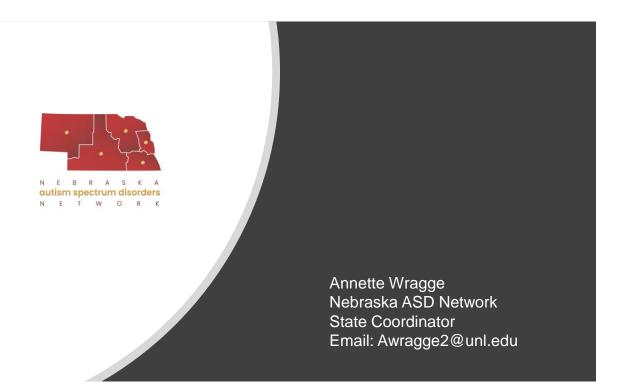
# Monthly SPED Webinar

Special Education Programs 2024-2025 School Year April 15, 2025



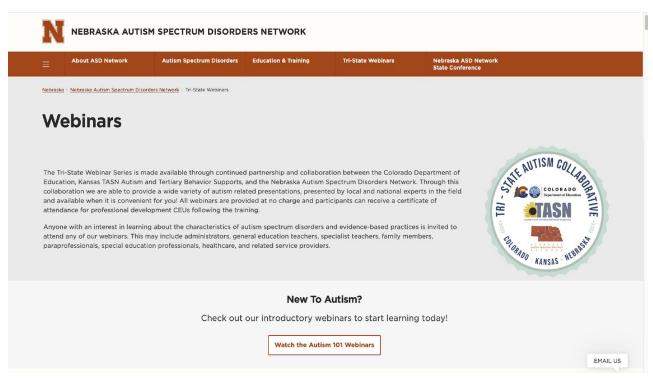
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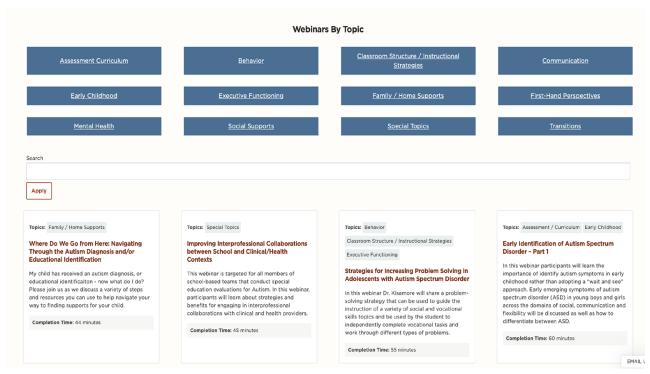


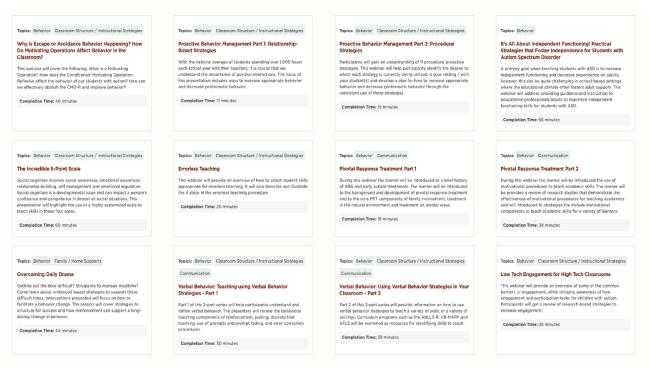


The ASD Network provides a range of opportunities for school teams and others to learn and implement evidence-based practices with follow-up support. These learning opportunities encompass universal, classroom-wide, targeted, and intensified high-quality instruction for students with autism and other disabilities.

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# ASD Network Virtual Strategies

Short on Time? Virtual Strategies can be reviewed and discussed in approximately 15 minutes.

7

# **New Online Training Modules**

Coming Fall 2025



#### **Core Training**

#### Engaged and On Task: How to Teach Critical Language and Learning Skills through Direct Instruction

(Verbal Behavior 2-3 Day Training)

What to Teach and How to Teach Students with Autism with Complex Learning Needs

- Uses effective teaching methods that make learning more fun for the child, as well as enabling the child to learn more efficiently
- Teaches the skills necessary to be successful in general education classes & real-life settings

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#### **Core Training**

# Structured Teaching Training (Two Day)

# Participants will learn the essential components of structured teaching:

- Overview and Physical Structure
- Schedules, mini schedules, routines
- Visual Structure
- Work Systems, Schedules, and Tasks
- Play and Leisure
- Putting it All Together and Resources
- \*Application activities are embedded throughout.
- \*This training is geared toward those working with students who have classic autism. We also offer a one-day Structured Teaching Training for students in general educational settings.

## ASD Network Professional Learning Opportunities

- All online training from our website (webinars/virtual strategies, online training modules) is available at no charge
- To discuss the cost of individualized training provided in South Dakota by ASD Network Team Members

Please contact Annette Wragge at <a href="mailto:awragge2@unl.edu">awragge2@unl.edu</a> or 402-641-1279.

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Thank you!



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# **Hiring Considerations**

#### Fully State Certified vs Certified Non-Authorized vs Non-Certified

- a. Fully State Certified
  - i. Holding a valid certificate with all requirements met for the position they are filling.
- b. Certified Non-Authorized
  - i. Holds an Educator Certificate but not the correct endorsement for the position they are filling.
  - ii. They need to be on a POI (plan of intent) to gain proper certification.
  - iii. Limitations for Special Education purposes.
- c. Non-Certified
  - i. Invalid Certificate, no certificate or alternative preliminary
  - ii. They will be on a corrective action plan (CAP) and must gain certification
  - iii. Can not be paid as certified staff.
  - iv. Not allowed for Special Education purposes.

View status on Teacher 411.

# **Hiring Considerations**

#### Difficulty filling positions?

- a. Continue to advertise and keep documentation of efforts.
- b. Review currently employed staff. Offer bonus to add duties or shift positions, use SPED funds to pay for additional coursework if needed, consider co-teaching options...
- c. Certified teacher with some previous Sped experience may be possible to apply for waiver to pursue SPED alt cert.
- d. Certified teacher no experience can pursue endorsement.
- e. Non-teaching degree, with previous SpEd experience may be possible for waiver to pursue gen. ed and SpEd alt cert. simultaneously.
- f. Foreign teacher certifications options, contact certification office.

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# Hiring Considerations

Teachers that are not fully state certified have limitations on duties they can perform. This includes student teachers.

Task	Yes/No
Works with student(s) on IEP	Y – under the supervision of the special ed mentor teacher
Awards grade to student on IEP	Y – but needs to be certified in the content instructing
Evaluates students to determine eligibility	Y – if meets the qualifications for the evaluation instrument
Writes student IEP	N – can help draft but the special ed mentor teacher or certified special ed staff that will sign the IEP must complete the final IEP
Signs off on students IEP	N – must be the special ed mentor teacher or other certified special ed staff
Issues progress report	N – may collect data but the special ed mentor teacher or certified special ed staff that signed IEP must report progress

# **SPED Connection Highlights**

#### LRP SPED Connections subscription is required to access the following resources:

- · Sharing results the right way: 6 tips for making evaluation findings meaningful
- Side by Side chart: Teacher verse Paraprofessional Roles
- 'IEP at a Glance,' training, show staff knew how to implement child's IEP
- · Shine light on staff training opportunities during summer months
- · Discuss accommodations with student before, during implementation.
- · Tame end-of-year chaos to prevent progress reporting mishaps
- · Consider ESY at every IEP meeting, for every student.

Contact your public school district special education director for login access. If you have any questions about your subscription access, please contact Wendy.Trujillo@state.sd.us.

Join the SpedConnection email Listserv



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## Special Education Dispute Resolution

# Special Education Programs: Dispute Resolution

As a parent, you are a very important participant in your child's special education program. E contributing what you know about your child and involvement in the decision-making process, you will make an important contribution to your child's education.

The decisions you make should be based on knowledge and understanding of your rights and responsibilities. If problems and misunderstandings do arise, however, there are sever ways to address them.

First, you may want to talk with the school personnel directly involved with the problem and discuss your concerns. It is suggested you contact the person in charge of special education discuss the administration of the local public school district or the public education agenty only every your child attends school. If the problem is not resolved at the local level, you may request a mediation meeting lie a formal complexit, another request and persons hearing.

Each of these options has a specific purpose for helping you with your concerns, so it is important that you choose the best option for you. Listed below is information regarding dispute repolation.

SD Special Education Dispute Resolution Overview





https://doe.sd.gov/sped/complaints.aspx

# SEP Dispute Resolution Overview Handout



Type of Meeting	IEP Facilitation	Mediation	State Complaint	Due Process Hearing
Why request?	You and the school district cannot agree upon an Individualized Education Program (IEP) and will benefit from a neutral third party who is effective in communicating to facilitate the IEP meeting.	You and the school district are in disagreement about special education services and supports and would benefit from a neutral third party who is effective in communicating to develop a mutually agreeable plan.	Your child's school has not followed the requirements of the Individuals with Disabilities Act (IDEA) and you want to request an investigation of the problem.	You or the school district are in disagreement about the identification, evaluation, or educational placement of a student with disabilities.
	Available for both parties to request.	Available for both parties to request.	Any person or organization may file a written state complaint request.	Available for both parent and public agency to request.
	Both parties must agree to participate.	Both parties must agree to participate		
How to request?	Submit a <u>Request for IEP Facilitation</u> to the South Dakota Department of Education.	Submit a <u>Request for Mediation</u> to the South Dekote Department of Education.	Submit a Request for Written State Complaint to the South Dakota Department of Education.	Submit a Request for Due Process Hearing to the South Dekota Department of Education.
Who perticipates?	Members of the IEP team Facilitators are <b>not</b> decision makers.	The parent, staff from the school district, and the mediator. Others may attend if it is agreed upon before meeting.	A neutral person assigned by the state education agency (SEA) to work on the complaint.	A neutral hearing officer who is assigned by the SEA.
		Mediators are <b>not</b> decision makers.		
Timeline			Final decision is issued within 60 days of receipt of request.	Final decision is issued within 45 days after the resolution period.
				An expedited hearing is available when a parent disagrees with a public-school districts discipline decision.
Outcome	An IEP developed that is agreed upon by the IEP team and benefits the student	If an agreement is reached, a written agreement is signed by both parties.	The issues are investigated and a final decision is issued.	The hearing officer hears the case and makes a final decision

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# Dispute Resolution Resource

https://www.cadreworks.org/dr-coordination-leadership/building-local-level-capacity



# SD Parent Rights and Procedural Safeguards

- Updates for Spring 2025 include:
  - · Rule change from 90 days to 30 days civil action requirement
  - · Added clarification to mediated agreements when filed with complaint or due process
  - · Corrected ARSDs to align with topic on a few items we identified as incorrect
  - Updated handbook will be available at the end of May and will be announced in Summer Letter to Superintendents and Sped Directors
- Reminders
  - · Districts are responsible for assisting parents with understanding their parental rights
  - SD Parent Rights are available in English, Spanish, and 10 other languages
  - Handbooks can be printed as 8x11 handout or booklet
  - Parent Guide to the IEP process

Both documents can be located at https://doe.sd.gov/sped/parentalrights.aspx

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# Changes: IEP workshops in 2025-2026

- Trainings will be on professional learning platform: https://sded.sd.gov/
- Special Education Process training is currently posted.
  - New special education
  - · Reference for current special educators
- New 2025-2026
  - Topics, dates, and how to earn CECH will be advertised by September 1, 2025
  - Focused learning sessions
    - 2 to 3 different topics
    - · Professional Learning Platform recorded
    - · 2 options to attend a virtual session
  - New special educator check ins
    - 4 to 5 sessions with different topics

Using Response to Intervention (RtI) to Identify Specific Learning Disabilities

- https://doe.sd.gov/sped/rti.aspx
- https://doe.sd.gov/sped/documents/RTI-SLD-ID-Guidance.pdf



# Are You Implementing an Rtl System?

- Do you use universal screening to identify students at risk for literacy deficits?
- Do you progress monitor to ensure students are making gains?
- Do you use skill specific interventions for students who need extra support?
- Do you use data-based decision making to decide where to focus your efforts?
- Do you have grade/school level teams that work together to improve student outcomes for all students?
- When students struggle, do you use a team approach to brainstorm possible interventions before a SPED referral?



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# 2024-2025 Accountability Year

- · Following districts did not receive a CAP
  - Edmunds Central, Frederick Area, and Hanson
  - Several had small number of findings
- Districts overall improved in...
  - Document 5 days on prior notice
  - PPWN individualized documentation
  - · Report requirements
  - Inviting outside agency in correct order

- · Areas still need improvement:
  - All goals need own service time of frequency, location, and duration.
  - Goals and objectives require condition, performance (target), how well and how often.

# Potential IEP Change: Accommodation/Supports/Modification Section

#### Currently

- Training on providing more description on accommodation and supports and be clearer on what the student uses and when.
- Guidance document: South Dakota Accommodation Documenting Frequency Location Duration
- Currently in the state form:

Description	Frequency	Location	Duration

#### **Proposed Change**

For accommodation, supports, and/or modification the IEP team will

Describe what, when, and where it will be provided

- It will all be included in one box.
- Language more user/parent friendly

Any concerns or feedback, please email
Beth.Schiltz@state.sd.us or Meilssa.Flor@state.sd.us

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# Extended School Year (ESY)

## ESY is:

- Special education and related services that are provided to a child with a disability beyond the normal school year of the public agency in accordance with the child's IEP and at no cost to the parents of the children.
- Primarily for MAINTENANCE of skills, not the learning of or advancement of new skills or to address IEP goals that were not met during the regular instructional calendar.



# Extended School Year (ESY): Considerations

#### **Considering ESY**

- ESY must be considered for ALL students, regardless of disability.
- Take DATA throughout the school year. Use the data to support and justify any ESY decisions.

#### Collect data (at minimum):

- · At the end of the regular school year (now)
- · At the beginning of the school year
- At the time of recoupment (i.e., the date of regaining skills that had been attained by the end of the previous school year).

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# Extended School Year (ESY) Services Needed

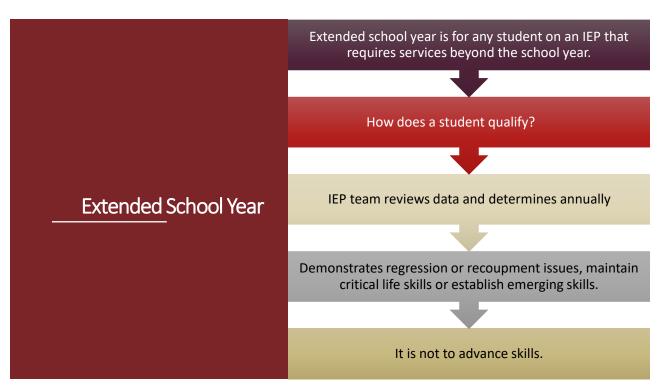
#### Are ESY services needed for this student?

"Will the learning that occurred during the regular school year be <u>significantly</u> jeopardized if ESY services are not provided, thus denying the student a FAPE?"

Losses/regression of skills experienced by a student must be so extensive that when school resumes unreasonable amounts of time are needed to recover (recoup) lost skills

OR

the break in instruction/services will result in a halt in progress toward developing a critical life skill due to the timing in relation to a breakthrough period.



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## What is included if ESY is necessary?



Example	Goal	Type of Service	Beginning date	Ending date	Frequency and duration	Based on
Student 1	Reading	Instruction	June 15	August 5	30 min/ 1 time per week	Regression
Student 2	Articulation	Related Service	June 15	August 1	30 min/1 time per month	Emerging and Maintain

- IEP team considerations
  - How long between instruction does student regress?
  - What is needed to maintain skills?
    - Do need bi-weekly, weekly, 1 per month, etc...
- PPWN:
  - Reading goal will be supported with instruction to ensure student does not regress on phonological skills.
     Student should maintain skills with a 30-minute session 1 time per week between dates identified.
  - Articulation was determined as a need since it took 2 months (Mid March to Mid May) for student to start
     \_\_\_\_\_. ESY will be supported by Speech Therapist. In order to maintain skills just learned, there will be a
     30-minute session 1 time per month.

# Transition from Early Childhood to Kindergarten

- Student entering Kindergarten/Jr. Kindergarten in the Fall of 2025
- · Invite Kindergarten teacher to IEP meeting
  - · Input for goals, services, and supports
- · Consider the needs of the student transitioning
  - · What supports will be different?
  - · Will the student need additional support getting familiar with the classroom before school starts?
- LRE Changes
  - · 0300 codes: Early Childhood
  - 0100 codes: Jr. Kindergarten and Kindergarten

General Education is the goal, then move down the continuum if rejected due to the unique learning needs of the student.

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# Graduation/Aging out of Special Education

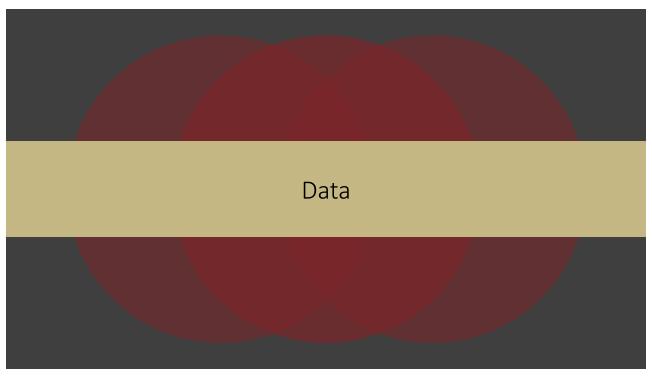
Don't forget Summary of Performance (SOP)





- Final snapshot of the student in Special Education
- Student's academic achievement and functional performance
- Recommendations on how to assist student in achieving postsecondary goals

SumOPr-13.docx



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## Indicator 8: SD Parent Involvement Survey

- Reminder that the 2024-2025 Parent Involvement Surveys are due May 31, 2025. Every parent with a student on an IEP should be given the opportunity to complete the Parent Survey!
  - The survey can be completed **ON-LINE** in English or Spanish or printed in 12 languages.
  - The <u>2024-2025 District Flyer</u> is available to help end-of-year collection efforts.
- District Response Rate requirement: 20.00%
  - Any district under 20.00% response rate to-date will be notified this week.
- District Parent Involvement Score target: 83.00%
  - Parent Involvement in the IEP Process
  - The Parent Survey is an excellent opportunity for districts to receive feedback from parents on how to improve district special education programming! DOE will provide District Reports in August 2025.
- Contact Stacy.Holzbauer@state.sd.us with questions.

# Updated Early Childhood Guidance Documents

#### https://doe.sd.gov/sped/Early-Intervention.aspx

- Eligibility
  - Ages 3-5 Eligibility, Developmental Delay, and Progress Monitoring Q&A
- Battelle Developmental Inventory 3
  - BDI-3 Program Label Codes
  - Common BDI-3 Errors
  - BDI-3 District Q&A

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## **Exit Codes**

- Please review the Exit Coding webinar and handouts (<u>New SPED Director Webinar Series</u>, <u>SD Department of Education</u>) and <u>Student Data Collections Desk Guide</u> (pg 114 – 118) for information on correct exit codes and verify the data.
- The exit codes used for Indicator 1 (Graduation) and 2 (Dropout) will be the special education exit codes. Many instances, the exit code for general ed code does not align with special education code.
- · Age out codes need to be entered as well.
- Run district STARS Special Education Exiter report to check codes
- Please contact your <u>Regional Representatives</u>, <u>SD Special Education Programs</u> if questions on exit codes.
- · Special Ed end codes in Infinite Campus must be entered by the second Friday in June
- SEP intern will be contacting districts.



- Blank document for student information and transition activities (complete before the student leaves).
  - ✓ Ind14-AppndA.doc (live.com)
- "How to" guide can be found at
  - ✓ Indicator 14 Appendix A (sd.gov)
- Two Options
  - May-June: Districts may enter student data (need to enter everything and SAVE each section)
  - o Or in August student demographic data will be uploaded
  - August -September:
  - Check demographic information
  - > District will only need to enter Part 2 data and family contact
  - > Does not override what districts have already put in

Final validation completed by Oct 1

Forgot password? Contact Lori.Kwasniewski@state.sd.us

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# Indicator 14: Appendix B Students exited 2023-24

#### The Results of IDEA

Number of respondent youth (within one year of leaving high school)

- who enrolled in higher education
- who competitively employed
- who enrolled in some other postsecondary education or training program
- who are in some other employment

Review questions with students before they leave high school.

✓ PSO Survey revised 2022.docx (live.com)

# Indicator 14: Appendix B Students exited 2023-24

• Districts can volunteer to help collect data – email Lori.Kwasniewski@state.sd.us

Survey Year	Statewide Population	# of Respondents	Response Rate
2024	872	353	40%
2023	839	340	41%
2022	781	291	37%
2021	688	163	24%

Indicator 14	Statewide % Participating				
Components	2024	2023	2022	2021	
1. Higher Education	16%	17%	13%	11%	
2. Competitive Employment (and no higher ed.)	54%	53%	62%	51%	
3. Other Postsecondary Education or Training (and no higher ed. or competitive employment)	1%	2%	3%	3%	
4. Other Employment (and no higher ed., competitive employment or other ed.)	8%	9%	4%	12%	

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# Indicator 4: It's Almost Time!

- Suspension/Expulsion data collection will open May 20, 2025
- Data collection information will be presented on the May 20, 2025 Sped call
- Please have the person in your district who enters the info attend the call if possible.
- Recording will be available for them as well
- Data is due June 30, 2025



# Things You Can Do Now for Indicator 4

- 1. Gather suspension/expulsion data from all buildings
- Read through the Indicator 4 Data collection Guidance document found on the SPP page <a href="https://doe.sd.gov/sped/SPP.aspx">https://doe.sd.gov/sped/SPP.aspx</a> under Indicator 4
- 3. Locate your username and password from last year
- 4. If you're leaving your district, please complete before leaving or gather the information for your replacement.
- 5. Contact me at Rebecca.cain@state.sd.us

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#### IDEA application is coming soon!

#### Important Dates

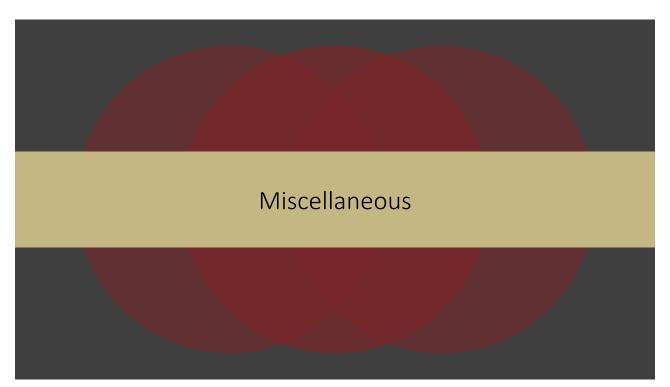
- FY26 IDEA Application Training April 29, 2025 from 2-4pm CT
  - Special Education Directors, Superintendents, and Business Managers
  - Link to registration <a href="https://sded.sd.gov/">https://sded.sd.gov/</a> through CANVAS
- Applications are Due June 30, 2025 you can begin collecting information to prepare for submission

#### Important Reminders

- · Comprehensive Plans must be updated annually and current at time application is submitted
- Use the current Private School Consultation Form
- Equipment purchases over \$10,000 prior approval form
- Documents can be found at: <a href="https://doe.sd.gov/sped/idea.aspx">https://doe.sd.gov/sped/idea.aspx</a>

#### Contacts

- General application questions contact your regional representative
- For assistance filling out the IDEA Application sections contact Robyn Seibel at Robyn.Seibel@state.sd.us/ 605-773-8061



TSLP Transition Summer Institute July 8-9, 2025 at Cedar Shore, Oacoma, SD TSLP.ORG





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### 2025 SPED Staff of the Year



(L to R) Linda Turner; Nominees: May Amodia, Donnell Houx, Eric Pedersen, Grant Dunbar, Hannah Lunden

- Over 600 special education staff from across the state attended the 2025 SD SPED Conference!
- Congratulations to the 2025 Special Education Staff of the Year:
- Eric Pedersen, Special Education Teacher, Aberdeen School District
- KELOLAND: Meet the 2025 Special Education Staff of the Year
- SDPB: Aberdeen Teacher named DOE SPED Staff of the Year

## Next SPED Webinar

May 20, 2025

Please share the SPED Webinar login information with your district or agency special education professionals!

SPED Webinar PowerPoints are posted at:

https://doe.sd.gov/sped/directors.aspx

A recording is available for 2 weeks after the webinar and can be accessed by reaching out to your  $\underline{\text{Regional Representative}}.$ 

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# FFY 2025 IDEA PART B GRANT APPLICATION

PUBLIC COMMENT PERIOD

APRIL 1, 2025 THROUGH APRIL 30, 2025



- Notice is hereby given that the Department of Education (DOE), Special Education Programs is making available for public review for 60 days, starting March 17, 2025, the Federal Fiscal Year (FFY) 2025 Grant Application under Part B of the Individuals with Disabilities Education Act . The application is available to download and the allocations are included on the interactive spreadsheet. The dollar amounts listed in the interactive spreadsheet are based on FFY 2024 allocations. The final budget submitted with South Dakota's application will be adjusted to reflect the FFY 2025 allocations when these amounts become available.
- Written comments concerning the FFY 2025 Grant Application under Part B of the IDEA will be accepted for 30 calendar days from April 1, 2025 through April 30, 2025. Comments regarding the Part B IDEA application should be sent to Linda Turner, Part B Director, at Linda.Turner@state.sd.us or at the address below. If you are unable to view the application, copies may be obtained by contacting the SD DOE Special Education Programs, Part B Annual State Application, 800 Governors Drive, Pierre, South Dakota, 57501.

https://doe.sd.gov/sped/

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#### **COMPONENTS OF APPLICATION**

- Section I: Assurances of that the state has in effect policies and procedures to meet all requirements of Part B
- Section II: Outlines each policy and procedure that must be in place as well as other assurances and certifications to meet requirements
- Section III: Description of use of funds must include an interactive spreadsheet with the distribution of funds
- Section IV: State administration of state imposed rules not required by IDEA
- Section V: Maintenance of State Financial Support (total amount of state financial support made available for services to students with disabilities) & Significant Disproportionality procedures

TOTAL AWARD AMOUNT	\$43,942,745
Maximum Available for Administration.	\$1,331,885
How much do you want to set aside for Administration in dollars?	\$1,331,885
Set Aside for other State-Level Activities	\$4,157,316

**FEDERAL APPLICATION** 2025

(BASED ON 2024 **ALLOCATION**)

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#### **REQUIRED ACTIVITIES**

- For monitoring, enforcement, and complaint investigation.
- 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.
- Ed Specialists (Accountability/ Monitoring)
- Web based accountability
- · Complaint Investigators
- SD Parent Connection -Navigator Program
- Mediators and IEP **Facilitators**

\$1,095,875



\$282,386



#### **AUTHORIZED ACTIVITIES**

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

- · Center for Disability
  - Sped Conference
  - · Autism Evaluation Training
  - On Demand Learning
  - · Community of Practice
  - Autism Summer Training
- MTSS Rtl
- DSS Auxiliary placement child count
- General PD and Speakers

\$1,069,440



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#### **AUTHORIZED ACTIVITIES**

 To assist LEAs in providing positive behavioral interventions and supports and appropriate mental health services for children w/ disabilities. PBIS

\$651,458



#### \$0

Projects & Programs supported through administrative funds or other DOE funding

- Recruitment & Retention
  - TeachinSD.com-suspended due to ESSER funding. ASBSD has updated site
- Apprenticeships 3<sup>rd</sup> round open for application
- Career and Technical Education coursework

# AUTHORIZED ACTIVITIES

To assist local educational agencies in meeting personnel shortages.

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# AUTHORIZED ACTIVITIES

- To support capacity building activities and improve the delivery of services by local educational agencies to improve results for children w/disabilities.
- Results Driven Accountability
- IEP Workshops

\$478,979



# AUTHORIZED ACTIVITIES

 To support paperwork reduction activities, including expanding the use of technology in the IEP process. • Web based reporting tool

\$137,750



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#### **AUTHORIZED ACTIVITIES**

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

- TSLP Voc.Rehab.
- BHSU Indicator 14 -Post School Outcome-collection
- Post School Outcome- data analysis site
- National Clearing House Data

\$373,438



#### **AUTHORIZED ACTIVITIES**

 Alternative programming for children w/ disabilities who have been expelled from school, and services for children w/disabilities in correctional facilities, children enrolled in State-operated or State-supported schools. • Dept. of Corrections

\$65,000



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#### \$0

Projects & programs supported through administrative funds or other DOE funding

- Alternate Assessment Coordinator
- Assessment Specialist
- State funded Extraordinary Cost Fund

# AUTHORIZED ACTIVITIES

- To improve the use of technology in the classroom by children w/disabilities to enhance learning.
- 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.
- 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.
- High Cost Fund

**\$0** 

Projects & Programs supported through administrative funds or other DOE funding

- \$6 M literacy initiative
- Literacy Grant
- SSIP Coordinator

# AUTHORIZED ACTIVITIES

To provide technical assistance to schools and local educational agencies, and direct services, including supplemental educational services as defined in Section I I I 6(e) of the Elementary and Secondary Education Act of 1965 to children with disabilities, in schools or local educational agencies identified for improvement under Section I I I 6 of the Elementary and Secondary Education Act of 1965 on the sole basis of the assessment results 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 to meet or exceed the objectives established by the State under Section I I I I (b) (2) (G) the Elementary and Secondary Education Act of 1965.

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# FINAL COMMENTS AND SUGGESTIONS



..