.0, the child's IEP team shall obtain data from:

6.15.4.1 Language samples and communication skills assessments and additional criterion-referenced measures that assess form, content and use, as needed.

6.15.4.2 An oral peripheral examination; and

6.15.4.3 If applicable, evidence of insufficient progress when using a process based on scientific, evidence-based interventions within a multi-tiered system of support in accordance with proposed regulation **14 DE Admin. Code 508 Multi-Tiered System of Support (MTSS) (23 DE Reg. 613 (02/01/20))**.

6.15.5 Re-evaluation Procedures:

6.15.5.1 For purposes of continued eligibility determination, the IEP team shall follow procedures in **14 DE Admin. Code 925.3.0** through 925.5.0 and 925.6.15; and

6.15.5.2 For impairments in voice or swallowing, the IEP team should make every effort to obtain updated documentation by a qualified medical professional related to the student's impairment.

6.15.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation of the child's communication disorder shall be provided by a licensed and certified speech-language pathologist. For impairments in voice or swallowing, an evaluation by a qualified medical professional is also required.

6.15.7 Additional IEP team members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, a licensed and certified speech-language pathologist shall be a member of the IEP team for the purpose of determining eligibility. When the child's primary educational classification is Speech or Language Impairment a special education teacher or provider is not required to be a member of the IEP team.

6.16 Traumatic Brain Injury

6.16.1 Eligibility Criteria: A child is eligible for special education and related services under the educational classification of Traumatic Brain Injury if the child has an acquired injury to the brain caused by an external physical force, or by certain medical conditions such as stroke, encephalitis, aneurysm, anoxia or brain tumors resulting in total or partial functional disability or psychosocial impairment, or both, and that the traumatic brain injury adversely affects the child's educational performance as defined in **14 DE Admin. Code 922.3.0**.

6.16.2 Age of Eligibility: A child is eligible for special education and related services under the Traumatic Brain Injury educational classification from the child's 3<sup>rd</sup> birthdate until the child's receipt of a regular high school diploma whichever occurs first.

6.16.3 Additional Criteria for Eligibility: While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Traumatic Brain Injury if the child meets the criteria in subsection 6.16.1, and the adverse effect on educational performance cannot primarily be explained by factors listed under the special rule for eligibility determination in **14 DE Admin. Code 925.6.2**.

6.16.4 Disability-Specific Evaluation Procedures: In addition to the evaluation procedures

required by **14 DE Admin. Code 925.4.0** through 925.5.0, the child's IEP Team shall obtain documentation of the traumatic brain injury by a qualified medical professional as described in **14 DE Admin. Code 925.6.16.6**.

**6.16.5 Re-evaluation Procedures**

**6.16.5.1** For purposes of continued eligibility determination, the IEP team shall follow procedures in **14 DE Admin. Code 925.3.0** through 925.5.0 and 925.6.16.1; and

**6.16.5.2** *The IEP team should make every effort to obtain updated documentation related to the student's traumatic brain injury.*

**6.16.6 Documentation:** *The IEP team shall document its eligibility determination in an evaluation summary report. Documentation of the child's traumatic brain injury shall be provided by a qualified medical professional who can certify the existence of a traumatic brain injury.*

**6.16.7 Additional IEP team Members:** In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, *a certified school psychologist and a school nurse shall be members of the IEP team for the purpose of determining eligibility.*

**6.17 Visual Impairment Including Blindness**

**6.17.1 Eligibility Criteria:** A child is eligible for special education and related services under the Visual Impairment including Blindness educational classification if the child has an impairment in vision that, even with correction, adversely affects the child's educational performance as *defined in **14 DE Admin. Code 922.3.0**.*

**6.17.1.1** Applicable visual impairments are:

**6.17.1.1.1** Partial sight, including macular holes, oscillopsia, and central vision loss; or blindness; or neurological conditions (not perceptual impairments); or a progressive loss of vision; and corrected visual acuity of 20/50 or less in the better eye, or a peripheral field so contracted that the widest lateral field of vision subtends less than 40 degrees; or

**6.17.1.1.2** Cortical vision impairment, or

**6.17.1.1.3** A functional vision loss where field and acuity deficits alone may not meet the criteria in subsections 6.17.1.1.1 or 6.17.1.1.2.

**6.17.2 Age of Eligibility:** A child is eligible for special education and related services under the Visual Impairment including Blindness educational classification from birth until the child's receipt of a regular high school diploma *or the end of the school year in which the student attains the age of 21, whichever occurs first.*

**6.17.3 Additional Criteria for Eligibility:** While a child with a disability may be eligible for multiple educational classifications, the child's primary educational classification shall be Visual Impairment including Blindness if the child meets the criteria in subsection 6.17.1 and the adverse effect on educational performance cannot primarily be explained by factors listed under the special rule for eligibility determination consistent with **14 DE Admin. Code 925.6.2**.

**6.17.4 Disability-Specific Evaluation Procedures:** In addition to the evaluation procedures required by **14 DE Admin. Code 925.4.0** through 925.5.0, in order to determine a



child's eligibility for special education and related services under the Visual Impairment including Blindness educational classification, the child's IEP team shall obtain documentation of the visual impairment by a qualified medical professional as defined in **14 DE Admin. Code 925.6.17.6.**

6.17.5 Re-evaluation Procedures

6.17.5.1 For purposes of continued eligibility determination, the IEP team shall follow procedures in **14 DE Admin. Code 925.3.0** through 925.5.0 and 925.6.17; and

6.17.5.2 The IEP team should make every effort to obtain updated documentation related to the student's visual impairment.

6.17.6 Documentation: The IEP team shall document its eligibility determination in an evaluation summary report. Documentation of the child's visual impairment shall be provided by a qualified medical professional such as a licensed ophthalmologist, optometrist, or neurologist.

6.17.7 Additional IEP team members: In addition to the IEP team members required by **14 DE Admin. Code 925.8.0**, an orientation and mobility specialist, teacher of students with visual impairments, and a certified school psychologist are required to be members of the IEP team for the purpose of determining eligibility.

6.18 Eligibility Criteria for Preschool Speech Delay (3 and 4 year olds only):

6.18.1 A speech disability is defined as a communication disorder or delay involving articulation, voice quality, or speech fluency to such a degree that it interferes with a child's overall communicative performance.

6.18.2 In order to determine a significant delay or disorder in this area, the child shall receive a speech and language evaluation conducted by a licensed Speech and Language Pathologist.

6.18.2.1 A speech and language evaluation shall include assessment of articulation, receptive language and expressive language as measured by a standardized norm based instrument. It is strongly recommended that the evaluation include clinical observations or an assessment of oral motor functioning, voice quality and speech fluency. Results of the evaluation may identify a significant delay or disorder in one or more of the following areas:

6.18.2.1.1 Articulation errors of sounds that are considered to be developmentally appropriate for the child's age as measured by an articulation test,

6.18.2.1.2 Conversational speech that is not developmentally appropriate for the child's age as measured by a speech and language pathologist,

6.18.2.1.3 Oral motor involvement which may affect the development of normal articulation,

6.18.2.1.4 Speech fluency, or

6.18.2.1.5 Voice quality

6.18.3 Results of the evaluation may indicate a significant delay in receptive and expressive language which warrants further evaluation. In this event, the child is to be referred for a multidisciplinary evaluation to determine if he/she meets the eligibility criteria for developmental delay.

~~6.18.4 The age of eligibility for preschool children identified under this definition shall be from the third birth date until the fifth birth date.~~

~~(Authority: 14 Del.C. §3110)~~

~~11 DE Reg. 184 (08/01/07)~~

~~11 DE Reg. 1629 (06/01/08)~~

~~15 DE Reg. 352 (09/01/11)~~

~~18 DE Reg. 564 (01/01/15)~~

~~20 DE Reg. 172 (09/01/16)~~

~~21 DE Reg. 626 (02/01/18)~~

## **7.0 Learning Disabilities**

~~7.1 General: Subject to the effective dates in 6.11 and the special grandfathering rule in 6.4, eligibility for special education services under the learning disability category shall be contingent on the prior delivery of appropriate instruction, and shall further consider the child's response to scientific, research based interventions delivered according to the procedures in 12.0.~~

~~7.2 Assessments of intellectual functioning are not required to determine eligibility for special education services under the learning disability category. Assessments of intellectual functioning should generally be reserved for students suspected of having an intellectual disability or where an instructional support team, or other group of qualified professionals (see 6.1), and the parent determines such tests are relevant in selecting appropriate instructional or behavioral interventions.~~

~~(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); 14 Del.C. §3110)~~

~~11 DE Reg. 184 (08/01/07)~~

~~11 DE Reg. 1629 (06/01/08)~~

~~15 DE Reg. 352 (09/01/11)~~

## **8.0 Additional Group Members**

~~8.1 The determination of whether a child suspected of having a specific learning disability is a child with a disability as defined in 14 DE Admin. Code 922.3.0 shall be made by the child's parents and a team of qualified professionals, which shall include:~~

~~8.1.1 The child's regular teacher; or~~

~~8.1.2 If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or~~

~~8.1.3 For a child of less than school age, an individual qualified by the DOE to teach a child of his or her age; and~~

~~8.1.4 At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech language pathologist, or remedial reading teacher.~~

~~(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6)); 14 Del.C. §3110)~~

## **9.0 Determining the Existence of a Specific Learning Disability**

- ~~9.1 Subject to 6.4 and 6.11, the group described in 6.1 may determine that a child has a specific learning disability if:~~
- ~~9.1.1 Lack of achievement: The child does not achieve adequately for the child's age or to meet State approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or State approved grade level standards as further described in 12.0:~~
- ~~9.1.1.1 Oral expression.~~
- ~~9.1.1.2 Listening comprehension.~~
- ~~9.1.1.3 Written expression.~~
- ~~9.1.1.4 Basic reading skill.~~
- ~~9.1.1.5 Reading fluency skills.~~
- ~~9.1.1.6 Reading comprehension.~~
- ~~9.1.1.7 Mathematics calculation.~~
- ~~9.1.1.8 Mathematics problem solving; and~~
- ~~9.1.2 Insufficient progress: The child does not make sufficient progress to meet age or State approved grade level standards in one or more of the areas identified in 9.1.1 when using a process based on the child's response to scientific, research based intervention as further described in 12.0; or~~
- ~~9.1.3 Pattern of strengths and weaknesses: The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade-level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments, consistent with 4.0 and 5.0; and~~
- ~~9.1.4 Rule out other conditions: The group determines that its findings under 9.1.1, 9.1.2 and 9.1.3 are not primarily the result of:~~
- ~~9.1.4.1 A visual, hearing, or motor disability;~~
- ~~9.1.4.2 Intellectual Disability;~~
- ~~9.1.4.3 Emotional disability;~~
- ~~9.1.4.4 Cultural factors;~~
- ~~9.1.4.5 Environmental or economic disadvantage; or~~
- ~~9.1.4.6 Limited English proficiency.~~
- ~~9.2 To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group shall consider, as part of the evaluation described in 4.0 through 6.0:~~
- ~~9.2.1 Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and~~
- ~~9.2.2 Data based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.~~
- ~~9.3 The public agency shall promptly request parental consent to evaluate the child to~~

~~determine if the child needs special education and related services, and shall adhere to the time frames described in 2.3 and 3.0 (unless extended by mutual written agreement of the child's parents and a group of qualified professionals, as described in 6.1):~~

~~9.3.1 If, prior to a referral, a child has not made adequate progress after an appropriate period of time (as further provided in 12.0) when provided instruction, as described in 9.2; and~~

~~9.3.2 Whenever a child is referred for an evaluation.~~

~~(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); 14 Del.C. §3110)~~

~~11 DE Reg. 184 (08/01/07)~~

~~15 DE Reg. 352 (09/01/11)~~

~~20 DE Reg. 172 (09/01/16)~~

#### **10.0 — Observation**

~~10.1 The public agency shall ensure that the child is observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.~~

~~10.2 The group described in 6.1, in determining whether a child has a specific learning disability, shall decide to use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or have at least one member of the group conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained.~~

~~10.3 In the case of a child of less than school age or out of school, a group member shall observe the child in an environment appropriate for a child of that age.~~

~~(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); 14 Del.C. §3110)~~

#### **11.0 — Specific Documentation for the Eligibility Determination**

~~11.1 For a child suspected of having a specific learning disability, the documentation of the determination of eligibility, as required in 6.1, shall contain a statement of:~~

~~11.1.1 Whether the child has a specific learning disability;~~

~~11.1.2 The basis for making the determination, including an assurance that the determination has been made in accordance with 6.3;~~

~~11.1.3 The relevant behavior, if any, noted during the observation of the child and the relationship of that behavior to the child's academic functioning;~~

~~11.1.4 The educationally relevant medical findings, if any;~~

~~11.1.5 Whether,~~

~~11.1.5.1 The child does not achieve adequately for the child's age or to meet State approved grade level standards consistent with 9.1.1; and~~

~~11.1.5.2 The child does not make sufficient progress to meet age or State approved grade level standards consistent with 9.1.2; or the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to~~

~~age, State approved grade level standards or intellectual development consistent with 9.1.3;~~

~~11.1.6 The determination of the group concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and~~

~~11.1.7 If the child has participated in a process that assesses the child's response to scientific, research based intervention:~~

~~11.1.7.1 The instructional strategies used and the student centered data collected; and~~

~~11.1.7.2 The documentation that the child's parents were notified about:~~

~~11.1.7.2.1 The DOE's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided;~~

~~11.1.7.2.2 Strategies for increasing the child's rate of learning; and~~

~~11.1.7.2.3 The parents' right to request an evaluation.~~

~~11.2 Each group member shall certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member shall submit a separate statement presenting the member's conclusions.~~

~~(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); 14 Del.C. §3110)~~

~~14 DE Reg. 1060 (04/01/11)~~

~~15 DE Reg. 352 (09/01/11)~~

~~20 DE Reg. 172 (09/01/16)~~

## **12.0 Response to Intervention Procedures**

~~12.1 Each public agency shall establish and implement procedures to determine whether a child responds to scientific, research-based interventions (RTI) for reading and mathematics.~~

~~12.1.1 Agencies may also establish and implement procedures to determine whether a child responds to scientific, research-based interventions in oral expression, listening comprehension, and written expression.~~

~~12.2 Public agencies shall use rubrics approved by DOE to evaluate and select programs of instruction, and Tier 2 and Tier 3, interventions for reading and mathematics.~~

~~12.3 Instructional screening instruments used as part of RTI procedures shall be norm referenced or curriculum based and progress monitoring instruments used as part of RTI procedures shall be curriculum based.~~

~~12.4 RTI procedures, including the same frequency and intensity of instruction, and small group settings available to all students, shall apply to children with disabilities who already receive special education and related services. RTI procedures shall not be required for students who participate in Alternate Assessment based on Alternate Achievement standards (AA-AAS).~~

~~12.4.1 IEP teams of children with disabilities may specialize the instruction and method of delivering interventions under RTI procedures.~~

	<p><del>12.4.2 IEP teams may also determine that a child with a disability requires more intensity or frequency of instruction, or smaller group settings than would otherwise be provided under RTI procedures.</del></p> <p><del>12.5 RTI procedures shall include the tiers and types and duration of services and interventions described in 12.6 through 12.10.</del></p> <p><del>12.6 Tier 1: Core Classroom Instruction: Tier 1 services shall be designed to be delivered in a general education setting, by a general education teacher. Instruction shall be delivered with fidelity as part of a scientifically based core curriculum and matched to student need.</del></p> <p><del>12.6.1 Universal Tier 1 instructional screenings for reading and mathematics at the elementary level shall be conducted at least 3 times each regular school year at routine and fairly spaced intervals. For students at risk of academic failure, the first screening shall be conducted within 2 weeks of the beginning of the regular school year, or within 2 weeks of the child's entry into school. Tier 1 instructional screenings for reading and mathematics at the secondary level shall be conducted for students at risk of academic failure at least three (3) times each regular school year at routine and fairly spaced intervals. The first screening shall be conducted with two (2) weeks of the beginning of the regular school year, or within two (2) weeks of the child's entry into school.</del></p> <p><del>12.6.2 Children who score at or below the 25<sup>th</sup> percentile on a norm referenced test or the designated cut point on a curriculum based measure for any instructional screening, shall be provided Tier 2 interventions.</del></p> <p><del>12.6.3 A school based team (such as a literacy team, a leadership team or a grade-level team) shall review the program and progress of any child who does not score at benchmark on any instructional screening, but who does score above the 25<sup>th</sup> percentile on a norm referenced test or the designated cut point on a curriculum based measure, to assure that the child is receiving differentiated, needs-based instruction. In addition, the team's review shall include the fidelity of program implementation, pacing and appropriateness of instructional groupings.</del></p> <p><del>12.6.3.1 The child's progress toward end of year benchmarks shall be monitored at least once every 2 weeks until progress monitoring consistently demonstrates that the child is on a trajectory to meet end of year benchmarks.</del></p> <p><del>12.6.3.2 If, after 6 weeks of progress monitoring, the child is not on a trajectory to meet end of the year benchmarks, the child shall be provided Tier 2 interventions unless the school based team specifically determines that further progress monitoring is required before additional interventions are provided.</del></p> <p><del>12.7 Tier 2: Intervention: Tier 2 interventions shall be designed to be delivered primarily in the general education setting, by a general education teacher, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention. It shall be implemented with fidelity to its scientific research base and matched to student need.</del></p> <p><del>12.7.1 Tier 2 intervention shall be in addition to regularly scheduled core instruction in the general education curriculum, and shall be delivered in small group, at a minimum of ninety (90) minutes per week in session periods appropriate to age and development,</del></p>
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	<p>but not less than two (2) sessions per week. In the case of a student identified in need of intervention in both reading and math, the intervention shall be designed by the instructional support team proportionate to student need, but not less than one hundred twenty (120) minutes per week.</p> <p>12.7.2 Tier 2 interventions shall be delivered for at least 6 school weeks. Progress shall be monitored weekly against established benchmarks.</p> <p>12.7.3 If, after 6 school weeks of Tier 2 intervention, a child has made no progress toward benchmarks, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, an instructional support team formulated in accordance with <b>14 DE Admin. Code 923.11.9</b>, shall meet to review the child's program and progress, to assure that the child is receiving differentiated, needs-based instruction. In addition, the instructional support team's review shall include fidelity of program implementation, pacing, and appropriateness of instructional groupings. Based on its review, the instructional support team shall determine whether: additional assessments are required; additional changes to instructional or behavioral methods are required; or the child requires Tier 3 intervention.</p> <p>12.7.4 If, after an additional 6 school weeks of Tier 2 intervention (or up to a total of 12 school weeks of intervention) a child has made no progress toward benchmarks, or has made progress, but is not on a trajectory to meet end-of-year benchmarks, the child shall begin receiving Tier 3 intervention as outlined by the instructional support team.</p> <p>12.8 Tier 3: Intervention: Tier 3 interventions shall be designed to be delivered primarily in the general education setting, by a general education teacher and additional staff, but is likely to be delivered in other or additional settings, or by other trained staff as appropriate to the specific intervention. It shall be implemented with fidelity to its scientific research base and matched to the student's needs.</p> <p>12.8.1 Tier 3 intervention shall be in addition to regularly scheduled core instruction in the general education curriculum, and shall be delivered in groups smaller than those for intervention delivered in Tier 2, at a minimum of one hundred and fifty (150) minutes per week in session periods appropriate to age and development, but not less than four (4) sessions per week. In the case of a student identified in need of intervention in both reading and math, the intervention shall be designed by the instructional support team proportionate to student need, but not less than one hundred eighty (180) minutes per week.</p> <p>12.8.2 Tier 3 interventions shall be delivered for at least 6 school weeks. Progress shall be monitored weekly against established benchmarks.</p> <p>12.8.3 If, after 6 school weeks of Tier 3 interventions (or up to a total of 18 school weeks of intervention), a child has made no progress toward benchmarks, the instructional support team shall refer the child for an initial evaluation for special education services</p> <p>12.8.4 If, after 6 school weeks of Tier 3 interventions (or up to a total of 18 school weeks of intervention), a child has made progress toward benchmarks, but is not on a trajectory to meet end-of-year benchmarks, the instructional support team shall meet to review the child's program and progress, to assure that the child is receiving differentiated needs-based instruction. In addition, the instructional support team's review shall</p>
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include fidelity of program implementation, pacing, and appropriateness of instructional groupings. Based on its review, the instructional support team shall determine whether: additional assessments are required; additional changes to instructional or behavioral methods are required; or the child should be referred for an initial evaluation for special education services.

~~12.8.5 If, after an additional 6 school weeks of Tier 3 interventions (or up to a total of 24 school weeks of interventions), a child has not made sufficient progress toward end-of-year benchmarks, the instructional support team shall refer the child for an initial evaluation for special education services.~~

~~12.9 RTI procedures shall also be designed to permit students to move between tiers of intervention based on the child's progress against benchmarks as measured through weekly progress monitoring. Weekly progress monitoring shall continue after a student is referred for an initial special education evaluation and for any student who is evaluated and determined eligible for special education and related services after receiving the interventions required in this section. In addition, the child's IEP team shall specifically consider the information gathered about the child's response to interventions, and the results of ongoing progress monitoring, in developing and revising the child's IEP. Subject to 3.0, a public agency shall initiate a reevaluation when ongoing progress monitoring indicates that the child's performance in reading or mathematics has improved such that the child may no longer require special education and related services.~~

~~12.10 If 20% of students in a classroom are not meeting benchmark on any instructional screening, a school-based team, including a building level administrator, shall meet to consider the need for additional classroom supports and strategies.~~

~~12.11 Consistent with 1.0 through 5.0, a parent of a child may initiate a request for an initial evaluation at any time, including during the RTI process. The public agency may grant or decline the request. If the public agency declines to conduct the initial evaluation, it must provide written notice consistent with **14 DE Admin. Code 926.3.0**. If the public agency agrees to conduct an initial evaluation, the evaluation shall be completed, and an eligibility determination made, within the time frame established in 2.3. However, a child may be determined ineligible for services under the learning disability or mild intellectual disability categories where there are insufficient data to demonstrate that the child was provided appropriate instruction in the regular education setting, or where there is insufficient data-based documentation of repeated assessments of achievement. If a child is determined ineligible for special education services on these grounds, the child may be referred back to an instructional support team to gather the required documentation and data by completing the RTI process. Eligibility for special education services may then be reconsidered at the request of the parent or a member of the instructional support team.~~

(Authority: 20 U.S.C. 1221e-3; 1401(30); 1414(b)(6); **14 Del.C. §3110**)

**11 DE Reg. 184 (08/01/07)**

**11 DE Reg. 1629 (06/01/08)**

**14 DE Reg. 1060 (04/01/11)**

**15 DE Reg. 352 (09/01/11)**



**13.0 to 19.0 — Reserved**

**20.07.0 Definition of Individualized Education Program**

~~20.17.1~~ 20.17.1 General: Each child who is determined eligible for special education and related services shall have a single IEP. As used in these regulations, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with ~~20.0 through 24.0~~ Sections 7.0 through 11.0, and that shall include:

~~20.1.17.1.1~~ 20.1.17.1.1 A statement of the child's present levels of academic achievement and functional performance, including:

~~20.1.1.17.1.1.1~~ 20.1.1.17.1.1.1 How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for ~~non-disabled~~ non-disabled children); or

~~20.1.1.27.1.1.2~~ 20.1.1.27.1.1.2 For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

~~20.1.27.1.2~~ 20.1.27.1.2 A statement of measurable annual goals, including academic and functional goals designed to:

~~20.1.2.17.1.2.1~~ 20.1.2.17.1.2.1 Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and meet each of the child's other educational needs that result from the child's disability;

~~20.1.2.27.1.2.2~~ 20.1.2.27.1.2.2 For children with disabilities who participate in the Alternate Assessment based on Alternate Achievement Standards (AA-AAS), a description of benchmarks or ~~short term~~ short-term objectives.

~~20.1.37.1.3~~ 20.1.37.1.3 A description of how the child's progress toward meeting the annual goals described in ~~20.1.2~~ subsection 7.1.2 will be measured; and when periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

~~20.1.47.1.4~~ 20.1.47.1.4 A statement of the special education and related services and supplementary aids and services, based on peer reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child:

~~20.1.4.17.1.4.1~~ 20.1.4.17.1.4.1 To advance appropriately toward attaining the annual goals;

~~20.1.4.27.1.4.2~~ 20.1.4.27.1.4.2 To be involved in and make progress in the general education curriculum in accordance with ~~20.1.4~~ subsection 7.1.1, and to participate in extracurricular and other nonacademic activities; and

~~20.1.4.37.1.4.3~~ 20.1.4.37.1.4.3 To be educated and participate with other children with disabilities and ~~non-disabled~~ non-disabled children in the activities described in this section;

~~20.1.57.1.5~~ 20.1.57.1.5 An explanation of the extent, if any, to which the child will not participate with ~~non-disabled~~ non-disabled children in the regular class and in the activities described in ~~20.1.4~~ subsection 7.1.4;

~~20.1.6~~7.1.6 A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments consistent with section 612(a)(16) of the Individuals with Disabilities Education Act; and if the IEP ~~Team~~team determines that the child shall take an alternate assessment, instead of a particular regular State or district wide assessment of student achievement, a statement of why the child cannot participate in the regular assessment; and the particular alternate assessment selected is appropriate for the child;

~~20.1.7~~7.1.7 The projected date for the beginning of the services and modifications described in ~~20.1.4~~ subsection 7.1.4, and the anticipated frequency, location, and duration of those services and modifications; and

~~20.1.8~~7.1.8 A statement designating whether or not it is necessary to place the child who is transported from school by bus into the charge of a parent other authorized responsible person.

~~20.27.2~~ Transition services: *Beginning with the earlier of the first IEP to be in effect when the child turns fourteen (14) or enters the eighth (8th) grade, or younger if determined appropriate by the IEP ~~Team~~team, and updated annually thereafter, the IEP ~~must~~shall include:*

~~20.2.4~~7.2.1 Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

~~20.2.2~~7.2.2 The transition services *and activities* (including courses of study) needed to assist the child in reaching those goals.

~~20.2.2.1~~7.2.2.1 *The IEP team shall discuss employment options with children and parents consistent with Delaware's Employment First Policy articulated by **19 Del.C. §743.***

~~20.2.2.2~~7.2.2.2 *Progress made on activities and services that reasonably enable the child to reach the child's postsecondary goals in transition IEPs shall be reported with the same frequency as academic goals.*

~~20.2.3~~7.2.3 *The child's strengths, interests, and postsecondary preferences, and plans to make application to high school and career technical educational programs.*

~~20.37.3~~ Transfer of rights at age of majority: Beginning not later than one (1) year before the child reaches the age of 18, the IEP shall include a statement that the child has been informed that the child's rights under **14 Del.C. §3132** will transfer to the child, *or an educational representative or educational surrogate parent* on reaching the age of 18 under **14 DE Admin. Code 926.20.0.**

(Authority: 20 U.S.C. 1415(m); **14 Del.C. §3132**)

~~20.47.4~~ IEP Forms: *Each public agency shall use the IEP forms as developed and required by the DOE. The requirement that public agencies use the DOE's IEP forms does not prohibit or prevent an IEP team from including on an IEP any information, service or other notation the team determines necessary to provide FAPE to a child with a disability.* This section shall not be construed to require an IEP ~~Team~~team to include information under one (1) component of a child's IEP that is already contained under another component of the

child's IEP.

~~20.57.5~~ Extended school year services: A student's need for extended school year services shall be determined in accordance with **14 DE Admin. Code 923.6.0**.

(Authority: 20 U.S.C. 1414(d)(1)(A) and (d)(6); **14 Del.C. §3110**)

~~20.67.6~~ ~~Twelve-month~~ Twelve-month program eligibility: The DOE shall include a parental notice and acknowledgment section in IEP forms described in ~~20.4~~ subsection 7.4 which both identifies students eligible for a 12-month program pursuant to **Title 14 Del.C. §1703** and documents the parental option to accept a 12-month program. [Authority: **Title 14 Del.C. §§1703(e), 1703(f)**]

**12 DE Reg. 1084 (02/01/09)**

**14 DE Reg. 1060 (04/01/11)**

**15 DE Reg. 352 (09/01/11)**

**20 DE Reg. 172 (09/01/16)**

**20 DE Reg. 549 (01/01/17)**

#### **21.08.0 IEP Team**

~~21.18.1~~ General: The public agency shall ensure that the IEP ~~Team~~ team for each child with a disability includes:

~~21.1.18.1.1~~ The parents of the child;

~~21.1.28.1.2~~ Not less than one (1) regular education teacher of the child (if the child is, or may be, participating in the regular education environment);

~~21.1.38.1.3~~ Not less than one (1) special education teacher of the child, or where appropriate, not less than one (1) special education provider of the child;

~~21.1.48.1.4~~ A representative of the public agency who:

~~21.1.4.18.1.4.1~~ Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

~~21.1.4.28.1.4.2~~ Is knowledgeable about the general education curriculum;

~~21.1.4.38.1.4.3~~ Is knowledgeable about the availability of resources of the public agency;  
*and*

~~21.1.4.48.1.4.4~~ *Has authority to commit agency resources and be able to ensure that whatever services are set out in the IEP will actually be provided.*

~~21.1.58.1.5~~ An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in ~~21.1.2 through 21.1.6 of this section~~ subsections 8.1.2 through 8.1.6;

~~21.1.68.1.6~~ At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;

~~21.1.78.1.7~~ Whenever appropriate, the child with a disability; *and*

~~21.1.88.1.8~~ *Whenever the child is, or may be, participating in a career and technical education program, a career technical education teacher of the child, or career technical teacher coordinator.*

~~24.28.2~~ Transition services participants: In accordance with ~~24.1.7~~ subsection 8.1.7, the public agency shall, *in writing*, invite a child with a disability to attend the child's IEP ~~Team~~ team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals.

~~21.2.18.2.1~~ If the child does not attend the IEP ~~Team~~ team meeting, the public agency shall take other steps to ensure that the child's preferences and interests are considered.

~~21.2.28.2.2~~ To the extent appropriate, with the consent of the parents or a child who has reached the age of 18, in implementing the requirements of ~~24.2~~ subsection 8.2, the public agency shall invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

~~24.38.3~~ Determination of knowledge and special expertise: The determination of the knowledge or special expertise of any individual described in ~~24.1.6~~ subsection 8.1.6 shall be made by the party (parents or public agency) who invited the individual to be a member of the IEP ~~Team~~ team.

~~21.48.4~~ Designating a public agency representative: A public agency may designate a public agency member of the IEP ~~Team~~ team to also serve as the agency representative, if the criteria in ~~24.1.4.4~~ subsection 8.1.4.4 are satisfied.

~~21.4.18.4.1~~ At the beginning of each school year, the public agency shall identify its agency representatives, and any person designated to serve as an agency representative at each or any of its schools, in writing.

~~21.4.28.4.2~~ The agency's written list of representatives and designees shall be supplied to each school of the public agency. It shall be available to the DOE upon request. The agency's representative and designee list shall be updated and redistributed to schools throughout the school year to the extent staffing and personnel changes alter the original list.

~~21.58.5~~ IEP ~~Team~~ team attendance: A member of the IEP ~~Team~~ team described in ~~24.1.2 through 24.1.5 of this section~~ subsections 8.1.2 through 8.1.5 is not required to attend an IEP ~~Team~~ team meeting, in whole or in part, if the parent of a child with a disability and the public agency agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting.

~~21.5.18.5.1~~ A member of the IEP ~~Team~~ team described in ~~24.5~~ subsection 8.5 may be excused from attending an IEP ~~Team~~ team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if:

~~21.5.1.18.5.1.1~~ The parent, in writing, and the public agency consent to the excusal; and

~~21.5.1.28.5.1.2~~ The member submits, in writing to the parent and the IEP ~~Team~~ team, input into the development of the IEP prior to the meeting.

~~21.68.6~~ Initial IEP ~~Team~~ team meeting for child under Part C: In the case of a child who was previously served under Part C of the Individuals with Disabilities Education Act, an invitation to the initial IEP ~~Team~~ team meeting shall, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with

the smooth transition of services.

(Authority: 20 U.S.C. 1414(d)(1)(B)-(d)(1)(D); **14 Del.C. §3110**)

~~21.78.7~~ No public agency, or any person acting under the authority of a public agency, shall discriminate or take any adverse employment or contract action against any person based upon statements that the person makes while advocating for a student in connection with an IEP, including statements made in preparation for or at a meeting, review, or conference concerning a child with a disability's free and appropriate public education.

~~21.7.18.7.1~~ Entities or persons who violate this subsection shall be subject to the same sanctions as persons or entities that engage in unlawful employment practices under **19 Del.C. Ch. 7.**

**14 DE Reg. 1060 (04/01/11)**

**15 DE Reg. 352 (09/01/11)**

**20 DE Reg. 172 (09/01/16)**

## **22-09.0 Parent Participation**

~~22.19.1~~ Public agency responsibility, ~~General:~~ general: Each public agency shall take steps to ensure that one (1) or both of the parents of a child with a disability are present at each IEP ~~Team~~ team meeting or are afforded the opportunity to participate, including:

~~22.1.19.1.1~~ Notifying parents of the meeting, *in writing, no less than ten (10) school days prior to the IEP ~~Team~~ team meeting (unless mutually agreed otherwise)* to ensure that they will have an opportunity to attend, *and no less than five (5) school days prior to a meeting to conduct a manifestation determination under **14 DE Admin. Code 926.30**;* and

~~22.1.29.1.2~~ Scheduling the meeting at a mutually agreed on time and place.

~~22.29.2~~ Information provided to parents: The notice required under ~~22.4~~ subsection 9.1 shall:

~~22.2.19.2.1~~ Indicate the purpose, time, and location of the meeting and who will be in attendance; and

~~22.2.29.2.2~~ Inform the parents of the provisions in ~~21.1.6 and 21.3~~ subsections 8.1.6 and 8.3 (relating to the participation of other individuals on the IEP ~~Team~~ team who have knowledge or special expertise about the child), and ~~21.6~~ subsection 8.6 (relating to the participation of the Part C service coordinator or other representatives of the Part C system at the initial IEP ~~Team~~ team meeting for a child previously served under Part C of the Act).

~~22.2.2.19.2.2.1~~ The IEP ~~Team~~ team shall provide notice to the parent, and if appropriate, the child, that they may request the presence of any teacher, paraprofessional, and any additional staff members at an IEP meeting.

~~22.2.39.2.3~~ A summary of the procedural safeguards shall be included with the notice of meeting and a full copy of the procedural safeguards shall be provided to the parents at the IEP meeting.

~~22.2.49.2.4~~ The IEP ~~Team~~ team shall provide notice to the parent, and if appropriate, the child, that they may request any data (e.g. classroom assessments, formative assessments, behavior data, related service reports, ~~Response to Intervention~~ multi-tiered system of

*support data) in the agency's possession relevant to the child's needs or disability prior to the IEP meeting.*

*22-39.3 The IEP team will ensure parent input through the following:*

*22-3-19.3.1 The IEP team shall provide a questionnaire requesting the input of a child's parent, and where appropriate, the input of the child, with respect to the child's progress to date and additional proposed steps that should be taken to adjust the child's goals, curriculum, services, aids, modifications, ~~and/or~~ or other elements of the child's IEP.*

*22-3-1-19.3.1.1 The questionnaire shall be sent with or prior to the written meeting notice inviting the parent to attend the IEP meeting.*

*22-3-29.3.2 If the IEP ~~Team~~ team prepares a draft of the IEP prior to the date of the IEP meeting, the IEP ~~Team~~ team shall provide the parent, and if appropriate, the child, with a copy of the draft IEP accompanied by a letter clearly indicating that the document is a draft for discussion purposes only and is therefore subject to revisions.*

*22-3-39.3.3 The Department in collaboration with the Governor's Advisory Council for Exceptional Citizens shall create and provide a draft letter and associated guidance to assist public agencies with the content and application of the letter referred to in subsection 22-3.2 in **14 DE Admin. Code 925 9.3.2**.*

*22-49.4 For a child with a disability beginning with the earlier of the first IEP to be in effect when the child turns fourteen (14) or enters the eighth (8th) grade, or younger if determined appropriate by the IEP ~~Team~~, team, the notice shall also indicate that a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the child, in accordance with ~~20-2~~ subsection 7.2 and that the agency will invite the student; and identify any other agency that will be invited to send a representative. *The invitation to the child shall be in writing.**

*22-59.5 Other methods to ensure parent participation: If neither parent can attend an IEP ~~Team~~ team meeting, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls, consistent with ~~28-0~~ Section 14.0 (related to alternative means of meeting participation).*

*22-69.6 Conducting an IEP ~~Team~~ team meeting without a parent in attendance: A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case, the public agency shall keep a record of its attempts to arrange a mutually agreed on time and place, such as:*

*22-6-19.6.1 Detailed records of telephone calls made or attempted and the results of those calls;*

*22-6-29.6.2 Copies of correspondence sent to the parents and any responses received; and*

*22-6-39.6.3 Detailed records of visits made to the parent's home or place of employment and the results of those visits.*

*22-6-49.6.4 Use of interpreters or other action, as appropriate. The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings of the IEP ~~Team~~ team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.*

*22-79.7 Parent copy of child's IEP: The public agency shall give the parent a copy of the child's IEP*

at no cost to the parent.

(Authority: 20 U.S.C. 1414(d)(1)(B)(i); **14 Del.C. §3110**)

~~22-89.8~~ *The Department of Education, in conjunction with the Department of Justice, shall annually survey a random and representative sample of parents and their children who have ~~Individualized Education Programs~~ IEPs with respect to the parents' and children's satisfaction with the IEP process. Information gathered through this survey shall be used by the Department of Education and Department of Justice to conduct follow-up examinations with school districts and charter schools as to their good faith compliance with state and federal laws and regulations.*

~~22-8.4~~ 9.8.1 *Information gathered through this survey shall also be used by the Department of Education in carrying out monitoring duties as outlined in **14 DE Admin. Code 927** to ensure compliance with state and federal laws and regulations.*

~~22-8.29.8.2~~ *A summary of the survey results will be made available on the Department of Education's website.*

**14 DE Reg. 1060 (04/01/11)**

**15 DE Reg. 352 (09/01/11)**

**20 DE Reg. 172 (09/01/16)**

#### **23.010.0 When IEPs Shall be in Effect**

~~23.4~~10.1 *General: At the beginning of each school year, each public agency shall have in effect, for each child with a disability within its jurisdiction, an IEP, as defined in Section 2.0.*

~~23.2~~10.2 *Initial IEPs; provision of services: Each public agency shall ensure that a meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and as soon as possible following development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.*

~~23.3~~10.3 *Accessibility of child's IEP to teachers and others. Each public agency shall ensure that the child's IEP is accessible to each regular education teacher, special education teacher, related services provider, and any other service provider who is responsible for its implementation; and each teacher and provider described in this paragraph is informed of:*

~~23.3.4~~10.3.1 *~~His or her~~ Their specific responsibilities related to implementing the child's IEP; and*

~~23.3.2~~10.3.2 *The specific accommodations, modifications, and supports that shall be provided for the child in accordance with the IEP.*

~~23.4~~10.4 *IEPs for children who transfer from and to public agencies within Delaware: If a child with a disability (who had an IEP that was in effect in a previous public agency in Delaware) transfers to a new public agency in Delaware, and enrolls in a new school within the same school year, the new public agency (in consultation with the parents) shall provide FAPE to the child (including services comparable to those described in the child's IEP from the previous public agency).*

~~23.4.4~~10.4.1 *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 ~~must either~~ shall:

~~23.4.4.1~~10.4.1.1 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 ~~20.0 through 24.0~~ Sections 7.0 through 11.0.

~~23.5~~10.5 IEPs for children who transfer from out of state public agencies: If a child with a disability (who had an IEP that was in effect in a previous public agency in another state) transfers to a public agency in Delaware, and enrolls in a new school in Delaware within the same school year, the new public agency (in consultation with the parents) shall provide the child with FAPE (including services comparable to those described in the child's IEP from the previous public agency).

~~23.5.1~~10.5.1 A child with a disability who transfers from an out of state public agency 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 ~~must~~ shall:

~~23.5.1.1~~10.5.1.1 Conduct an evaluation pursuant to Sections 4.0 through 6.0 (if determined to be necessary by the new public agency); and develop, adopt, and implement a new IEP, if appropriate, that meets the applicable requirements in ~~20.0 through 24.0~~ Sections 7.0 through 11.0.

~~23.6~~10.6 Transmittal of records and public agency duties: To facilitate the transition for a child described in ~~23.4 and 23.5~~ subsections 10.4 and 10.5:

~~23.6.1~~10.6.1 *The receiving public agency shall ensure that all requirements concerning evaluation, IEP development, placement, and procedural safeguards are applied in determining the provision of special education and related services.* The receiving public agency in which the child enrolls shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous public agency in which the child was enrolled, pursuant to 34 CFR 99.31(a)(2); and

~~23.6.2~~10.6.2 The previous public agency in which the child was enrolled shall take reasonable steps to promptly respond to the request from the new public agency.

(Authority: 20 U.S.C. 1414(d)(2)(A)-(C); 14 **Del.C.** §3110)

#### **24.011.0 Development, Review, and Revision of IEP**

~~24.1~~11.1 Development of IEP, General: ~~IEP, general:~~ In developing each child's IEP, the IEP



~~Team~~ team shall consider:

~~24.1.4~~11.1.1 The strengths of the child;

~~24.1.2~~11.1.2 The concerns of the parents for enhancing the education of their child;

~~24.1.3~~11.1.3 The results of the initial or most recent evaluation of the child; and

~~24.1.4~~11.1.4 The academic, developmental, and functional needs of the child.

~~24.2~~11.2 Consideration of special factors: The IEP ~~Team~~ team shall:

~~24.2.1~~11.2.1 In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

~~24.2.2~~11.2.2 In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;

~~24.2.3~~11.2.3 In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP ~~Team~~ team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;

~~24.2.4~~11.2.4 Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode;

~~24.2.5~~11.2.5 Consider whether the child needs assistive technology devices and services; and

~~24.2.6~~11.2.6 *In the case of a child who is blind, visually impaired, ~~and/or~~ or has a physical or print disability, consider whether the child needs accessible instructional materials.*

~~24.2.7~~11.2.7 *In the case of any child with limited reading proficiency, consider the reading services, supports and evidence-based interventions as those relate to the child's IEP;*

~~24.2.7.1~~11.2.7.1 *For a child who is not beginning to read by age ~~seven~~, seven (7), or who is beyond age seven (7) and is not yet beginning to read, enumerate the specific, evidence-based interventions that are being provided to that child to address the child's inability to read. Eligibility for reading-based extended school year services shall be determined in accordance with **14 DE Admin. Code 923.6.0.***

~~24.3~~11.3 Requirement with respect to regular education teacher: A regular education teacher of a child with a disability, as a member of the IEP ~~Team~~, team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and supports and other strategies for the child; and supplementary aids and services, program modifications, and support for school personnel consistent with ~~20.1.4~~ subsection 7.1.4.

~~24.4~~11.4 Agreement: In making changes to a child's IEP after the annual IEP ~~Team~~ team

meeting for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP ~~Team~~ team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. If changes are made to the child's IEP in accordance with this section, the public agency shall ensure that the child's IEP ~~Team~~ team is informed of those changes.

~~24.5~~11.5 Consolidation of IEP ~~Team~~ team meetings: To the extent possible, the public agency shall encourage the consolidation of ~~reevaluation~~ re-evaluation meetings for the child and other IEP ~~Team~~ team meetings for the child.

~~24.6~~11.6 Amendments: Changes to the IEP may be made either by the entire IEP ~~Team~~ team at an IEP ~~Team~~ team meeting, or as provided in ~~24.4~~ subsection 11.4, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated.

~~24.7~~11.7 Review and revision of IEPs, ~~General:~~ general: Each public agency shall ensure that, subject to ~~24.8 and 24.9~~ subsections 11.8 and 11.9, the IEP Team reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revises the IEP, as appropriate, to address:

~~24.7.4~~11.7.1 Any lack of expected progress toward the annual goals described in ~~20.4.2~~ subsection 7.1.2, and in the general education curriculum, if appropriate;

~~24.7.2~~11.7.2 The results of any ~~reevaluation~~ re-evaluation conducted under Section 3.0;

~~24.7.3~~11.7.3 Information about the child provided to, or by, the parents, as described ~~under~~ in subsection 5.1.4;

~~24.7.4~~11.7.4 The child's anticipated needs; or

~~24.7.5~~11.7.5 Other matters.

~~24.8~~11.8 Consideration of special factors: In conducting a review of the child's IEP, the IEP ~~Team~~ team shall consider the special factors described in ~~24.2~~ subsection 11.2.

~~24.9~~11.9 Requirement with respect to regular education teacher: A regular education teacher of the child, as a member of the IEP ~~Team~~ team, shall, consistent with ~~24.3~~ subsection 11.3, participate in the review and revision of the IEP of the child.

~~24.10~~11.10 Failure to meet transition objectives, participating agency failure: If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with ~~20.2~~ subsection 7.2, the public agency shall reconvene the IEP ~~Team~~ team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

~~24.11~~11.11 Construction. Nothing in these regulations relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

~~24.12~~11.12 Children with disabilities in adult prisons, requirements that do not apply: The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

~~24.12.1~~11.12.1 The requirements contained in section 612(a)(16) of the Individuals with Disabilities Education Act and ~~20.4.6~~ 14 DE Admin. Code 925.7.1.6 (relating to

participation of children with disabilities in general assessments).

~~24.12.2~~11.12.2 The requirements in ~~20.2~~ subsection 7.2 (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Individuals with Disabilities Education Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

~~24.13~~11.13 Modifications of IEP or placement: Subject to ~~24.13.4~~ subsection 11.13.1, the IEP ~~Team~~ team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

~~24.13.1~~11.13.1 The requirements of ~~20.0~~ Section 7.0 (relating to IEPs), and **14 DE Admin. Code 923.14.0** (relating to LRE) do not apply with respect to the modifications described in ~~24.13 of this section~~ subsection 11.13.

(Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(A)(i), 1414(d)(3), (4)(B), and (7); and 1414(e); **14 Del.C. §3110**)

**14 DE Reg. 1060 (04/01/11)**

**18 DE Reg. 564 (01/01/15)**

**18 DE Reg. 861 (05/01/15)**

#### **~~25.0~~12.0 Private School Placements by Public Agencies**

~~25.1~~12.1 Developing IEPs: Before a public agency places a child with a disability in, or refers a child to, a private school or facility, the agency shall initiate and conduct a meeting to develop an IEP for the child in accordance with ~~20.0 and 24.0~~ Sections 7.0 and 11.0.

~~25.1.1~~12.1.1 The agency shall ensure that a representative of the private school or facility attends the meeting. If the representative cannot attend, the agency shall use other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

~~25.2~~12.2 Reviewing and revising IEPs: After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the public agency.

~~25.2.1~~12.2.1 If the private school or facility initiates and conducts these meetings, the public agency shall ensure that the parents and an agency representative are involved in any decision about the child's IEP; and agree to any proposed changes in the IEP before those changes are implemented.

~~25.3~~12.3 Responsibility: Even if a private school or facility implements a child's IEP, responsibility for compliance with these regulations remains with the public agency and the DOE.

(Authority: 20 U.S.C. 1412(a)(10)(B); **14 Del.C. §3110**)

**26.0 — Reserved**

## **27.013.0 Educational Placements in the Least Restrictive Environment**

**27.413.1** Educational Placement Options. Following the development of a child's IEP, the IEP team shall determine the child's educational placement in the least restrictive environment based on the child's individual needs and the services identified in the IEP. Educational placement options shall include, but not be limited to, the following:

**27.4.113.1.1** Inside Regular Education Class  $\geq 80$  percent of the day: Children with disabilities receiving special education and related services outside the regular classroom less than 21 percent of the day. This may include children with disabilities placed in: regular class with special education related service provided within regular classes; regular class with special education related services provided outside regular classes; or regular class with special education services provided in resource rooms.

**27.4.213.1.2** Inside Regular Class  $\leq 79$  percent of the day and  $\geq$  than 40 percent of the day: Children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent of the day and no more than 60 percent of the day. This may include children placed in: resource rooms with special education related service provided within the resource room; or resource rooms with part time instruction in a regular class.

**27.4.313.1.3** Inside Regular Class  $< 40$  percent of the Day: Children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the day. This may include children placed in: self-contained special classrooms with part time instruction in a regular class; or self-contained special classrooms with full time education instruction on a regular school campus.

**27.4.413.1.4** Separate school: Children with disabilities receiving education programs in public or private separate day school facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private separate schools. This may include children placed in: public and private day schools for children with disabilities; public and private day schools for children with disabilities for a portion of the day (greater than 50 percent) and in regular school buildings for the remainder of the day; or public and private residential facilities if the student does not live at the facility.

**27.4.513.1.5** Residential Facility: Receives education programs in public or private residential facilities during the school week. Includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of school day in public or private residential facilities. May include children placed in: public and private residential schools for children with disabilities; or public and private residential schools for children with disabilities for a portion of the day (greater than 50 percent) and in separate day schools or regular schools buildings for the remainder of the day if the students.

**27.4.613.1.6** Homebound and Hospital: Receives education programs in homebound hospital placement. Includes children with disabilities placed in and receiving special education and related services in: hospital programs, or homebound programs.

**27.4.713.1.7** Correctional Facilities: Children receiving special education in: short-term detention facilities (community based or residential); or correctional facilities.

~~27.1.8~~13.1.8 Parentally Placed Private Schools: Children enrolled by their parents or guardians in regular parochial or other private schools and whose basic education is paid through private resources and who receive special education and related services at public expense from the local education agency or intermediate unit under a service plan.

~~27.2~~13.2 Each public agency shall ensure a child with a disability is placed in a chronologically age appropriate placement.

~~27.3~~13.3 *If a child with a disability is a danger to himself or to herself, or is so disruptive that ~~his or her~~ their behavior substantially interferes with the learning of other students in the class, the IEP team may provide the child with supportive instruction and related services at home in lieu of the child's present educational placement.*

~~27.3.1~~13.3.1 Services provided under these conditions shall be considered a change in placement on an emergency basis and shall require IEP team documentation that such placement is both necessary and temporary and is consistent with the requirements for the provision of a free, appropriate public education.

~~27.3.2~~13.3.2 In instances of parental objection to such home instruction, parents may exercise any of the applicable procedural safeguards in these regulations.

~~27.3.3~~13.3.3 To be eligible for supportive instruction and related services, the following criteria shall be met:

~~27.3.3.1~~13.3.3.1 The child shall be identified as disabled and in need of special education and related services and enrolled in the LEA or other public educational program; and

~~27.3.3.2~~13.3.3.2 If the absence is due to a medical condition, be documented by a physician's statement where the absence will be for two weeks or longer; or

~~27.3.3.3~~13.3.3.3 If the absence is due to severe adjustment problem, be documented by an IEP team that includes a licensed or certified school psychologist or psychiatrist, and the such placement is both necessary and temporary; or if for transitional in school program, be documented by the IEP team that it is necessary for an orderly return to the educational program.

~~27.3.4~~13.3.4 IEPs specifying supportive instruction services shall be reviewed at intervals determined by the IEP team, sufficient to ensure appropriateness of instruction and continued placement.

~~27.3.5~~13.3.5 Supportive instruction, related services and necessary materials shall be made available as soon as possible, but in no case longer than 30 days following the IEP meeting. Such instruction and related services may continue upon return to school when it is determined by the IEP team the child needs a transitional program to facilitate ~~his or her~~ their return to the school ~~program~~ program.

(Authority: 14 Del.C. §3110)

#### **~~28.0~~14.0 Alternative Means of Meeting Participation**

When conducting IEP ~~Team~~ team meetings and placement meetings pursuant to these regulations, the parent of a child with a disability and a public agency may agree to use

	<p>alternative means of meeting participation, such as video conferences and conference calls.</p> <p>Authority: 20 U.S.C. 1414(f); <b>14 Del.C. §3110)</b></p> <p><b>14 DE Reg. 1060 (04/01/11)</b></p> <p><b><u>29.015.0 High School Graduation</u></b></p> <p>Students with disabilities who are unable to meet the requirements for a diploma shall be given the option to complete those requirements by continuing their education, at public agency expense, until their 21st birthday. Regardless of the document received at graduation by the student, whether a diploma or a certificate of performance, the student shall not be discriminated against during the graduation ceremonies. Specifically, a student with disabilities shall be allowed to participate in graduation exercises without reference to <del>his or her</del> <u>their</u> disability, educational placement or the type of document conferred.</p> <p>(Authority: <b>14 Del.C. §3110)</b></p> <p><b>10 DE Reg. 1816 (06/01/07)</b>  <b>11 DE Reg. 184 (08/01/07)</b>  <b>11 DE Reg. 1629 (06/01/08)</b>  <b>12 DE Reg. 1084 (02/01/09)</b>  <b>14 DE Reg. 1060 (04/01/11)</b>  <b>15 DE Reg. 352 (09/01/11)</b>  <b>18 DE Reg. 564 (01/01/15)</b>  <b>18 DE Reg. 861 (05/01/15)</b>  <b>20 DE Reg. 172 (09/01/16)</b>  <b>20 DE Reg. 549 (01/01/17)</b>  <b>21 DE Reg. 626 (02/01/18)</b>  <b>24 DE Reg. 13 (07/01/21) (Implementation Date)</b></p>
<b>14 DE Admin Code §§ 923.6.0 and 925.7.5</b>	<p><b><u>Extended School Year Services Criteria</u></b></p> <p>State regulations obligate public agencies to consider specific factors in deciding whether a child needs extended school year services in order to receive FAPE. Such factors are set forth in the regulations, and include the degree of impairment, regression, recoupment, breakthrough opportunities, vocational opportunities, and any other rare and unusual extenuating circumstances.</p> <p>In addition, State regulations include ESY for reading acquisition. Notwithstanding any contrary provision, if a child is not beginning to read by age seven, or is beyond age seven and not yet beginning to read, the team shall presumptively include extended year services in the IEP which incorporate evidenced-based interventions that address the child’s inability to read. The team may decline to include such extended school year services in the IEP only if the team provides a specific explanation in the IEP why such services are inappropriate. A child is beginning to read if the child demonstrates phonological awareness and ability to use letter sound knowledge and decode unknown words.</p>

## Exhibit B

## 926 Children with Disabilities Subpart E Procedural Safeguards for Parents and Children

**Non-regulatory note:** Some sections of this regulation are shown in *italics*. Federal law requires that the Delaware Department of Education identify in writing any Delaware rule, regulation or policy that is a state-imposed requirement rather than a federal requirement (see 20 USC §14079(a)(2)). The *italicized portions* of this regulation are Delaware-imposed requirements for the education of children with disabilities and are not specifically required by federal special education law and regulations.

**1.0 General Procedural Safeguards and Opportunity to Examine Records and Educational Programs**

1.1 Each LEA and other public agency shall establish, maintain, and implement procedural safeguards that meet the requirements of ~~926.1.2, 926.2.0 through 926.5.0, 926.10.0, 926.18.0, 926.30.0 through 926.31.0, and 926.33.0 through 926.36.0.~~ subsection 1.2, Sections 2.0 through 5.0, Sections 10.0, 18.0, 30.0, 31.0, and 33.0 through 36.0 of this regulation.

(Authority: 20 U.S.C.1415(a); **14 Del.C. §3110 and 14 Del.C. Ch. 31, Subchapter V**)

1.2 Opportunity to Examine Records and Educational Programs

1.2.1 Opportunity to examine records: The parents of a child with a disability, either personally or through representative, shall be afforded an opportunity to inspect and review all relevant education records with respect to the identification, evaluation, and educational placement of the child; and the provision of FAPE to the child.

1.2.2 Parents shall have the right to obtain copies of all educational records, except the actual evaluation or examination instrument, either without charge, or, at the discretion of the public agency, at a fee not to exceed actual cost. Under no circumstances shall a fee be assessed which effectively prevents parents from exercising their right to inspect, review and copy records.

1.2.3 *The parents of a student with a disability shall have the right to visit and observe, either personally or through a representative, their child's current or proposed educational program. The public agency may require advance notice when parents or guardians wish to visit a proposed educational program.*

1.3 Parent participation in meetings: The parents of a child with a disability shall be afforded an opportunity to participate in meetings with respect to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child.

1.3.1 Each public agency shall provide notice consistent with **14 DE Admin. Code ~~925.22.1.1 and 925.22.2~~ 925, Section 9.0** to ensure that parents of children with disabilities have the opportunity to participate in meetings described in ~~4.3.~~ subsection 1.3 of this regulation.

1.3.2 A meeting does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does

	<p>not include preparatory activities that public agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.</p> <p>1.4 Parent involvement in placement decisions: Each public agency shall ensure that a parent of each child with a disability is a member of any group that makes decisions on the educational placement of the parent's child.</p> <p>1.4.1 In implementing the requirements of 1.4, the public agency shall use procedures consistent with the procedures described in <b>14 DE Admin. Code 925.22.1 through 925.22.2, 925, Section 9.0.</b></p> <p>1.4.2 If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the public agency shall use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.</p> <p>1.4.3 A placement decision may be made by a group without the involvement of a parent, if the public agency is unable to obtain the parent's participation in the decision. In this case, the public agency shall have a record of its attempt to ensure their involvement.</p> <p>1.5 <i>Minutes of Meetings. A parent, a parent's authorized representative, or any public agency conducting a meeting, review or conference may take minutes of the meeting, review or conference concerning a child with a disability's free and appropriate public education. Minutes may be taken by a disclosed recording device or by a stenographer. The cost of recording the minutes is the responsibility of the person or agency electing to take minutes. Once taken, public agency minutes shall be maintained subject to the confidentiality requirements of these regulations and any other applicable Delaware or federal law. If initiated by the public agency, parents must be offered a free digital copy.</i></p> <p>(Authority: 20 U.S.C. 1414(e), 1415(b)(1); <b>14 Del. C. §§3110, 3130 and 3131</b>)</p> <p><b>14 DE Reg. 1065 (04/01/11)</b></p> <p><b>19 DE Reg. 1018 (05/01/16)</b></p> <p><b>2.0 Independent Educational Evaluation</b></p> <p>2.1 General: The parents of a child with a disability have the right to obtain an independent educational evaluation of the child subject to <u>subsections</u> 2.4 through 2.9.</p> <p>2.2 Each public agency shall provide to parents, upon request for an independent educational evaluation, information about where an independent educational evaluation may be obtained, and the agency criteria applicable for independent educational evaluations as set forth in <u>subsection</u> 2.9.</p> <p>2.3 Definitions for the purposes of this subpart:</p> <p><b>"Independent Educational Evaluation"</b> means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.</p> <p><b>"Public Expense"</b> means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with <b>14 DE Admin. Code 923.3.0.</b></p>
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	<p>2.4 Parent right to evaluation at public expense; A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the public agency, subject to the conditions in <u>subsections</u> 2.4.1 through 2.5.</p> <p>2.4.1 If a parent requests an independent educational evaluation at public expense, the public agency shall, without unnecessary delay, either:</p> <p>2.4.1.1 File a due process complaint to request a hearing to show that its evaluation is appropriate; or</p> <p>2.4.1.2 Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing pursuant to <b>14 DE Admin. Code 926.7.0 through 926.13.0</b> that the evaluation obtained by the parent did not meet agency criteria.</p> <p>2.4.2 If the public agency files a due process complaint notice to request a hearing and the final decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.</p> <p>2.5 If a parent requests an independent educational evaluation, the public agency may ask for the parent's reason why he or she objects to the public evaluation. However, the public agency may not require the parent to provide an explanation and may not unreasonably delay either providing the independent educational evaluation at public expense or filing a due process complaint to request a due process hearing to defend the public evaluation.</p> <p>2.6 A parent is entitled to only one <del>(4)</del> independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.</p> <p>2.7 Parent initiated evaluations: If the parent obtains an independent educational evaluation at public expense or shares with the public agency an evaluation obtained at private expense, the results of the evaluation shall be considered by the public agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child; and may be presented by any party as evidence at a hearing on a due process complaint under <b>14 DE Admin. Code 926</b> regarding that child.</p> <p>2.8 Requests for evaluations by hearing officers. If a hearing panel or a single hearing officer appointed for expedited appeals under <u>Section</u> 32.0 requests an independent educational evaluation as part of a hearing on a due process complaint, the cost of the evaluation shall be at public expense.</p> <p>2.9 Agency criteria: If an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.</p> <p>2.10 Except for the criteria described in <u>subsection</u> 2.9, a public agency may not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.</p> <p>(Authority: 20 U.S.C. 1415(b)(1) and (d)(2)(A); <b>14 Del.C. §3110</b>)</p>
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### **3.0 Prior Notice by the Public Agency: Content of Notice**

- 3.1 Notice: Written notice that meets the requirements of subsection 3.2 shall be given to the parents of a child with a disability no less than ten ~~(10)~~ school days before the public agency:
  - 3.1.1 Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
  - 3.1.2 Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; and
  - 3.1.3 *In cases involving a change of placement for a disciplinary removal, written notice shall be provided no less than five ~~(5)~~ school days before the public agency proposes to change the child's placement.*
- 3.2 Content of notice: The notice required in subsection 3.1 shall include:
  - 3.2.1 A *written* description of the action proposed or refused by the agency; and
  - 3.2.2 A *written* explanation of why the agency proposes or refuses to take the action; and
  - 3.2.3 A *written* description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and
  - 3.2.4 A *written* statement that the parents of a child with a disability have protection under the procedural safeguards of *state and federal* regulations and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
  - 3.2.5 Sources for parents to contact to obtain assistance in understanding the provisions of these regulations, *including contact information for parent assistance programs, legal assistance programs, and the Delaware State Bar Association*; and
  - 3.2.6 A *written* description of any other options the IEP Team considered and the reasons why those options were rejected; and
  - 3.2.7 A *written* description of other factors which are relevant to the agency's proposal or refusal; *and*
  - 3.2.8 A *written summary of procedural safeguards must be available to the parents under state and federal law and regulations.*
    - 3.2.8.1 A *full copy of the procedural safeguards under state and federal law and regulations shall be provided to the parents at the IEP meeting.*
- 3.3 Notice in understandable language: The notice required in subsection 3.1 shall be:
  - 3.3.1 Written in language understandable to the general public; and
  - 3.3.2 Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- 3.4 If the native language or other mode of communication of the parent is not a written language, the public agency shall take steps to ensure that:
  - 3.4.1 The notice is translated orally or by other means to the parent in his or her native language or other mode of communication; and

- 3.4.2 The parent understands the content of the notice; and
- 3.4.3 There is written evidence that the requirements in subsections 3.4.1 and 3.4.2 have been met.  
(Authority: 20 U.S.C. 1415(b)(3) and (4), 1415(c)(1), 1414(b)(1)); **14 Del.C. §3110), 14 Del.C. §3130, 14 Del.C. §3133, 14 Del.C. §3134)**
- 14 DE Reg. 1065 (04/01/11)**
- 15 DE Reg. 354 (09/01/11)**
- 19 DE Reg. 1018 (05/01/16)**

#### **4.0 Procedural Safeguards Notice**

- 4.1 General: A copy of the procedural safeguards available to the parents of a child with a disability shall be given to the parents only one {4} time a school year, except that a copy also shall be given to the parents:
  - 4.1.1 Upon initial referral or parent request for evaluation;
  - 4.1.2 Upon receipt of the first State complaint **14 DE Admin. Code 923.51.0 through 923.53.0** and upon receipt of the first due process complaint in Section 7.0 in a school year;
  - 4.1.3 *Upon the decision to remove a child with a disability from his or her educational placement because of a violation of a code of student conduct; and*
  - 4.1.4 Upon request by a parent.
  - 4.1.5 *In addition, a copy of the procedural safeguards notice shall be provided to the parents of a child with a disability at each IEP meeting convened for the child.*
- 4.2 Internet Web site: A public agency may place a current copy of the procedural safeguards notice on its Internet Web site if a Web site exists.
- 4.3 Contents: The procedural safeguards notice shall include a full explanation of all of the procedural safeguards available under these regulations relating to:
  - 4.3.1 Independent educational evaluations;
  - 4.3.2 Prior written notice;
  - 4.3.3 Parental consent;
  - 4.3.4 Access to education records;
  - 4.3.5 Opportunity to present and resolve complaints through the due process procedures, including:
    - 4.3.5.1 The time period in which to file a complaint;
    - 4.3.5.2 The opportunity for the agency to resolve the complaint; and
    - 4.3.5.3 The difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
  - 4.3.6 The availability of mediation;
  - 4.3.7 Procedures for students who are subject to placement in an interim alternative educational setting;

	<p>4.3.8 Requirements for unilateral placement by parents of children in private schools at public expense;</p> <p>4.3.9 Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;</p> <p>4.3.10 Appeal rights;</p> <p>4.3.11 Civil actions, including the time period in which to file those actions; and</p> <p>4.3.12 Attorneys' fees.</p> <p>4.4 Notice in understandable language: The notice required in <u>subsection</u> 4.1 shall meet the requirements of <u>subsection</u> 3.3. (Authority: 20 U.S.C. 1415(d))</p> <p><b>14 DE Reg. 1065 (04/01/11)</b> <b>20 DE Reg. 550 (01/01/17)</b></p> <p><b>5.0 Electronic Mail</b></p> <p>A parent of a child with a disability may elect to receive notices required by <u>Sections</u> 3.0, 4.0 and 8.0 by an electronic mail communication, if the public agency makes that option available. (Authority: 20 U.S.C. 1415(n); <b>14 Del.C. §3110</b>)</p> <p><b>6.0 Mediation</b></p> <p>6.1 General: The DOE shall offer and ensure that procedures are established and implemented to allow parties to disputes involving any matter under these regulations, including matters arising prior to the filing of a due process complaint, to resolve disputes through a mediation process.</p> <p>6.2 Requirements: The mediation process offered by the DOE shall be:</p> <p>6.2.1 Voluntary on the part of the parties;</p> <p>6.2.2 Not used to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under Part B of the Act; and</p> <p>6.2.3 Conducted by a qualified and impartial mediator who is trained in effective mediation techniques. <i>In addition, parents will be permitted to be accompanied and advised at mediation by individuals of their choice. Any public agency involved in mediation shall assure that an individual from the public agency with the authority to make decisions and commit resources to agreed upon services attends the mediation.</i></p> <p>6.3 Any LEA or other public agency may establish procedures to offer to parents and schools that choose not to use the mediation process, an opportunity to meet at a time and location convenient to the parents, with a disinterested party who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center or community parent resource center in the State established under section 671 or 672 of the Act; and who would explain the benefits of, and encourage the use of, the mediation process to the parents.</p> <p>6.3.1 The DOE shall maintain a list of individuals who are qualified mediators</p>
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	<p>and knowledgeable in laws and regulations relating to the provision of special education and related services, select mediators on a random, rotational, or other impartial basis and bear the cost of the mediation process, including the costs of meetings described in <u>subsection</u> 6.3.</p> <p>6.4 Each session in the mediation process shall be scheduled in a timely manner and shall be held in a location that is convenient to the parties to the dispute.</p> <p>6.5 If the parties resolve a dispute through the mediation process, the parties shall execute a legally binding agreement that sets forth that resolution and that:</p> <p>6.5.1 States that all discussions that occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and</p> <p>6.5.2 Is signed by both the parent and a representative of the agency who has the authority to bind such agency.</p> <p>6.6 A written, signed mediation agreement in <u>subsection</u> 6.5 is enforceable in any State court of competent jurisdiction or in a district court of the United States. Discussions that occur during the mediation process shall be confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding of any Federal court or Delaware court.</p> <p>6.7 Impartiality of mediator; An individual who serves as a mediator under these regulations may not be an employee of the DOE or the LEA that is involved in the education or care of the child; and shall not have a personal or professional interest that conflicts with the person's objectivity.</p> <p>6.7.1 A person who otherwise qualifies as a mediator is not an employee of an LEA, the DOE or other State agency described in <b>14 DE Admin. Code 924.28.0</b> solely because he or she is paid by the agency to serve as a mediator.</p> <p>(Authority: 20 U.S.C. 1415(e); <b>14 Del.C. §3110</b>)</p> <p><b>7.0 Filing a Due Process Complaint</b></p> <p>7.1 General: A parent or a public agency may file a due process complaint with the Secretary relating to the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child.</p> <p>7.2 The due process complaint shall allege a violation that occurred not more than two (2) years before the date the parent or public agency knew or should have known about the alleged action that forms the basis of the due process complaint, except as provided in <u>subsection</u> 11.9.</p> <p>7.3 Information for parents: The public agency shall inform the parent of any free or low cost legal and other relevant services available in the area if the parent requests the information. The DOE shall inform the parent of any such services if the parent or an agency files a due process complaint under this section.</p> <p>(Authority: 20 U.S.C. 1415(b)(6); <b>14 Del.C. §3135</b>)</p> <p><b>8.0 Due Process Complaint</b></p>
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	<p>8.1 General: When a party submits a due process complaint to the Secretary, that party, or the attorney representing that party, shall also provide a copy of the complaint (which shall remain confidential) to the opposing party.</p> <p>8.2 Content of complaint: The due process complaint required in <u>subsection</u> 8.1 shall include:</p> <p>8.2.1 The name of the child; and</p> <p>8.2.2 The address of the residence of the child; and</p> <p>8.2.3 The name of the school the child is attending; and</p> <p>8.2.4 In the case of a homeless child or youth (within the meaning of section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), available contact information for the child, and the name of the school the child is attending;</p> <p>8.2.5 A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and</p> <p>8.2.6 A proposed resolution of the problem to the extent known and available to the party at the time.</p> <p>8.3 Notice required before a hearing on a due process complaint: A party may not have a hearing on a due process complaint until the party, or the attorney representing the party, files a due process complaint that meets the requirements in <u>subsection</u> 8.2.</p> <p>8.4 Sufficiency of complaint: The due process complaint required by this section shall be deemed sufficient unless the party receiving the due process complaint notifies the hearing panel and the other party in writing, within <del>fifteen (15)</del> 15 days of receipt of the due process complaint, that the receiving party believes the due process complaint does not meet the requirements in <u>subsection</u> 8.2 of this section.</p> <p>8.5 Within five <del>(5)</del> days of receipt of notification under <u>subsection</u> 8.4, the hearing panel shall make a determination on the face of the due process complaint of whether the due process complaint meets the requirements in <u>subsection</u> 8.2, and shall immediately notify the parties in writing of that determination.</p> <p>8.6 A party may amend its due process complaint only if:</p> <p>8.6.1 The other party consents in writing to the amendment and is given the opportunity to resolve the due process complaint through a meeting held pursuant to <u>Section</u> 10.0 (resolution meeting); or</p> <p>8.6.2 The hearing panel grants permission, except that the hearing panel may only grant permission to amend at any time not later than five <del>(5)</del> days before the due process hearing begins.</p> <p>8.7 If a party files an amended due process complaint, the timelines for the resolution meeting in <u>subsection</u> 10.1 and the time period to resolve in <u>subsection</u> 10.4 begin again with the filing of the amended due process complaint.</p> <p>8.8 LEA response to a due process complaint: If the LEA has not sent a prior written notice under <u>Section</u> 3.0 to the parent regarding the subject matter contained in the parent's due process complaint, the LEA shall, within <del>ten (10)</del> 10 days of receiving the due process complaint, send to the parent a response that includes:</p>
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	<p>8.8.1 An explanation of why the agency proposed or refused to take the action raised in the due process complaint; and</p> <p>8.8.2 A description of other options that the IEP Team considered and the reasons why those options were rejected; and</p> <p>8.8.3 A description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and</p> <p>8.8.4 A description of the other factors that are relevant to the agency's proposed or refused action.</p> <p>8.9 A response by an LEA under <u>subsection</u> 8.8 of this section shall not be construed to preclude the LEA from asserting that the parent's due process complaint was insufficient, where appropriate.</p> <p>8.10 Other party response to a due process complaint: Except as provided in <u>subsections</u> 8.8 and 8.9, the party receiving a due process complaint shall, within <del>ten (10)</del> <u>10</u> days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the due process complaint. (Authority: 20 U.S.C. 1415(b)(7), 1415(c)(2); <b>14 Del.C. §3110</b>)</p> <p><b>9.0 Model Forms</b></p> <p>9.1 The DOE shall provide model forms to assist parents and public agencies in filing a due process complaint in accordance with <u>Sections</u> 7.0 and 8.0 and to assist parents and other parties in filing a State complaint under <b>14 DE Admin. Code 923.51.0 through 923.53.0</b>. However, the use of the model forms is not required.</p> <p>9.2 Parents, public agencies, and other parties may use the appropriate model form described in <u>subsection</u> 9.1, or another form or other document, so long as the form or document that is used meets, as appropriate, the content requirements in <u>Section</u> 7.0 and <u>subsection</u> 8.2 for filing a due process complaint, or the requirements in <b>14 DE Admin. Code 923.53.2</b> for filing a State complaint. (Authority: 20 U.S.C. 1415(b)(8); <b>14 Del.C. §3110</b>)</p> <p><b>10.0 Resolution Process</b></p> <p>10.1 Resolution meeting: Within <del>fifteen (15)</del> <u>15</u> days of receiving notice of the parent's due process complaint, and prior to the initiation of a due process hearing under <u>Section</u> 11.0, the LEA shall convene a meeting with the parent and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in the due process complaint that:</p> <p>10.1.1 Includes a representative of the public agency who has decision-making authority on behalf of that agency; and</p> <p>10.1.2 May not include an attorney of the LEA unless the parent is accompanied by an attorney.</p> <p>10.2 The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the facts that form the basis of the due process complaint, so that the LEA</p>
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	<p>has the opportunity to resolve the dispute that is the basis for the due process complaint.</p> <p>10.3 The meeting described in <u>subsections</u> 10.1 and 10.2 need not be held if the parent and the LEA agree in writing to waive the meeting; or the parent and the LEA agree to use the mediation process described in <u>Section</u> 6.0.</p> <p>10.3.1 The parent and the LEA determine the relevant members of the IEP Team to attend the meeting.</p> <p>10.4 Resolution period:</p> <p>10.4.1 If the LEA has not resolved the due process complaint to the satisfaction of the parent within <del>thirty (30)</del> <u>30</u> days of the receipt of the due process complaint, the due process hearing may occur.</p> <p>10.4.2 Except as provided in <u>subsection</u> 10.5, the timeline for issuing a final decision under <u>Section</u> 15.0 begins at the expiration of this <del>thirty (30)-day</del> <u>30-day</u> period.</p> <p>10.4.3 Except where the parties have jointly agreed to waive the resolution process or to use mediation, notwithstanding <u>subsections</u> 10.4.1 and 10.4.2, the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held.</p> <p>10.4.4 If the LEA is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made and documented using the procedures in <b>14 DE Admin. Code 925-22.4</b>; <u>925, Section 9.0</u>; the LEA may, at the conclusion of the <del>thirty (30)-day</del> <u>30-day</u> period request the hearing panel dismiss the parent's due process complaint.</p> <p>10.4.5 If the LEA fails to hold the resolution meeting specified in <u>subsection</u> 10.1 within <del>fifteen (15)</del> <u>15</u> days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of the hearing panel to begin the due process hearing timeline.</p> <p>10.5 Adjustments to <del>thirty (30)-day</del> <u>30-day</u> resolution period: The <del>forty-five (45)-day</del> <u>45-day</u> timeline for the due process hearing in <u>subsection</u> 15.1 starts the day after one <del>(4)</del> of the following events:</p> <p>10.5.1 Both parties agree in writing to waive the resolution meeting;</p> <p>10.5.2 After either the mediation or resolution meeting starts, but before the end of the <del>thirty (30)-day</del> <u>30-day</u> period, the parties agree in writing that no agreement is possible;</p> <p>10.5.3 If both parties agree in writing to continue the mediation at the end of the <del>thirty (30)-day</del> <u>30-day</u> resolution period, but later, the parent or public agency withdraws from the mediation process.</p> <p>10.6 Written settlement agreement: If a resolution to the dispute is reached at the meeting described in <u>subsections</u> 10.1 and 10.2, the parties shall execute a legally binding agreement that is:</p> <p>10.6.1 Signed by both the parent and a representative of the agency who has the authority to bind the agency; and</p>
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	<p>10.6.2 Enforceable in any State court of competent jurisdiction or in a district court of the United States.</p> <p>10.7 Agreement review period. If the parties execute an agreement pursuant to <u>subsection 10.6</u>, a party may void the agreement within three <del>(3)</del> business days of the agreement's execution. (Authority: 20 U.S.C. 1415(f)(1)(B); <b>14 Del.C. §3110</b>)</p> <p><b>11.0 Impartial Due Process Hearing</b></p> <p>11.1 General: Whenever a due process complaint is received under <u>Section 7.0</u> or <u>Section 32.0</u> (expedited appeal), the parents or the LEA involved in the dispute shall have an opportunity for an impartial due process hearing, consistent with the procedures in <u>Sections 7.0, 8.0, and 10.0</u>.</p> <p>11.2 The DOE shall be responsible for conducting the due process hearing as further provided in this section. Upon receipt of a due process complaint, the Secretary shall appoint a three <del>(3)</del> member hearing panel, on a rotating basis, consisting of:</p> <p>11.2.1 An attorney admitted to practice and in good standing with the bar of a state;</p> <p>11.2.2 An educator knowledgeable in the field of special education and special education programming, and;</p> <p>11.2.3 A lay person with demonstrated interest in the education of the disabled included on an approved list compiled by the Advisory Council for Exceptional Citizens and submitted to the Secretary.</p> <p>11.3 Impartial hearing officers: Hearing officers shall not be an employee of the DOE or the LEA that is involved in the education or care of the child or a person having a personal or professional interest that conflicts with the person's objectivity in the hearing.</p> <p>11.4 The impartial hearing officer shall:</p> <p>11.4.1 Possess knowledge of, and the ability to understand, the provisions of the Act, Federal and State regulations pertaining to the Act, and legal interpretations of the Act by Federal and State courts;</p> <p>11.4.2 Possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice, <i>in cooperation and consultation with other hearing officers appointed to a given hearing panel</i>;</p> <p>11.4.3 Possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice, <i>in cooperation and consultation with other hearing officers appointed to a given hearing panel</i>; and</p> <p>11.4.4 <i>Complete training as required by the Secretary to ensure the adequate knowledge and competent performance of hearing officers.</i></p> <p>11.5 A person who otherwise qualifies to conduct a hearing under <u>subsection 11.3</u> is not an employee of the DOE solely because he or she is paid by the DOE to serve as a hearing officer.</p> <p>11.6 The Secretary shall keep a list of the persons eligible to serve as hearing officers.</p>
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The list shall include a statement of the qualifications of each of those persons.

11.7 Subject matter of due process hearings: The party requesting the due process hearing may not raise issues at the due process hearing that were not raised in the due process complaint filed under subsection 8.2, unless the other party agrees otherwise.

11.8 Timeline for requesting a hearing: A parent or agency shall request an impartial hearing on their due process complaint within two ~~(2)~~ years of the date the parent or agency knew or should have known about the alleged action that forms the basis of the due process complaint.

11.9 Exceptions to the timeline; The timeline described in subsection 11.8 does not apply to a parent if the parent was prevented from filing a due process complaint due to:

11.9.1 Specific misrepresentations by the LEA that it had resolved the problem forming the basis of the due process complaint; or

11.9.2 The LEA's withholding of information from the parent that was required under these regulations to be provided to the parent.

11.10 *Burden of proof: The burden of proof and persuasion in the due process hearing shall be on the public agency which is a party to the proceeding.*

(Authority: 20 U.S.C. 1415(f)(1)(A), 1415(f)(3)(A)-(D); **14 Del.C. §§3110, 3137, 3140**)

**20 DE Reg. 550 (01/01/17)**

## **12.0 Hearing Rights**

12.1 General: Any party to a due process hearing conducted pursuant to Sections 7.0 through 13.0, or Sections 30.0 through 34.0, has the right to:

12.1.1 Be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities, except whether parties have the right to be represented by non-attorneys at due process hearings is determined by State law;

12.1.2 Present evidence and confront and cross examine adverse witness;

12.1.3 Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least five ~~(5)~~ business days before the hearing;

12.1.4 Obtain a written, or, at the option of the parents, electronic verbatim record of the hearing at public expense;

12.1.5 Obtain a written, or, at the option of the parents, electronic decision which includes findings of fact and law; and

12.1.6 Compel the attendance of witnesses:

12.1.6.1 *Authority to issue subpoenas rests with the Secretary, or the Secretary's designee.*

12.1.6.2 *Upon the application of any party to the Secretary at least ~~twelve (12)~~ 12 days prior to a hearing, a subpoena shall be issued requiring the attendance of the person or persons listed in the application. A copy of the application for subpoenas shall be provided to the hearing panel and to the other party no later than the time it is provided to the Secretary.*

	<p>12.1.6.3 <i>If a person subpoenaed to attend a hearing fails to obey without reasonable cause, or if such person refuses, without lawful excuse, to be examined or to answer pertinent questions, an application may be filed with the Family Court for an order directing the such person to show cause why he or she should not appear to testify. Upon return of the rule, the Family Court shall examine such person under oath, and if the Family Court shall determine, after giving such person an opportunity to be heard, that he or she refused without legal excuse to attend or testify at the hearing, despite the subpoena, the Family Court may order such person to comply therewith. Any failure to obey the order may be punished as a contempt of the Family Court, pursuant to the Rules of the Family Court.</i></p> <p>12.2 Additional disclosure of information; At least five <del>(5)</del> business days prior to a hearing conducted pursuant to <u>subsection 1.1</u>, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing.</p> <p>12.2.1 The hearing panel may bar any party that fails to comply with paragraph 12.2 of this section from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.</p> <p>12.3 Parental rights at hearings: <i>Any testimony presented at a due process hearing shall be under oath or affirmation. The hearing panel shall ensure that parents have been advised of their procedural safeguards.</i> Parents involved in hearings shall also be given the right to:</p> <p>12.3.1 Have the child who is the subject of the hearing present;</p> <p>12.3.2 Open the hearing to the public;</p> <p>12.3.3 Have the record of the hearing and the findings of fact and decisions provided at no cost to parents; and</p> <p>12.3.4 <i>Have the hearing conducted at a time and place which is reasonably convenient to the parents and child involved.</i></p> <p>12.4 The due process hearing shall be conducted in accordance with hearing rules and procedures as from time to time developed by the DOE for the conduct of special education due process hearings.</p> <p>(Authority: <b>14 Del.C. §§3110, 3135, 3137, 3139</b>)</p> <p><b>14 DE Reg. 1065 (04/01/11)</b></p> <p><b>13.0 Hearing Decisions</b></p> <p>13.1 Decisions of hearing panel: Subject to <u>subsection 13.2</u> a hearing panel's determination of whether a child received FAPE shall be based on substantive grounds.</p> <p>13.2 In matters alleging a procedural violation, a hearing panel may find that a child did not receive a FAPE only if the procedural inadequacies:</p> <p>13.2.1 Impeded the child's right to a FAPE;</p> <p>13.2.2 Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the parent's child; or</p>
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	<p>13.2.3 Caused a deprivation of educational benefit.</p> <p>13.3 Nothing in <u>subsections</u> 13.1 or 13.2 shall be construed to preclude a hearing officer from ordering an LEA to comply with procedural requirements under <u>Sections</u> 1.0 through 36.0.</p> <p>13.4 Construction clause: Nothing shall be construed to affect the right of a parent to file an appeal of the due process hearing decision under <u>Section</u> 16.0.</p> <p>13.5 Separate request for a due process hearing: Nothing shall be construed to preclude a parent from filing a separate due process complaint on an issue separate from a due process complaint already filed.</p> <p>13.6 Findings and decision to Governor's Advisory Council for Exceptional Citizens and general public: The DOE, after deleting any personally identifiable information, shall transmit the findings and decisions referred to in <u>subsection</u> 12.1.5 to the chairperson of the Governor's Advisory Council for Exceptional Citizens and make those findings and decisions available to the public <i>by placing legal notice annually in newspapers of sufficient circulation in each of the three <del>(3)</del> Delaware counties, that this information may be obtained through the DOE, and by placing the findings and decision on its Website.</i> (Authority: 20 U.S.C. 1415(f)(3)(E) and (F), 1415(h)(4), 1415(o); <b>14 Del.C. §§3110, 3137, 3138(f)</b>)</p> <p><b>14.0 Finality of Decision; Appeal; Impartial Review</b> Finality of hearing decision: A decision made in a hearing conducted pursuant to <u>Sections</u> 7.0 through 13.0 or <u>Sections</u> 30.0 through 34.0 is final, except that any party involved in the hearing may file a civil action under <u>Section</u> 16.0. (Authority: 20 U.S.C. 1415(g) and (h)(4), 1415(i)(1)(A), 1415(i)(2); <b>14 Del.C. §§3110, 3141 and 3142</b>)</p> <p><b>15.0 Timelines and Convenience of Hearings and Reviews</b></p> <p>15.1 The Secretary shall ensure that, not later than <del>forty-five (45)</del> 45 days after the expiration of the <del>thirty (30)-day</del> 30-day period in <u>subsection</u> 10.4, or the adjusted time periods described in <u>subsection</u> 10.5, a final decision is reached in the hearing; and a copy of the decision is mailed to each of the parties.</p> <p>15.2 <i>The hearing panel, for good cause, may grant specific extensions of time beyond the periods set out in <u>subsection</u> 15.1 at the request of either party; provided however, that a final decision shall be reached and a copy of the decision mailed to each of the parties within <del>fifteen (15)</del> 15 days of the date of the hearing, or where applicable, within <del>fifteen (15)</del> 15 days of the completion of post-hearing argument. In granting specific extensions, the panel shall ensure that a party's right to redress is in no way diminished or unnecessarily delayed.</i></p> <p>15.3 Each hearing shall be conducted at a time and place that is reasonably convenient to the parents and child involved. (Authority: 20 U.S.C. 1415(f)(1)(B)(ii), 1415(g), 1415(i)(1) <b>14 Del.C. §§3110, 3136</b>)</p>
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## **16.0 Civil Action**

16.1 General: Any party aggrieved by the findings and decision made under Sections 7.0 through 13.0, or Sections 30.0 through 34.0, has the right to bring a civil action with respect to the due process complaint notice requesting a due process hearing under Section 7.0 or Sections 30.0 through 32.0. The action may be brought in the Family Court or in a district court of the United States without regard to the amount in controversy.

16.2 Time limitation: The party bringing the action shall have ~~ninety (90)~~ 90 days from the date of the decision of the hearing panel to file a civil action.

16.3 Additional requirements: In any action brought under subsection 16.1, the Secretary, or the Secretary's designee, shall certify and file with the court the record of the administrative hearing, which shall include all documents submitted, a transcript of all testimony, and the decision of the hearing panel. The court:

16.3.1 Receives the records of the administrative proceedings;

16.3.2 Hears additional evidence at the request of a party; and

16.3.3 Basing its decision on the preponderance of the evidence, grants the relief that the court determines to be appropriate.

16.4 Jurisdiction of the district courts: The district courts of the United States have jurisdiction of actions brought under section 615 of the Act without regard to the amount in controversy.

16.5 Rules of Construction: Nothing in these regulations restricts or limits the rights, procedures, and remedies available under the Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under section 615 of the Act, the procedures in Section 7.0 shall be exhausted to the same extent as would be required had the action been brought under section 615 of the Act.

(Authority: 20 U.S.C. 1415(i)(2) and (3)(A), 1415(l) **14 Del.C. §§3110, 3142)**

## **17.0 Attorneys' Fees**

17.1 In general: In any action or proceeding brought under section 615 of the Act, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to:

17.1.1 The prevailing party who is the parent of a child with a disability;

17.1.2 To a prevailing party who is an LEA or the DOE against the attorney of a parent who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable, or without foundation; or

17.1.3 To a prevailing LEA or the DOE against the attorney of a parent, or against the parent, if the parent's request for a due process hearing or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

	<p>17.2 Reserved.</p> <p>17.3 Prohibition on use of funds: Funds under Part B of the Act may not be used to pay attorneys' fees or costs of a party related to any action or proceeding under section 615 of the Act and Subpart E of these regulations.</p> <p>17.3.1 The prohibition in <u>subsection</u> 17.3 does not preclude a public agency from using funds under Part B of the Act for conducting an action or proceeding under section 615 of the Act.</p> <p>17.4 Award of fees: A court awards reasonable attorneys' fees under section 615(i)(3) of the Act consistent with the following:</p> <p>17.4.1 Fees awarded under section 615(i)(3) of the Act shall be based on rates prevailing in the community in which the action or proceeding arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded under this paragraph.</p> <p>17.4.2 Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding under section 615 of the Act for services performed subsequent to the time of a written offer of settlement to a parent if:</p> <p>17.4.2.1 The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, at any time more than <del>ten (10)</del> <u>10</u> days before the proceeding begins;</p> <p>17.4.2.2 The offer is not accepted within <del>ten (10)</del> <u>10</u> days; and</p> <p>17.4.2.3 The court or administrative hearing panel finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement.</p> <p>17.4.3 Attorneys' fees may not be awarded relating to any meeting of the IEP Team unless the meeting is convened as a result of an administrative proceeding or judicial action.</p> <p>17.4.3.1 A resolution meeting conducted pursuant to <u>Section</u> 10.0 shall not be considered a meeting convened as a result of an administrative hearing or judicial action; or an administrative hearing or judicial action for purposes of <u>Section</u> 17.0.</p> <p>17.4.4 Notwithstanding paragraph <u>subsection</u> 17.4.2, an award of attorneys' fees and related costs may be made to a parent who is the prevailing party and who was substantially justified in rejecting the settlement offer.</p> <p>17.4.4.1 Except as provided in <u>subsection</u> 17.4.5, the court reduces, accordingly, the amount of the attorneys' fees awarded under section 615 of the Act, if the court finds that:</p> <p>17.4.4.1.1 The parent, or the parent's attorney, during the course of the action or proceeding, unreasonably protracted the final resolution of the controversy;</p> <p>17.4.4.1.2 The amount of the attorneys' fees otherwise authorized to be awarded unreasonably exceeds the hourly rate prevailing</p>
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	<p>in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience;</p> <p>17.4.4.1.3 The time spent and legal services furnished were excessive considering the nature of the action or proceeding; or</p> <p>17.4.4.1.4 The attorney representing the parent did not provide to the LEA the appropriate information in the due process request notice in accordance with <u>Section 8.0</u>.</p> <p>17.4.5 The provisions of <u>subsection 17.4.4.1</u> do not apply in any action or proceeding if the court finds that the State or local agency unreasonably protracted the final resolution of the action or proceeding or there was a violation of section 615 of the Act.</p> <p>(Authority: 20 U.S.C. 1415(i)(3)(B)-(G).)</p> <p><b>18.0 Child’s Status During Proceedings</b></p> <p>18.1 Except as provided in <u>Section 33.0</u>, during the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under <u>Section 7.0</u>, unless the State or local agency and the parents of the child agree otherwise, the child involved in the complaint shall remain in his or her current educational placement.</p> <p>18.2 If the complaint involves an application for initial admission to public school, the child, with the consent of the parents, shall be placed in the public school program until the completion of all the proceedings.</p> <p>18.3 If the complaint involves an application for initial services under these regulations from a child who is transitioning from Part C of the Act to Part B and is no longer eligible for Part C services because the child has turned <del>three (3)</del>, <u>three</u>, the public agency is not required to provide the Part C services that the child had been receiving. If the child is found eligible for special education and related services under Part B and the parent consents to the initial provision of special education and related services under <b>14 DE Admin. Code 925.1.2</b> then the public agency shall provide those special education and related services that are not in dispute between the parent and the public agency.</p> <p>18.4 If the hearing panel in a due process hearing conducted by the DOE agrees with the child’s parents that a change of placement is appropriate, that placement shall be treated as an agreement between the State and the parents for purposes of <u>subsection 18.1</u>.</p> <p>(Authority: 20 U.S.C. 1415(j); <b>14 Del.C. §§3110, 3143</b>)</p> <p><b>19.0 Surrogate Parents.</b></p> <p>19.1 Definition: As used in this section,</p> <p>“<b>Educational Surrogate Parent</b>,” “<b>Surrogate Parent</b>” and “<b>ESP</b>” all mean a person appointed by the DOE to represent a child who receives, or may be in need of, special education and related services in all educational decision making pertaining to the identification, evaluation, and educational placement of the student and the provision of</p>
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	FAPE to the child.
19.2	General: The DOE shall determine a child's eligibility for a surrogate parent. The DOE shall appoint a surrogate parent when:
19.2.1	No parent as defined in <b>14 DE Admin. Code 922.3.0</b> can be identified;
19.2.2	The public agency, after reasonable efforts, cannot locate a parent. Reasonable efforts shall include, but not be limited to, telephone calls, letters, certified letter with return receipt, or visit to the parents' last known address;
19.2.3	The parental rights of the child's parents have been terminated and legal responsibility of the child has not been granted by a court of law to an individual, not to include a State agency, and the child has not been adopted;
19.2.4	The child's parent has consented voluntarily, in writing, to the appointment of an educational surrogate parent. Such consent is revocable by the parent at any time by written notice to the DOE;
19.2.5	The child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(6)); or
19.2.6	<i>The child is in the custody of the Department of Services for Children, Youth, and their Families and in need of an educational surrogate parent.</i>
19.3	The DOE shall make reasonable efforts to appoint a surrogate parent within <del>thirty (30)</del> <u>30</u> days after a request is submitted by an LEA or other public agency.
19.4	A surrogate parent shall not be required for a child who receives, or may be in need of, special education and related services when the child is living in the home of a relative who agrees to act in the place of the parent and for whom a Caregiver's School Authorization executed in compliance with <del>14 Del.C. §202(f)(10)</del> <u>14 Del C. §3132</u> is on file.
19.5	A child between the ages of <del>eighteen (18)</del> <u>18</u> and <del>twenty-one (21)</del> <u>22</u> shall remain eligible for the services of a surrogate parent appointed by the DOE, and unless declared incompetent by a court of law, such child shall have the right of access to a surrogate parent; the right to refuse the appointment of a surrogate parent; the right to participate in the selection of a surrogate parent; and the right to terminate the services of the surrogate parent.
19.6	Duties of LEAS and public agencies: All LEAs and public agencies responsible for providing special education and related services to children with disabilities have a duty to:
19.6.1	Identify and locate children who may be in need of surrogate parents;
19.6.2	Develop procedures to identify and locate children who may be in need of surrogate parents; and
19.6.3	Promptly submit a written request to the DOE to appoint a surrogate parent for each child who may be in need of a surrogate parent under these regulations.
19.6.4	For a child in the custody of the Department of Services for Children, Youth and Their Families (DSCYF) who may be in need of a surrogate parent, the DSCYF shall promptly make a written request to the DOE to appoint a surrogate parent. The Family Court may, in the exercise of its proper jurisdiction, order the DSCYF to make a referral.



	<p>19.7 Candidacy of surrogate parents: To serve as a surrogate parent, each candidate shall:</p> <p>19.7.1 Be at least <del>eighteen (18)</del> 18 years of age;</p> <p>19.7.2 Be a legal resident of the United States;</p> <p>19.7.3 Be competent to represent the child;</p> <p>19.7.4 Not be an employee of the DOE, an LEA or any other public or private agency responsible for, or involved in the education or care of the child;</p> <p>19.7.5 Have no interest that conflicts with the interest of the child he or she may represent, including, but not limited to, any professional or personal interest that might restrict or bias his or her ability to advocate for all of the services required to ensure a free, appropriate public education the child;</p> <p>19.7.6 Receive training about Delaware and federal law and regulations, including due process procedures, disability conditions, educational programs, and special education services for children with disabilities, as required by the DOE in consultation with the Office of the Educational Surrogate Parent Program.</p> <p>19.7.7 Be able to converse in the primary communication mode used by the child whenever possible; and</p> <p>19.7.8 Have knowledge and skills that ensure adequate representation of the child.</p> <p>19.8 Non employee requirement: compensation: A person otherwise qualified to be a surrogate parent under <u>subsection</u> 19.7 is not an employee of the agency solely because he or she is paid by the agency to serve as a surrogate parent. Nor are foster parents considered employees for purposes of these regulations.</p> <p>19.9 Unaccompanied homeless youth: In the case of a child who is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to <u>subsection</u> 19.7.4, until a surrogate parent can be appointed that meets all of the requirements of <u>subsection</u> 19.7.</p> <p>19.10 Surrogate parent responsibilities: Each surrogate parent shall be responsible for:</p> <p>19.10.1 Representing the child in all matters relating to the identification, evaluation, and educational placement of the child, and the provision of FAPE to the child;</p> <p>19.10.2 Becoming thoroughly acquainted with the child's educational history and other information contained in school records and reports relating to the child's educational needs;</p> <p>19.10.3 Granting or denying permission for initial evaluation or placement, and safeguarding the confidentiality of all records and information pertaining to the child to comply with State and federal regulations, including the use of discretion when sharing information with appropriate people for the purpose of furthering the interests of the child;</p> <p>19.10.4 Participating in the development of an IEP for the child;</p> <p>19.10.5 Reviewing and evaluating special education programs pertaining to the</p>
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	<p>child and other such programs as may be available;</p> <p>19.10.6 Initiating mediation, complaint, hearing, or appeal procedures when necessary regarding the identification, evaluation, or educational placement of the child, and seeking qualified legal assistance when such assistance is in the best interest of the child; and</p> <p>19.10.7 Participating in training provided or required by the DOE, in consultation with the Office of the Educational Surrogate Parent Program, concerning Delaware and federal laws and regulations related to the education of children with disabilities.</p> <p>19.11 Termination of Surrogate parent services</p> <p>19.11.1 Voluntary Termination: If the surrogate parent wishes to terminate his or her services, he or she shall notify the DOE in writing, at least <del>thirty (30)</del> <u>30</u> days prior to the termination of such services.</p> <p>19.11.2 Other Termination: The DOE may terminate a surrogate parent's appointment when it determines that the child no longer qualifies for surrogate parent services under <u>subsection</u> 19.2. The DOE may also terminate a surrogate parent's appointment for cause, including the failure of the surrogate to discharge his or her duties or to maintain the child's confidentiality.</p> <p>19.12 Compensation</p> <p>19.12.1 The DOE shall compensate surrogate parents for all reasonable and necessary expenses incurred in performance of their duties, including, but not limited to,</p> <p>19.12.1.1 Mileage for attendance at meetings concerning the child being represented by the surrogate; long distance telephone calls to the school in which the child is being served; and photocopying of the child's records.</p> <p>19.13 Liability of the Surrogate Parent</p> <p>19.13.1 A person appointed by the DOE as surrogate parent shall not be held liable for actions taken in good faith on behalf of the child in protecting the special education rights of the child.</p> <p>(Authority: 20 U.S.C. 1415(b)(2); <b>14 Del.C. §§3110, 3132</b>)</p> <p><b>14 DE Reg. 1065 (04/01/11)</b></p> <p><b>20.0 Transfer of Parental Rights at Age of Majority</b></p> <p>20.1 Age of majority: <i>To assure that children with disabilities who have reached age 18 have an identified decision-maker, which may be the child with a disability, the IEP team shall discuss the potential need for an educational representative during the transfer of rights at age of majority review, and annually thereafter. In determining the need for an educational representative, the IEP team shall consider:</i></p> <p>20.1.1 <i>A child with a disability without a court-appointed guardian of the person shall be presumed to have capacity and be accorded the rights of a parent upon attainment of age 18.</i></p> <p>20.1.1.1 <i>The public agency shall notify both the child and the parents that all rights accorded to parents under <b>14 Del.C. §3132(b)</b> transfer to</i></p>
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the child.

20.1.2 A child with a disability with capacity may authorize an adult agent to exercise rights through execution of a power of attorney or a standard voluntary grant of authority form published by the Department of Education.

20.1.3 The determination of capacity shall be made by the IEP team during an IEP meeting and shall conform to the following standards:

20.1.3.1 In cases where capacity is uncertain, a school psychologist familiar with the child must attend the initial meeting. For purposes of this section, the term "familiar with the child" means the school psychologist has conducted a recent in-person evaluation of the child which conforms to evaluation procedures established by the Department of Education. In subsequent annual IEP meeting reviews, the participation of a school psychologist is discretionary if it is clear there has been no change in the child's capacity.

20.1.3.2 The child with a disability and parent, as defined in **14 Del.C. §3101(7)**, must be invited to participate in the meeting regardless of whether the child has already attained the age of 18.

20.1.3.3 The IEP team may consider information from sources apart from school personnel and may authorize evaluation if necessary to inform its deliberations.

20.1.3.4 If information is ambiguous, any benefit of the doubt shall be exercised in favor of a finding of capacity.

20.1.4 If the IEP team determines that the child lacks capacity, the IEP team shall appoint an individual to serve as an educational representative in the following descending order of priority:

20.1.4.1 Willing and available biological or adoptive parent;

20.1.4.2 Willing and available adult relative.

20.2 If such an individual is not identified, the IEP team shall promptly facilitate a referral to the Department of Education for appointment of an educational surrogate parent. An appointed educational representative shall have the same authority as a parent under **14 Del.C. §3101(7)**.

20.2.1 If a child with a disability or parent disagrees with the capacity determination, either may contest the determination by pursuing dispute resolution options described in the procedural safeguards in this regulation or in **14 Del.C. Ch. 31**.

20.2.2 The capacity determination is limited to exercise of rights under **14 Del.C. Ch. 31** or this regulation and shall not affect exercise of rights in any other context. In furtherance of this limitation, any other statute notwithstanding, the capacity determination shall not be admissible as evidence of competency or capacity in any non-educational judicial or administrative proceeding.

(Authority: 20 U.S.C. 1415(m); **14 Del.C. §§3110, 3132**)

**20 DE Reg. 550 (01/01/17)**

**21.0 to 29.0**

**Reserved**

**30.0 Discipline Procedures Authority of School Personnel.**

- 30.1 Case by case determination: School personnel may consider any unique circumstances on a case by case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.
- 30.2 School personnel under Section 30.0 may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ~~ten~~ (10) 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than ~~ten~~ (10) 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under Section 36.0).
- 30.2.1 After a child with a disability has been removed from his or her current placement for ~~ten~~ (10) 10 school days in the same school year, during any subsequent days of removal the public agency shall provide services to the extent required under subsection 30.4 of this section.
- 30.3 Additional authority: For disciplinary changes in placement that would exceed ~~ten~~ (10) 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to subsection 30.5, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in subsection 30.4.
- 30.4 Services:
- 30.4.1 A child with a disability who is removed from the child's current placement pursuant to subsections 30.3 or 30.7 shall continue to receive educational services, as provided in **14 DE Admin. Code 923.1.2** so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.
- 30.4.2 The services required by ~~paragraphs~~ subsections 30.4.1, 30.4.3, 30.4.4, and 30.4.5 may be provided in an interim alternative educational setting.
- 30.4.3 A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for ~~ten~~ (10) ten school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.
- 30.4.4 After a child with a disability has been removed from his or her current placement for ~~ten~~ (10) ten school days in the same school year, if the current removal

	<p>is for not more than <del>ten (10)</del> <u>ten</u> consecutive school days and is not a change of placement under <u>Section 36.0</u>, school personnel, in consultation with at least one <del>(4)</del> of the child's teachers, determine the extent to which services are needed, as provided in <b>14 DE Admin. Code 923.1.2</b> so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.</p> <p>30.4.5 If the removal is a change of placement in <u>Section 36.0</u>, the child's IEP Team determines appropriate services in <u>subsection 30.4.1</u>.</p> <p>30.5 Manifestation determination: Within <del>ten (10)</del> <u>ten</u> school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:</p> <p>30.5.1 If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or</p> <p>30.5.2 If the conduct in question was the direct result of the LEA's failure to implement the IEP.</p> <p>30.5.3 The conduct shall be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either <u>subsection 30.5.1</u> or <u>30.5.2</u> was met.</p> <p>30.5.4 If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in <u>subsection 30.5.2</u> was met, the LEA shall take immediate steps to remedy those deficiencies.</p> <p>30.6 Determination that the behavior was a manifestation: If the LEA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall either:</p> <p>30.6.1 Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or</p> <p>30.6.2 If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and</p> <p>30.6.3 Except as provided in <u>subsection 30.7</u>, return the child to the placement from which the child was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the behavioral intervention plan.</p> <p>30.7 Special circumstances: School personnel may remove a student to an interim alternative educational setting for not more than <del>forty five (45)</del> <u>45</u> school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:</p> <p>30.7.1 Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the DOE or an LEA;</p>
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	<p>30.7.2                    Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the DOE or an LEA; or</p> <p>30.7.3                    Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the DOE or an LEA.</p> <p>30.8                      Notification: <i>The LEA or other public agency shall ensure that the parents, guardian or Relative Caregiver of each child with disabilities receive written notice of the rules and regulations applicable to such children with respect to discipline, suspension, expulsion, and exclusion as a treatment procedure at the beginning of each school year or upon entry into a special education program during the school year; and</i></p> <p>30.8.1                    On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA shall notify the parents of that decision, and provide the parents the procedural safeguards notice described in <u>Section 4.0</u>.</p> <p>30.9                      Definitions: For purposes of this section, the following definitions apply:</p> <p>                              <b>“Controlled Substance”</b> means a drug or other substance identified under schedules I, II, III, IV, or V in section 202c of the Controlled Substances Act (21 U.S.C. 812(c)).</p> <p>                              <b>“Illegal Drug”</b> means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.</p> <p>                              <b>“Serious Bodily Injury”</b> has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.</p> <p>                              <b>“Weapon”</b> has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.</p> <p>                                  (Authority: 20 U.S.C. 1415(k)(1) and (7); <b>14 Del.C. §3110</b>)</p> <p>                                  Determination of Setting</p> <p>                              <b>14 DE Reg. 1065 (04/01/11)</b></p> <p><b>31.0     Determination of Setting.</b></p> <p>                              The child’s IEP Team determines the interim alternative educational setting for services in <u>subsections</u> 30.3, 30.4.5 and 30.7.</p> <p>                                  (Authority: 20 U.S.C. 1415(k)(2); <b>14 Del. C. §3110</b>)</p> <p>                              <b>14 DE Reg. 1065 (04/01/11)</b></p> <p><b>32.0     Expedited Appeal</b></p> <p>32.1                      General: The parent of a child with a disability who disagrees with any decision regarding placement in <u>Sections</u> 30.0 and 31.0, or the manifestation determination in <u>subsection</u> 30.5, or an LEA that believes that maintaining the current placement of the child is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to <del>7.0</del>,</p>
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Section 7.0 and subsections 8.1 and 8.2.

32.2 A single, impartial hearing officer appointed by the DOE from its Registry of Impartial Hearing Officers shall make a determination regarding an appeal under ~~paragraph (a) of this section.~~ subsection 32.1. The hearing officer may:

32.2.1 Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of Section 30.0 or that the child's behavior was a manifestation of the child's disability; or

32.2.2 Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than ~~forty five (45)~~ 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

32.2.3 The procedures in subsections 32.1 and 32.2 may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

32.3 Expedited due process hearing:

32.3.1 Whenever a hearing is requested in subsection 32.1, the parents or the LEA involved in the dispute shall have an opportunity for an impartial due process hearing consistent with the requirements of Section 7.0 and subsections 8.1 through 8.3, and Sections 10.0 through 14.0, and **14 Del.C. Ch. 31**, except as provided in subsections 32.3.2 through 32.3.4.

32.3.2 The DOE shall be responsible for arranging the expedited due process hearing, which shall occur within ~~twenty (20)~~ 20 school days of the date the complaint requesting the hearing is received by the DOE. The hearing officer shall make a determination within ~~ten (10)~~ ten school days after the hearing.

32.3.3 Unless the parents and LEA agree in writing to waive the resolution meeting described in subsection 32.3.3.1 or agree to use the mediation process described in Section 6.0:

32.3.3.1 A resolution meeting shall occur within seven ~~(7)~~ days of receiving notice of the due process complaint; and

32.3.3.2 The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within ~~fifteen (15)~~ 15 days of the receipt of the due process complaint.

32.3.4 The decisions on expedited due process hearings are appealable consistent with Section 14.0.

(Authority: 20 U.S.C. 1415(k)(3) and (4)(B), 1415(f)(1)(A) 14 **Del.C.** §3110)

**14 DE Reg. 1065 (04/01/11)**

**33.0 Placement During Appeals**

When an expedited appeal under Section 32.0 has been made by either the parent or the LEA, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in subsections 30.3 and 30.7, whichever occurs first, unless the parent and the DOE or LEA

agree otherwise.

(Authority: 20 U.S.C. 1415(k)(4)(A); **14 Del.C. §3110**)

**34.0 Protections for Children not Determined Eligible for Special Education and Related Services**

34.1 General: A child who has not been determined to be eligible for special education and related services under these regulations and who has engaged in behavior that violated a code of student conduct, may assert any of the protections provided for in these regulations if the public agency had knowledge (as determined in accordance with subsection 34.2) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

34.2 Basis of knowledge: A public agency shall be deemed to have knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

34.2.1 The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;

34.2.2 The parent of the child requested an evaluation of the child pursuant to **14 DE Admin. Code 925.1.0 through 925.12.0**; or

34.2.3 The teacher of the child, or other personnel of the LEA, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

34.3 Exception: A public agency would not be deemed to have knowledge under subsection 34.2 if the parent of the child has not allowed an evaluation of the child pursuant to **14 DE Admin. Code 925.1.0 through 925.12.0**; or has refused services under these regulations; or the child has been evaluated in accordance with **14 DE Admin. Code 925.1.0 through 925.12.0** and determined to not be a child with a disability under these regulations.

34.4 Conditions that apply if no basis of knowledge: If a public agency does not have knowledge that a child is a child with a disability (in accordance with subsections 34.2 and 34.3) prior to taking disciplinary measures against the child, the child may be subjected to the disciplinary measures applied to children without disabilities who engage in comparable behaviors consistent with the following requirements:

34.4.1 If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures in Section 30.0, the evaluation shall be conducted in an expedited manner.

34.4.2 Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

34.4.3 If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the agency and information provided by the parents, the agency shall provide special education and



related services in accordance with these regulations, including the requirements of Sections 30.0 through 36.0 and section 612(a)(1)(A) of the Act.

(Authority: 20 U.S.C. 1415(k)(5); **14 Del.C. §3110**)

**35.0 Referral to and Action by Law Enforcement and Judicial Authorities**

35.1 Rule of construction: Nothing in these regulations prohibits an agency from reporting a crime committed by a child with a disability to appropriate authorities or prevents Delaware law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

35.2 Transmittal of records: An agency reporting a crime committed by a child with a disability shall ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.

35.2.1 An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

(Authority: 20 U.S.C. 1415(k)(6); **14 Del.C. §3110**)

**36.0 Change of Placement Because of Disciplinary Removals**

36.1 For purposes of removals of a child with a disability from the child's current educational placement in Sections 30.0 through 35.0, a change of placement occurs if:

36.1.1 The removal is for more than ~~ten (10)~~ 10 consecutive school days; or

36.1.2 The child has been subjected to a series of removals that constitute a pattern:

36.1.2.1 Because the series of removals total more than ~~ten (10)~~ 10 school days in a school year;

36.1.2.2 Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and

36.1.2.3 Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; or.

36.1.3 *The child has been subjected to a series of in-school removals totaling more than ~~ten (10)~~ 10 school days and it deprives the child from meeting the goals set out in the IEP; progressing in the general curriculum though another setting; and receiving those services and modifications described in the IEP; or the child has been subjected to a series of removals from transportation and it results in the child's absence from school for more than ~~ten (10)~~ 10 school days.*

36.2 The public agency determines on a case by case basis whether a pattern of removals constitutes a change of placement.

	<p>36.3 This determination is subject to review through due process and judicial proceedings.</p> <p>(Authority: 20 U.S.C. 1415(k); <b>14 Del.C. §3110)</b></p> <p><b>10 DE Reg. 1816 (06/01/07)</b></p> <p><b>14 DE Reg. 1065 (04/01/11)</b></p> <p><b>15 DE Reg. 354 (09/01/11)</b></p> <p><b>19 DE Reg. 1018 (05/01/16)</b></p> <p><b>20 DE Reg. 550 (01/01/17)</b></p>
<p><b>14 DE Admin Code § 926.1.2.3</b></p> <p><b>14 Del. C. § 3130</b></p>	<p><b><u>Opportunity to Examine Educational Placements</u></b></p> <p>Public agencies must permit the parents of a child with a disability to visit and observe, either personally or through a representative, their child’s current or proposed educational program.</p>
<p><b>14 DE Admin Code § 926.1.5</b></p> <p><b>14 Del. C. § 3131</b></p>	<p><b><u>Minutes of Meetings</u></b></p> <p>State law permits parents and public agencies to take minutes of IEP meetings. Minutes must be maintained subject to applicable confidentiality requirements.</p> <p>Minutes of Meetings. A parent, a parent’s authorized representative, or any public agency conducting a meeting, review or conference may take minutes of the meeting, review or conference concerning a child with a disability’s free and appropriate public education. Minutes may be taken by a disclosed recording device or by a stenographer. The cost of recording the minutes is the responsibility of the person or agency electing to take minutes. Once taken, public agency minutes shall be maintained subject to the confidentiality requirements of these regulations and any other applicable Delaware or federal law. If initiated by the public agency, parents must be offered a free digital copy.</p>
<p><b>14 DE Admin Code § 926.3.1</b></p> <p><b>14 Del. C. § 3133</b></p>	<p><b><u>Prior Written Notice</u></b></p> <p>State law requires public agencies to provide prior written notice no less than 10 school days before the public agency proposes or refuses an action. In cases involving a change of placement for a disciplinary removal, public agencies must provide prior written notice no less than 5 school days before the public agency proposes to change the child’s placement.</p>
<p><b>14 DE Admin Code § 926.3.2.8</b></p>	<p><b><u>Content of Notice</u></b></p> <p>A <i>written</i> description of the action proposed or refused by the agency; and</p> <p>A <i>written</i> explanation of why the agency proposes or refuses to take the action; and</p>

	<p>A <u>written</u> description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action; and</p> <p>A <u>written</u> statement that the parents of a child with a disability have protection under the procedural safeguards of <u>state and federal</u> regulations and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and</p> <p>Sources for parents to contact to obtain assistance in understanding the provisions of these regulations, <u>including contact information for parent assistance programs, legal assistance programs, and the Delaware State Bar Association</u>; and</p> <p>A <u>written</u> description of any other options the IEP Team considered and the reasons why those options were rejected; and</p> <p>A <u>written</u> description of other factors which are relevant to the agency's proposal or refusal; and</p> <p><u>A written summary of procedural safeguards must be available to the parents under state and federal law and regulations.</u></p> <p><u>A full copy of the procedural safeguards under state and federal law and regulations shall be provided to the parents at the IEP meeting.</u></p>
<p><b>14 DE Admin Code § 926.3.2.8</b>  <b>14 Del. C. § 3134</b></p>	<p><b><u>Prior Written Notice</u></b></p> <p>State law requires the prior written notice to include a full explanation of all the procedural safeguards available to parents.</p>
<p><b>14 DE Admin Code § 926.4.0</b></p>	<p><b><u>Procedural Safeguards Notice</u></b></p> <p>Public agencies must provide a copy of the procedural safeguards notice to parents upon a decision to remove a child with a disability from his or her educational placement because of a violation of a code of student conduct and <u>provide a copy to the parents of a child with a disability at each IEP meeting.</u></p>
<p><b>14 DE Admin Code § 926.6.0</b></p>	<p><b><u>Mediation</u></b></p> <p>Any public agency involved in mediation must assure that an individual from the public agency with the authority to make decisions and commit resources to agreed upon services attends the mediation. In addition, parents are permitted to be accompanied and advised at mediation by individuals of their choice.</p>
<p><b>14 DE Admin Code § 926.11.4</b></p>	<p><b><u>Due Process Hearings</u></b></p> <p>The impartial due process hearing officer is required to work in cooperation and consultation with other hearing officers appointed to a given hearing panel and complete training as required by the Secretary of Education.</p>
<p><b>14 DE Admin Code § 926.11.10</b>  <b>14 Del. C. § 3140</b></p>	<p><b><u>Due Process Hearings</u></b></p> <p>The burden of proof and persuasion in a due process hearing is placed on the public agency which is a party to the proceeding.</p>
<p><b>14 DE Admin Code § 926.12.1.6</b></p>	<p><b><u>Due Process Hearings</u></b></p>

<b>14 Del. C. § 3139</b>	State regulations afford parties the right to compel the attendance of witnesses at due process hearings by requesting the issuance of subpoenas through the Secretary of Education.
<b>14 DE Admin Code § 926.12.3</b> <b>14 Del. C. § 3138</b>	<b><u>Due Process Hearings</u></b>  State regulations require that any testimony presented at a due process hearing be under oath or affirmation. The hearing panel must also ensure that parents have been advised of their procedural safeguards.
<b>14 DE Admin Code § 926.12.3.4</b>	<b><u>Due Process Hearings</u></b>  Parents shall be given the right to have the due process hearing conducted at a time and place which is reasonably convenient to the parents and child involved.
<b>14 DE Admin Code § 926.13.6</b>	<b><u>Due Process Hearing Decisions</u></b>  Delaware's mechanism for publishing findings is to place legal notice annually in newspapers of sufficient circulation in each of the three (3) Delaware counties that the information may be obtained through the DDOE, and to also place the findings and decision on the DDOE website.
<b>14 DE Admin Code § 926.15.2</b>	<b><u>Timeliness and Convenience of Due Process Hearings and Reviews</u></b>  A due process hearing panel may, for good cause, grant specific extensions of time at the request of either party, provided that a final decision and copy thereof is mailed to each party within fifteen (15) days of the date of the hearing or, where applicable, within fifteen (15) days of the completion of post-hearing argument. In granting extensions, the panel shall ensure that a party's right to redress is in no way diminished or unnecessarily delayed.
<b>14 DE Admin Code § 926.19.0</b> <b>14 Del. C. § 3132</b>	<b><u>Educational Surrogate Parents</u></b>  Educational surrogate parents are appointed by the DDOE through the process outlined in state regulations.
<b>14 DE Admin Code § 926.20.1</b>	<b><u>Transfer of Parental Rights at Age of Majority</u></b>  Age of majority: To assure that children with disabilities who have reached age 18 have an identified decision-maker, which may be the child with a disability, the IEP team shall discuss the potential need for an educational representative during the transfer of rights at age of majority review, and annually thereafter. In determining the need for an educational representative, the IEP team shall consider: <ul style="list-style-type: none"> <li>• A child with a disability without a court-appointment guardian of the person shall be presumed to have capacity and be accorded the rights of a parent upon attainment of age 18.</li> <li>• The public agency shall notify both the child and the parents that all rights accorded to parents under the <u>14 Del. C. §3132 (b)</u> transfer to the child.</li> <li>• A child with a disability with capacity may authorize an adult agent to exercise rights through execution of a power of attorney or a standard voluntary grant of authority form published by the Department of Education.</li> <li>• The determination of capacity shall be made by the IEP team during an IEP meeting and shall</li> </ul>

	<p>confirm to the following standards:</p> <ul style="list-style-type: none"> <li>• In cases where capacity is uncertain, a school psychologist familiar with the child must attend the initial meeting. For purposes of this section, the term “familiar with the child” means the school psychologist has conducted a recent in-person evaluation of the child which conforms to evaluation procedures established by the Department of Education. In subsequent annual IEP meeting reviews, the participation of a school psychologist is discretionary if it is clear there has been no change in the child’s capacity.</li> <li>• The child with a disability and parent, as defined in 14 <u>Del.C.</u> §3101 (7), must be invited to participate in the meeting regardless of whether the child has already attained the age of 18.</li> <li>• The IEP team may consider information from sources apart from school personnel and may authorize evaluation if necessary to inform its deliberations.</li> <li>• If information is ambiguous, any benefit of the doubt shall be exercised in favor of a finding of capacity.</li> <li>• If the IEP team determines that the child lacks capacity, the IEP team shall appoint an individual to serve as an educational representative in the following descending order of priority: <ul style="list-style-type: none"> <li>• Willing and available biological or adoptive parent;</li> <li>• Willing and available adult relative.</li> </ul> </li> <li>• If such an individual is not identified, the IEP team shall promptly facilitate a referral to the Department of Education for appointment of an educational surrogate parent. An appointed educational representative shall have the same authority as a parent under 14 <u>Del.C.</u> §3101 (7).</li> <li>• If a child with a disability or parent disagrees with the capacity determination, either may contest the determination by pursuing dispute resolution options described in the procedural safeguards in this regulation or in 14 <u>Del.C.</u> Ch 31.</li> <li>• The capacity determination is limited to the exercise of rights under 14 <u>Del.C.</u> Ch. 31 or this regulation and shall not affect exercise of rights in any other context. In furtherance of this limitation, any order statute notwithstanding, the capacity determination shall not be admissible as evidence of competency or capacity in any non-educational judicial or administrative proceeding.</li> </ul>
<b>14 DE Admin Code § 926.30.8</b>	<p><b><u>Notification of Discipline Policies</u></b></p> <p>Public agencies must ensure that the parents, guardian, or Relative Caregiver of each child with disabilities receives written notice of the rules and regulations applicable to such children with respect to discipline, suspension, expulsion, and exclusion as a treatment procedure at the beginning of each school year or upon entry into a special education program during the school year.</p>
<b>14 DE Admin Code § 926.36.1.3</b>	<p><b><u>Change of Placement Because of Disciplinary Removals</u></b></p> <p>A change of placement occurs if a child has been subjected to a series of in-school removals totaling more than 10 school days and it deprives the child from meeting the goals set out in the IEP,</p>

	progressing in the general curriculum though in another setting, and receiving those services and modifications described in the IEP; or, if the child has been subjected to a series of removals from transportation and it results in the child's absence from school for more than 10 school days.
<b>14 DE Admin Code § 927.2.2.1</b>	<p><b><u>State and Local Performance Plans and Public Reports</u></b></p> <p>LEAs are required to use the targets established in the State's performance plan, and the priority areas described in the regulations, to analyze and report on its performance to the DDOE. The LEA's report shall be submitted in the manner and format required by the DDOE.</p>
<b>14 DE Admin Code § 927.3.1</b>	<p><b><u>DDOE's Review and Determination Regarding LEA Performance</u></b></p> <p>The DDOE will annually review the performance of LEAs on the targets in the State's performance plan. The DDOE's review may include such other data, indicators and monitoring information as it determines appropriate to fully review an LEA's performance under, and in compliance, with the regulations.</p>
<b>14 DE Admin Code § 927.4.1.2</b>	<p><b><u>Enforcement of Determination Findings</u></b></p> <p>If the DDOE determines, for two consecutive years, that an LEA needs assistance in implementing the requirements of Part B of the IDEA and Delaware's regulations, the DDOE may, in addition to the actions outlined in federal law and regulations, direct the use of LEA sub grants under Section 611(f) of the IDEA on the area or areas in which the LEA needs assistance.</p>
<b>14 DE Admin Code § 927.4.2.2</b>	<p><b><u>Enforcement of Determination Findings</u></b></p> <p>If the DDOE determines, for three or more consecutive years, that an LEA needs intervention in implementing the requirements of Part B of the IDEA and Delaware's regulations, the DDOE may, in addition to the actions outlined in federal law and regulations, require the LEA to enter into a compliance agreement with the DDOE if the DDOE has reason to believe that the LEA cannot correct the problem within one year, withhold not less than twenty nor more than fifty percent of the LEA's sub grant under section 611(f) of the IDEA for each year of the determination until the DDOE determines that the LEA has sufficiently addressed the areas in which the LEA needs intervention, and/or seek to recover funds in any manner available under state or federal law after providing written notice and an opportunity for a hearing.</p>
<b>14 DE Admin Code § 927.4.3</b>	<p><b><u>Enforcement of Determination Findings</u></b></p> <p>If the DDOE determines that an LEA needs substantial intervention in implementing the requirements of Part B of the IDEA and Delaware's regulations, the DDOE may, in addition to the actions outlined in federal law and regulations, seek to recover funds in any manner available under state or federal law after providing written notice and an opportunity for a hearing, refer the case to any other appropriate state or federal agency and/or refer the matter for any other appropriate enforcement action.</p>
<b>14 DE Admin Code § 928.5.4</b>	<p><b><u>Federal Sub Grants to LEAs</u></b></p> <p>Each LEA seeking a sub grant must complete and submit an application to the DDOE within the</p>

	timeframes established by the DDOE, in written or electronic form as required by the DDOE, and include any certifications or assurances required by the DDOE. The application must also be consolidated with the LEA's application for other federal programs to the extent permitted by DDOE procedures.
<b>14 DE Admin Code § 928.5.5.1</b>	<p><b><u>Federal Sub Grants to LEAs</u></b></p> <p>The DDOE must review each timely sub grant application, notify the LEA whether its application is approved or not approved, and advise the LEA of any conditions which must be met in order for the application to be approved.</p>
<b>14 DE Admin Code § 928.5.5.6</b>	<p><b><u>Federal Sub Grants to LEAs</u></b></p> <p>Except as otherwise provided, hearings shall be conducted in accordance with the DDOE's "Hearing Procedures and Rules."</p>
<b>14 DE Admin Code § 928.5.5.7.2</b>	<p><b><u>Federal Sub Grants to LEAs</u></b></p> <p>A copy of the LEA's federal notice of appeal must be filed with the DDOE when filed with the United States Secretary of Education.</p>
<b>14 DE Admin Code § 928.18.1 - 18.2</b>	<p><b><u>Facilities, Equipment, and Materials</u></b></p> <p>All instructional or treatment programs for children with disabilities must provide appropriate materials and equipment for implementation of individualized education programs. All facilities which house programs for children with disabilities must meet state and federal standards with regard to space, health, fire, safety, and barrier free regulations.</p>
<b>14 DE Admin Code § 929.3.0</b>	<p><b><u>Students in Need of Unique Educational Alternatives</u></b></p> <p>The State may provide unique educational alternative support for children with disabilities who have needs that cannot be addressed through existing resources and programs of the State, including, residential placements and private day programs. State statutes and regulations establish how and when such support may be provided to public agencies.</p>
<b>14 Del. C. § 3101(5)(e) &amp; (f)</b>	<p><b><u>FAPE</u></b></p> <p>FAPE is designed as specially 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 education that:</p> <ul style="list-style-type: none"> <li>(a) Is provided at public expense, under public supervision and direction and without charge in the public school system;</li> <li>(b) Meets the standards of the DDOE;</li> <li>(c) Includes elementary, secondary or vocational education in the State;</li> </ul>

	<p>(d) Is individualized to meet the unique needs of the child with a disability;</p> <p>(e) Provides significant learning to the child with a disability; and</p> <p>(f) Confers meaningful educational benefit on the child with a disability that is gauged to the child with a disability's potential.</p>
14 Del.C. §122 (b)	<p><b><u>State Assessment System</u></b> - 14 DE Admin. Code 101</p> <p>Purpose: The purpose of this regulation is to outline the procedures, criteria and responsibilities related to the state assessment system required pursuant to 14 Del.C. §151.</p> <p>Purpose and Definitions</p> <p>Delaware System of Student Assessments (DeSSA)</p> <p>General and End of Course Assessments</p> <p>Alternate Assessment - In addition, the creation of a Portfolio Alternate Assessment was added which outline procedures for participation, procedures for design and evaluation of Portfolio Alternate Assessment, Alternate Assessment review.</p> <p>Levels of Performance</p>
14 DE Admin Code § 121	<p><b><u>Certificate of Eligibility</u></b></p> <p>“Certificate of Eligibility” means a credential which may be issued to teachers of students with disabilities if the employing district or charter school establishes that the proposed recipient meets the requirements of 1221(2) of this title.</p> <p>(2) A certificate of eligibility, if the employing district or charter school establishes that all of the following apply:</p> <ol style="list-style-type: none"> <li>The proposed recipient is participating in a state-approved, appropriate alternative route for teacher licensure and certification program for teachers of students with disabilities.</li> <li>The proposed recipient of the certificate of eligibility is competent,</li> <li>The employing district or charter school is committed to support and assist the proposed recipient in achieving the skills and knowledge necessary to meet certification requirements.</li> </ol>
14 DE Admin Code § 152	<p><b><u>Diploma of Alternate Achievement Standards</u></b></p> <p>§ 152 State high school diploma requirements [For application of this section, see 81 Del. Laws, c. 229, § 2]</p> <p>(d) The Department shall award a State of Delaware — Diploma of Alternate Achievement Standards to a student who has met the requirements of the student's Individualized Education Program but will not complete the high school graduation course credit requirements established by the State, district, or charter school for a regular "State of Delaware High School Diploma" under subsection (a) of this section.</p>
14 DE Admin Code § 1332	<p><b><u>Statewide Program for Services for Students with Autism Spectrum Disorder (ASD).</u></b></p>



(a) The Department shall provide training and technical assistance across all public schools within this State on behalf of students with an educational classification of autism spectrum disorder ("ASD"). Educational programming provided under this chapter must have high-quality instruction based on research and evidence-based practice.

(b) The Department, with the approval of the State Board of Education, shall designate a school district or other entity to administer the statewide program ("program") for students with an educational classification of ASD. If no district or other entity is willing to administer the statewide program, the Department must act in that role.

(c) The entity administering the program must employ a statewide director ("Director") for a period of 12 months each year. The Director must be hired in consultation with the Peer Review Committee and have the following qualifications and expertise with ASD:

(1) A doctorate degree in psychology, exceptional children, or applied behavior analysis ("ABA").

(2) At least 5 years of experience working with individuals with ASD.

(3) Graduate-level training in evidence-based practices in curriculum, instruction, and behavioral support such as ABA instructional strategies.

(4) Experience planning or leading skill development in communication and social skill training programs for individuals with ASD.

(5) Experience as a consultant to teams and an understanding of basic principles related to performance management.

(6) Successful experience leading the development and implementation of an autism services program.

(7) Successful experience leading the development and implementation of a structured professional development program and a performance management plan.

(8) Successful direction and management of similar autism projects.

(9) Other qualifications for certification as required by the Department, with the approval of the State Board of Education.

(d) The Department shall pay the Director a salary in an amount for which the Director qualifies under § 1305(a), (b), and (d) of this title plus an amount for administrative responsibility determined in accordance with § 1321(c) of this title. The Director's salary, including "years of experience," shall be determined in accordance with rules and regulations adopted by the Department with the approval of the State Board of Education.

(e) The program shall provide training and technical assistance for all public schools. The training and technical assistance under this subsection is a 3-year pilot program that ends on June 30, 2021, unless extended by an act of the General Assembly.

(1) The program must provide training and technical assistance by doing all of the following:

a. Identifying those practices specifically relevant to the education of students with an educational classification of ASD that are established as evidence-based through the best available outcome research or by expert consensus.

b. Promoting utilization of these practices by leading training and technical assistance activities specifically relevant to students with an educational classification

	<p>of ASD,</p> <ul style="list-style-type: none"> <li>c. Assisting with implementation of all aspects of training and technical assistance in all public schools, for students from birth to age 21 with an educational classification of ASD.</li> <li>d. Supervising or managing contracts for training specialists employed under paragraph (e)(2) of this section.</li> <li>e. Consulting and working collaboratively with the Department on all aspects of education programs related to ASD.</li> <li>f. Serving as the primary liaison between the Department and other state agencies, committees, and programs on questions regarding programs for students with an educational classification of ASD.</li> </ul> <p>(2) The program must have training specialists as follows:</p> <ul style="list-style-type: none"> <li>a. At least 1 training specialist per 100 students with an educational classification of ASD. The total number of positions must be determined annually through the September 30 count of students with an educational classification of ASD. The program must be phased in with a minimum of 2 training specialists in Fiscal Year 2019, 2 training specialists added in Fiscal Year 2020, and additional training specialists added each fiscal year until the number of training specialists required under this paragraph (e)(2)a. is met or the pilot program ends under this subsection.</li> <li>b. "Training specialists" must include qualified speech-language pathologists, behavior analysts, and other personnel with expertise in evidence-based instruction for people with ASD, in classroom, community, and home-based consultation.</li> <li>c. Training specialists must serve eligible students within all public schools.</li> <li>d. A training specialist must have a master's degree and 3 years of experience of demonstrated consultative experience with students with ASD.</li> <li>e. The duties of a training specialist include providing training and technical assistance for staff working with students with an educational classification of ASD, including classroom consultation; plan development and performance feedback; parent training; and providing training for regular education staff on ASD and evidence-based strategies for inclusion practices.</li> </ul> <p>(3) The program may, after approval by the Department, purchase specialized services instead of hiring staff to provide the education and training required under this section.</p> <ul style="list-style-type: none"> <li>a. The dollar value of each full-time equivalent, when purchasing services to be provided by an outside contractor, is the number of dollars set in the state-supported salary schedule for a teacher holding a master's degree with 10 years of experience and employed for 12 months.</li> <li>b. The calculation of this funding is for the current school year.</li> <li>c. The State Board of Education may review any objection to the Department's decision.</li> </ul> <p>(4) State appropriations must be phased in over several years, starting in Fiscal Year 2019 and in equal increments each subsequent fiscal year until fully funded or the pilot program ends under this subsection.</p>
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	<p>(5) Additional funding may be provided through any of the following:</p> <ul style="list-style-type: none"> <li>a. Units and funds appropriated by the General Assembly.</li> <li>b. Units and funds allocated by the Department.</li> <li>c. Pass through funds and direct grants.</li> <li>d. Tuition funds from public school districts as established by the rules and regulations of the Department, according to Chapter 6 of this title.</li> <li>e. Fees for service for support where other funding is inadequate.</li> <li>f. Other funds as available, including funds in excess of standard match funding under this title.</li> </ul> <p>(f) The Department, with the approval of the State Board of Education, shall adopt such rules and regulations to establish and provide for the following committees:</p> <ul style="list-style-type: none"> <li>(1) Parent Advisory Committees ("PAC").</li> <li>(2) Peer Review Committee ("PRC") which, at the request of the Department, may also review educational procedures and programming for students with an educational classification of ASD and related disabilities.</li> <li>(3) Statewide Monitoring Review Board ("SMRB"), composed of no less than 7 members, including 2 nonvoting public representatives nominated annually by the PAC. A public representative may not have a child with an educational classification of ASD enrolled in a Delaware public school program. <ul style="list-style-type: none"> <li>a. The SMRB shall review, at least annually, the education and provision of related services provided to students with an educational classification of ASD throughout all public schools to ensure the application of evidence-based practice and opportunities for meaningful and measurable progress and inclusion, as appropriate, are afforded to all such students.</li> <li>b. The SMRB shall make findings and recommendations based on its review to include data measuring these specific recommendations and suggestions for corrective action to ensure consistent quality and equity of services throughout this State.</li> <li>c. The SMRB shall submit its findings and recommendations, at least annually, to the Department and the Education Committees of the General Assembly. The SMRB's report must be available on each school district or school website.</li> <li>d. The SMRB shall resolve disputes within or between public schools and the Director. This paragraph (f)(3)d. does not diminish the procedural safeguards guaranteed to children with an educational classification of ASD, their parents or guardians, or public schools or agencies.</li> <li>e. If a public school is found to be out of compliance with the specific recommendations in this paragraph (f)(3), the Department and the Director must allow the public school the opportunity for technical assistance and progressive implementation of a corrective action plan for improvement agreed upon by the school and the Director.</li> </ul> </li> </ul>
<p><b>14 DE Admin Code §508</b></p>	<p><b>Exhibit A</b></p>

## 508 Multi-Tiered System of Support (MTSS)

### 1.0 Purpose

Each local education agency shall implement procedures to determine when a student requires scientific, evidence-based interventions within a Multi-Tiered System of Support (MTSS) for: 1) Written Expression, 2) Reading, 3) Oral Expression, 4) Listening Comprehension, 5) Mathematics, 6) Behavior, and 7) ~~[Social-Emotional]~~ **Social and Emotional** Skills.

### 2.0 Definitions

The following words and terms are applicable unless a specific regulation, statute or the context in which they are used clearly indicates otherwise: terms, when used in this regulation, have the following meaning unless the context clearly indicates otherwise:

**“Department”** means the Delaware Department of Education.

**“Evidence-based”** means strategies, activities, or approaches which have been shown through scientific research and evaluation to be effective at preventing or delaying a negative outcome.

**“Evidence-informed”** means practices that are consciously informed by evidence derived from formal research produced by researchers, practitioner inquiry (investigation), or routinely collected school or local system-level data through collaborative planning, testing, implementing and evaluating of approaches for improving practices.

**“Local Education Agency” or “LEA”** means a reorganized traditional school district, vocational-technical school district, or Charter School, legally constituted and established under Delaware law for either administrative control or direction of public elementary or secondary schools.

**“Mental Health”** means an individual’s emotional, psychological, and social wellbeing and is based on how one thinks, feels and acts, including how one handles stress, relates to others, and makes healthy choices. Specifically, positive mental health in childhood includes reaching developmental and emotional milestones and learning healthy social and emotional skills to enhance wellbeing and employ strategies for coping adaptively with challenges.

**“Multi-Tiered System of Support” or “MTSS”** means a framework that is designed to meet the needs of the whole child through an integrated multi-level prevention system that optimizes team-based leadership and data-driven decision making to meet the academic and non-academic needs of all students. High quality core academic instruction and non-academic practices are provided as universal supports to all children. Evidence-based intervention and supports are matched to student needs and informed by ongoing progress monitoring

and additional formative assessments.

**“Parent”** means a biological or adoptive parent of a child; a guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State); an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives and for whom a Caregiver's School Authorization executed in compliance with **14 Del.C. §202** is on file; an individual who is otherwise legally responsible for the child's welfare; or a surrogate parent who has been appointed in accordance with **14 DE Admin. Code 926.19.0**.

**“Social and Emotional Learning” or “SEL”** means the process through which students acquire the knowledge, attitudes, and skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### **3.0 Instructional Resources**

~~LEAs shall evaluate and select instructional resources for Tier 1, and interventions for Tier 2 and Tier 3, for academic, behavioral and social-emotional skills which are of high quality, evidence-based and aligned with the State's appropriate content standards. LEAs shall evaluate and select instructional resources for Tier 1, and interventions for Tier 2 and Tier 3, for academic areas and the non-academic areas of behavioral, [social-emotional social and emotional] skills, and mental health which are of high quality, evidence-based or may be evidence-informed for the non-academic areas and aligned with the State's appropriate content standards or the Department's adopted competencies for mental health and SEL.~~

#### 3.1 Social and Emotional Learning (Effective beginning with the 2023-2024 school year)

3.1.1 LEAs shall provide age- and developmentally- appropriate instructional programming in social **[and]** emotional learning for each grade K to 12 that demonstrate alignment to the Department's adopted SEL competencies.

#### 3.2 Mental Health (Effective beginning with the 2023-2024 school year)

3.2.1 LEAs shall provide age- and developmentally- appropriate instructional programming in mental health for each grade K to 12 that demonstrate alignment to the Department's adopted mental health competencies.

### **4.0 Assessment**

Screening, diagnostic assessment and progress monitoring processes shall be used as part of MTSS procedures. Any tools used shall be norm-referenced, criterion- referenced, or curriculum-based as appropriate.

## **5.0 Problem Solving Team**

- 5.1 LEAs ~~will~~ shall have a school-based problem-solving team at each of their schools consisting of three to five core members and shall include at least one of the student's classroom teachers. Additional members may be added as needed.
- 5.2 The team shall review student data to identify individual student needs and make evidence-based decisions.
- 5.3 Using the student data, the problem-solving team will design an intervention plan as outlined in Section 7.0, which shall include specific baseline data, learning targets, type and frequency of intervention, data collection, and ~~anything else~~ any other information the problem-solving team considers necessary.
- 5.4 The team shall collect progress monitoring data at regular intervals. Data collection must include documentation of fidelity of implementation, consisting of differentiated, evidence-based instruction, pacing and appropriateness of instructional groupings.
- 5.5 The team shall hold meetings after the six to eight-week intervention cycle to monitor progress toward identified targets, the fidelity of implementation and determine the next steps.
- Teams may meet earlier, as needed.
- 5.6 LEAs shall have a process for providing parents with the MTSS intervention plan and data collected as part of the MTSS framework as described in Section 7.0.

## **6.0 MTSS Framework and Procedures**

- 6.1 The MTSS framework and procedures shall include the tiers, types and duration of services and interventions described in subsections 6.1.1 and 6.1.3.3.
- 6.1.1 Tier 1 - Core classroom instruction which is aligned to Delaware adopted state standards and practices, shall be designed and delivered with fidelity to all students. Tier 1 core classroom instruction should be high quality, ~~evidence-based and evidence-based or evidence-informed if non-academic~~, differentiated within flexible groupings and responsive to all students' needs. A multiple-gating procedure shall be implemented as follows:
- 6.1.1.1 The first stage is a universal screening, which shall be conducted within the first four weeks of the school year or within four weeks of the student's entry into school. Universal screening will take place at least two more times during the school year at spaced intervals. For students who are identified through universal screening as needing additional supports, a second stage of screening is conducted within the next two weeks to specify

	the areas of need.
6.1.1.2	The second stage involves additional data analysis to confirm that there are specific areas of need for Tier 2 supports.
6.1.1.3	If <del>twenty percent (20%)</del> <u>20%</u> of students in a classroom are not meeting <u>a</u> benchmark on any instructional screening, a school-based team, which may be an existing team, including a building level administrator, shall meet to consider the need for additional classroom, instructional and <del>systems-level</del> <u>systems-level</u> supports and strategies.
6.1.1.4	Based on the results of the multiple-gating procedure, a problem-solving team shall design intervention plans for students who require Tier 2 support as described in subsection 6.1.2.
6.1.2	Tier 2 - Interventions shall be designed to be delivered in the student's primary, scheduled education setting, by the student's teacher or teachers, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention.
6.1.2.1	After no more than six to eight school weeks of Tier 2 intervention, <del>six to eight school weeks of Tier 2 intervention</del> the problem-solving team shall conduct a review of the plan as described in Section 5.0 to determine whether additional assessments, as described in Section 4.0, are required, and whether changes to Tier 2 academic or non-academic methods are required; or the student should be provided Tier 3 intervention.
6.1.2.1.1	If a student has made significant progress and is now on a trajectory to meet end-of-year benchmarks, a student may continue in Tier 2 intervention or be excused from Tier 2 intervention.
6.1.2.1.2	After no more than six to eight school weeks of Tier 2 intervention, the problem-solving team shall conduct a review of the plan as described in Section 5.0 to determine whether additional assessments are required, changes to Tier 2 academic or non-academic methods are required.
6.1.2.1.3	If a student has made no progress toward benchmarks, or has made progress but is not on a trajectory to meet end-of-year benchmarks, a student may continue in Tier 2 intervention with increased intensity (e.g. smaller group, increased time of academic or non-academic intervention) or receive Tier 3 interventions.
6.1.3	Tier 3 - Interventions shall be designed to be delivered in the student's primary (scheduled) education setting, by the student's teacher or teachers, but may be delivered in other or additional settings or by other trained staff as appropriate to the specific intervention.
6.1.3.1	After no more than six to eight school weeks of Tier 3 intervention, <del>[six to eight school weeks of Tier 3 intervention]</del> the problem-solving team shall conduct a review of the plan as described in Section 5.0 to determine whether additional assessments are required, changes to Tier 3 academic or non-academic methods are required; or the student should be

	<p>referred for an initial evaluation for special education.</p> <p>6.1.3.2 If a student has made significant progress towards established targets, a student may continue in Tier 3 intervention with a new target or be provided Tier 2 intervention.</p> <p>6.1.3.3 If a student has made no progress towards established targets, or has made progress, but is not on a trajectory to meet established targets, a student may continue in Tier 3 intervention with increased intensity (e.g. smaller group, increased time of academic or non-academic intervention) or be referred for an initial evaluation for special education services as outlined in Regulation 925.</p> <p><b>7.0 Program Effectiveness</b></p> <p><del>LEA</del> <u>LEAs</u> shall provide a description of the methods used to implement and evaluate the effectiveness of the program upon the request of the Department.</p> <p><b>24 DE Reg. 663 (01/01/21)</b></p>
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