

CERTIFICATION AND LICENSURE OF DELAWARE SPECIAL EDUCATION TEACHERS

SPECIAL REPORT
JULY 2025

CERTIFICATION AND LICENSURE OF DELAWARE SPECIAL EDUCATION TEACHERS

Dear Fellow Delawareans,

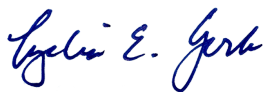
Public education is a cornerstone of American opportunity. Its strength depends on the trust we place in those who teach, lead, and support our students every day. As stewards of that trust, we must ensure that all educators meet the professional standards required by law. This is especially true for roles that serve students with the greatest instructional needs.

This inquiry was specific to a defined group of educators identified following a public records inquiry, and while the sample is limited, the patterns uncovered call for serious attention. The goal of this report is not to assign blame but to highlight areas where oversight, transparency, and system coordination can, and must, be strengthened.

We invite you to read this report not just as a policy document, but as a reflection of our shared values: integrity, accountability, and an unwavering commitment to the students of Delaware. Ensuring that every child is taught by a qualified and certified teacher is more than just a legal obligation. It is a promise we owe to every student, every family, and every community.

With enduring respect for educators, families, and students alike.

Sincerely,



Lydia E. York
Auditor of Accounts



CERTIFICATION AND LICENSURE OF DELAWARE SPECIAL EDUCATION TEACHERS

REPORT SUMMARY JULY 2025

BACKGROUND

On April 22, 2025, The Delaware News Journal published an article by journalists Kelly Powers and Esteban Parra titled: “Hundreds of Delaware teachers found to be working on expired licenses in public schools”. The article included data from the Delaware Department of Education (DOE) showing that 453 Delaware public school teachers, or approximately 4% of the Delaware public school teacher population, were unlicensed to teach by the State as of March 5, 2025. The DOE provided the Office of Auditor of Accounts (AOA) the licensure status of 63 special education¹ teachers who appeared on this list of 453 unlicensed teachers².

As a response to this information, DOE and the AOA began a cooperative inquiry. This special report examines licensing and certification practices for 62 Delaware educators identified as having a Special Education certificate while experiencing lapses in licensure status. Analysis was conducted using data from the Payroll Human Resource Statewide Technology (PHRST) system and the Delaware Educator Data System (DEEDS). The observations reveal a potential for persistent gaps in licensure and credential verification and maintenance.

AOA chose to focus specifically on special education for this report because of the additional job responsibilities and federal and state regulatory burden placed on special education teachers.

[1] One teacher of the group of 63 is working for two school districts. The actual number of special education teachers as of the date of the news article is 62; however, one of those teachers occupies two positions.

[2] Note that the referenced list of 453 unlicensed educators is a fluid population. It represents a “snapshot” in time. The individuals and actual number of unlicensed teachers may change.



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REPORT SUMMARY JULY 2025

KEY INFORMATION AND FINDINGS

In this report, AOA notes the following results¹:

- 62 educators, who hold a Special Education certificate, were identified by DOE as having experienced a lapse in licensing.
 - DOE provided records that identified 62 educators as having been employed by school districts, charter schools, and alternative schools without proper licensing.
 - Collectively, according to the record provided AOA, these educators were employed approximately 26,289 calendar days without appropriate licensing credentials.
 - AOA could not match the DOE provided license expiration dates to the DEEDS data set due to the limited history provided in DEEDS and presents the data as received from DOE.
 - AOA identified nine (9) educators that currently do not have teaching licenses as of June 25, 2025, and noted four (4) of those identified are teaching Special Education classes.
 - AOA identified ten (10) educators that did not hold a valid certificate aligned with both the academic subject and grade level for their currently held teaching position for the 2024-2025 academic school year and nine (9) that do not hold a valid certificate as of June 25, 2025.
 - AOA identified ten (10) educators who did not hold a valid certificate aligned with the Special Education requirements for their currently held teaching position for the 2024-2025 academic school year, all of which hold a valid certificate as of June 25, 2025.

[1] These results are premised on the accuracy of Delaware Education Access (DEEDS) data and the accuracy of Payroll Human Resource Statewide Technology (PHRST) data. DEEDS is a publicly accessible database of Delaware educator credentials. For purposes of this report, AOA did not have access to complete DOE records regarding educator credentials. PHRST is Delaware's payroll management system. DOE has not reviewed these results.



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REPORT SUMMARY JULY 2025

KEY INFORMATION AND FINDINGS CONT. ---

- AOA identified 16 educators that did not have a certificate to teach the academic level or subject assigned for the full length of the currently assigned position.
- Collectively, these educators operated approximately 12,845 calendar days without the appropriate certificate to teach the academic level or subject.
- AOA identified 12 educators serving as special educators without the appropriate certificate credentials for the full length of the currently assigned position.
- Collectively, these educators worked approximately 2,803 calendar days without the appropriate Special Education certificate credentials.

Background

The Delaware Department of Education (DOE) requires that all educators either be licensed and certified or hold a permit to teach students. DOE assists educators and Local Education Agencies (LEAs), which include School Districts and Charter Schools, to ensure they possess the appropriate credentials for their area of employment.

There are three classes of teaching **licenses** in Delaware: initial, continuing, and advanced.

- DOE may issue an **initial** license valid for four years to an educator who has provided official college transcripts reflecting the completion of a four-year degree, achieved a passing score on an approved DOE content readiness exam, and complete a DOE approved student teaching program. It can be extended if the educator does not complete the requirements to advance to a continuing license. It may also be issued for one to three years if the educator has valid out-of-state credentials and experience.¹
- DOE may issue a **continuing** license valid for five years to an educator who has completed all the requirements for an initial license and has met all mentoring and annual evaluation requirements. It can be extended for an additional five years if the educator completes the previous requirements and completes 90 clock hours of professional development.²
- DOE may issue an **advanced** license valid for five years when issued in conjunction with National Board Certification. It cannot be extended. It can be reissued with a renewed National Board Certification or reduced to a continuing license.³
- DOE may issue an **inactive** license if an educator applies and but is not employed by a LEA. No validity or expiration dates will appear in the Delaware Education Data System (DEEDS).

An educator can hold multiple certificates to certify expertise in various content and professional areas. In Delaware, there are currently three certificate types to teach or provide professional services in 49 different areas:

- DOE may issue a Standard Certificate to certify that an educator has the prescribed knowledge, skill, or education to practice in a particular area, to teach a particular subject, or to teach a category of students. The educator must also hold a valid Initial, Continuing, or Advanced License. Standard Certificates do not expire.
- DOE may issue an Emergency Certificate, upon the request of an employing LEA, to an educator who has obtained employment but lacks the skills and knowledge to immediately meet certification requirements in a content area. The educator must also hold a valid Initial, Continuing, or Advanced License. The emergency certificate is valid

¹ 14 Del. Admin. § 1510 – Issuance of Initial License.

² 14 Del. Admin. § 1511 – Issuance and Renewal of Continuing License.

³ 14 Del. Admin. § 1512 – Issuance and Renewal of Advanced License.

for one school year and can be renewed if progress towards standard certification is made.

- DOE may issue a Certificate of Eligibility (COE) to an educator who is participating in a state-approved alternative route to certification and licensure program for educators of students with disabilities. The educator must also hold a valid Initial, Continuing, or Advanced License. The COE must be requested by the employing LEA. The COE is valid for one year and may be renewed twice at the request of the employing LEA if progress towards standard certification is documented.

Additionally, DOE issues Permits to individuals who have demonstrated qualifications and training in certain specialized roles. Available permit types include: Paraeducator, Adult Education, and Interpreter/Tutor of the Deaf/Hard of Hearing.

Since 2015, individuals seeking certification and licensure as a special education teacher in the State of Delaware must complete a standard or alternative pathway to certification in both a content area and special education. For example, the standard pathway to certification involves obtaining a bachelor's degree in a content area and special education, completing a student teaching program in both general education and special education settings, and passing the Praxis II exam in the content area and in special education. Individuals who have met those requirements can register for DEEDS and apply for a Delaware Initial License and a Standard Certificate in special education.

On June 12, 2025, DOE provided the Delaware Office of Auditor of Accounts (AOA) with additional information regarding the process by which educators are notified that their licenses require renewal. DOE's position is that it is the responsibility of LEAs to hire educators that are properly licensed and certified, and it is the responsibility of educators to maintain the correct licenses and certifications.

Tracking of Delaware educator licensing and certification is managed using the DEEDS system. Through DEEDS, educators and LEA human resources staff are notified via email 180, 90, 60, and 30 days prior to the expiration of a license. These email notifications include a message that action is required to renew the license. DOE advised that some LEA human resources employees requested to not receive these email notifications and were subsequently removed. However, LEA human resources employees do have access to a DEEDS dashboard and a "just-in-time" report that includes license expiration information for each educator.

DOE has implemented changes to its notification system since March 2025. DOE policy is now to send an additional "now-expired" email notification to both educators and LEA human resources staff informing them that the educator's license is expired. DOE has also resumed sending the license renewal email notifications to all LEA human resources staff. According to DOE, these reforms to DEEDS communications are part of a larger set of actions taken since March 2025 to improve licensing and certification compliance.

Scope

AOA considered the licensing and certification of special education educators identified in the April 22, 2025 news article for the 2024-2025 academic school year. This report focused solely on the subset of 62 unlicensed special education educators identified by DOE. In addition to the 2024-2025 school year, AOA's scope also included the teaching history for each of the educator's currently held teaching position for a portion of the inquiry.

Objectives

1. Assess the extent of noncompliance with certification and licensure requirements among educators assigned to special education roles in Delaware public schools.
2. Determine the average duration of certification and licensure lapses, including gaps in special education endorsements, general teaching licenses, and content/grade-level mismatches for the 2024-2025 academic school year.
3. Determine the average duration of certification and licensure lapses, including gaps in special education endorsements, general teaching licenses, and content/grade-level mismatches for the educator's currently assigned position.

Methodology

AOA and DOE began a cooperative inquiry into special education teacher certification, licensure, and compliance with State and Federal law and regulations on June 5, 2025. This inquiry focused on a population of 62 special education teachers identified in a Delaware News Journal Article as having been unlicensed on March 5, 2025. The data evaluation and planning was accomplished through internal meetings within AOA and external meetings between AOA and DOE.

This inquiry employed cross-system data analysis to evaluate educator licensure compliance within Delaware public schools, specifically focusing on a cohort of 62 individuals identified as having special education responsibilities and potential certification lapses. The methodology integrated employment and credentialing data from two primary sources: the Payroll Human Resource Statewide Technology (PHRST) system and the DEEDS. DEEDS provided licensure types, certificate types, and issuance dates. PHRST was used to determine employment status and active-duty timelines.

AOA determined the number of educators in the population of 62 that currently do not have teaching licenses by examining all 62 records in DEEDS. AOA noted the number of educators without a valid teaching license on June 25, 2025. (see Table 2)

AOA determined the number of educators that do not currently have teaching licenses, and are teaching special education classes. AOA identified educators from those identified without a teaching license on June 25, 2025 and noted which of the educators are assigned to teach special education classes. (see Table 2)

AOA reviewed DEEDS for all 62 records and noted which educators did not hold a valid certificate aligned with both the academic subject and grade level for their currently held teaching position for the 2024-2025 academic school year. AOA also noted which educators currently did not hold a valid certificate aligned with both the academic subject and grade level for their currently held teaching position as of June 25, 2025. (see Table 3)

AOA reviewed DEEDS for all 62 records and noted which educators did not hold a valid certificate aligned with the special education requirements for their currently held position for the 2024-2025 academic school year. AOA also noted that there were no educators who did not hold a valid certificate aligned with the special education requirements for their currently held teaching position as of June 25, 2025. (see Table 4)

AOA reviewed PHRST to determine the duration of the currently held position for each of the 62 educators. AOA then cross-referenced PHRST with DEEDS to determine the number of educators who did not hold a valid certificate aligned with both the academic subject and grade level for the entire duration of the currently held teaching position and then calculated the number of calendar days the educator's certification lapsed for the position. (see Table 5)

AOA reviewed PHRST to determine the duration of the currently held position for each of the 62 educators. AOA then cross-referenced PHRST with DEEDS to determine the number of

educators who did not hold a valid certificate aligned with the special education requirements for the duration of the currently held teaching position and then calculated the number of calendar days the educator's certification lapsed for the position. (see Table 6)

Calendar days refer to all consecutive days on the calendar, including weekends, holidays, and school closures. This measurement represents the total uninterrupted span between two dates, regardless of whether instruction was actively taking place. In contrast, instruction days (also known as teaching days) are limited to those days when students are scheduled to be in school and instruction is formally delivered, typically excluding weekends, legal holidays, and designated breaks (e.g., winter recess, spring break, summer vacation). In this report, all durations of certification or licensure gaps are calculated using calendar days, as school-specific instructional calendars were not uniformly available for analysis.

Population

The population selected for this analysis includes 62 educators identified by DOE in response to a media inquiry into educator licensure records. These individuals were flagged based on their inclusion in a published dataset of educators whose teaching licenses were either expired or missing at the time of review. The group was selected for targeted analysis due to indications of potential certification irregularities, particularly in relation to special education assignments. This population does not reflect a random or representative sample of Delaware educators, but rather a defined subset selected for review based on prior identification of licensure concerns.

Table 1 presents Microsoft Excel data received directly from DOE regarding educators who held special education certificates but were employed by school districts or charter schools without valid teaching licenses as of March 5, 2025 (the date of the data presented in the April article). It includes the total number of such educators and the approximate number of calendar days each was employed without proper licensure. The file provided to AOA was created on June 11, 2025 and utilized the Microsoft Excel *TODAY()* function in the calculation of the number of calendar days an educator was working on an expired license. AOA used the “License Expiration Date” column and the file creation date to recreate the duration of expired licenses as of June 11, 2025 in the DOE provided file.

Due to limitations in the historical records available through the DEEDS system, AOA was unable to independently verify all reported licensing gaps. Additionally, efforts by DOE to correct the licensing issue between the publication date of the article (April 22, 2025) and the date of receipt of the data by AOA (June 11, 2025) were not taken into consideration. This table reflects DOE’s data and is presented as received without full validation by AOA.

Table 1					
School District	Educators	License Gap (Days)	Charter or Alternative School	Educators	License Gap (Days)
Appoquinimink School District	13	9,540	Academia Antonia Alonso	3	1,005
Caesar Rodney School District	1	0	DSCYF (NCC Detention Center)	1	131
Cape Henlopen School District	1	284	Early College High School At Delaware State University	1	284
Capital School District	3	792	East Side Charter School	2	781
Christina School District	3	335	First State Military Academy	1	284
Colonial School District	4	385	Great Oaks Charter School	1	254
Indian River School District	6	647	Kuumba Academy Charter School	1	0
Lake Forest School District	2	1,634	MOT Charter School	1	0
Laurel School District	1	193	Odyssey Charter School	1	712
Milford School District	2	1,573	Parkway Academy	1	223
Polytech School District	2	2,684	Providence Creek Academy Charter School	1	497
Red Clay Consolidated School District	6	3,248	Sussex Montessori School	1	0
Seaford School District	2	284			
Woodbridge School District	1	712			
Total:		47 22,311	Total:		15 4,171

- Results:
 - AOA used the “License Expiration Date” column and the file creation date (6/11/2025) to recreate the duration of expired licenses in the DOE provided file.
 - For the population of 62:
 - License gaps ranged from zero (0) to 5,033
 - The average license gap was 420 calendar days
 - The median license gap was 223 calendar days
 - For Appoquinimink:
 - 13 educators were represented in the dataset
 - License gaps ranged from zero (0) to 5,033
 - The average license gap was 733 calendar days
 - The median license gap was 284 calendar days

To assess current compliance with licensure requirements AOA reviewed the DEEDS records of all 62 educators included in the population. The purpose was to determine which individuals did not hold a valid teaching license as of June 25, 2025. AOA further identified, among those without valid licensure, which educators were currently assigned to teach special education classes based on available employment data. The results of this review are summarized in Table 2. Of the nine unlicensed teachers, two are employed by PolyTech as adult education teachers⁴.

Table 2					
School District	Count of Educators	Special Education	Charter or Alternative School	Count of Educators	Special Education
Appoquinimink School District	1		Early College High School At Delaware State University	1	1
Christina School District	1	1	Parkway Academy	1	
Lake Forest School District	1	1			
Milford School District	1				
Polytech School District	2				
Red Clay Consolidated School District	1	1			
Total:	7	3	Total:	2	1

- Results:
 - From the initial population of 62 unlicensed educators, nine educators remained without a valid license as of June 25, 2025.
 - Six school districts employed seven teachers who lacked a valid license as of June 25, 2025.
 - One charter school and one alternative school employed two teachers who lacked a valid license as of June 25, 2025.
 - Four of the educators identified, who lacked a valid license as of June 25, 2025, are also still employed specifically as special education teachers.

⁴ According to DOE policy, adult education teachers need to have either a “permit” to teach adult programs or, hold a current Delaware teaching license and standard certification. It is unknown if these two educators are properly credentialed to teach adult education courses. See Del. Admin. 14 § 284.

Table 3 presents the number of educators from the reviewed population who lacked a valid certificate aligned with both the content area and grade level of their assigned teaching position. This review covers two distinct timeframes: the full 2024–2025 academic year and the status as of June 25, 2025. The purpose is to identify persistent or unresolved credentialing misalignments within active teaching assignments, with particular attention to proper content area and instructional-level authorization.

Table 3					
School District	2025-2025		Charter or Alternative School	2025-2025	
	School Year	June 25, 2025		School Year	June 25, 2025
Caesar Rodney School District	1	1	Academia Antonia Alonso	2	2
Capital School District	2	2	East Side Charter School	1	1
Red Clay Consolidated School District	1	1	Kuumba Academy Charter School	1	1
Seaford School District	1	0	Parkway Academy	1	1
Total:	5	4	Total:	5	5

- Results:
 - Four school districts employed five educators who lacked a valid teaching certificate during the 2024-2025 academic school year.
 - Three school districts employed four educators who lacked a valid teaching certificate as of June 25, 2025.
 - Three charter schools and one alternative school employed five educators who lacked a valid teaching certificate during the 2024-2025 academic school year.
 - Three charter schools and one alternative school employed five educators who lacked a valid teaching certificate as of June 25, 2025.

Table 4 presents the number of educators from the reviewed population who lacked a valid certificate aligned with the special education requirements of their assigned teaching position. This review covers two distinct timeframes: the full 2024–2025 academic year and the status as of June 25, 2025. This table highlights gaps in credential alignment for educators assigned to special education roles, with implications for instructional quality and compliance with federal and state requirements.

Table 4					
School District	2025-2025		Charter or Alternative School	2025-2025	
	School Year	June 25, 2025		School Year	June 25, 2025
Appoquinimink School District	3	0	Kuumba Academy Charter School	1	0
Caesar Rodney School District	1	0	Parkway Academy	1	0
Colonial School District	2	0	Sussex Montessori School	1	0
Indian River School District	1	0			
Total:	7	0	Total:	3	0

- Results:
 - Four school districts employed seven educators who lacked a valid special education teaching certificate during the 2024-2025 academic school year.
 - No school districts employed educators who lacked a valid special education teaching certificate as of June 25, 2025.
 - Two charter schools and one alternative school employed three educators who lacked a valid special education teaching certificate during the 2024-2025 academic school year.
 - No charter or alternative school employed educators who lacked a valid special education teaching certificate as of June 25, 2025.

Table 5 provides a summary of educators whose current teaching assignments are not supported by valid certification in both the academic content area and grade level required for their roles. The table includes the number of calendar days each identified individual remained in their current position without holding the appropriate certificate. This measure reflects continuous misalignment over the duration of their active teaching assignment and does not account for instructional (teaching) days. The table offers insight into the scope and persistence of credentialing gaps specific to assignment validity.

Table 5					
		Calendar			Calendar
School District	Educators	Days	Charter or Alternative School	Educators	Days
Appoquinimink School District	4	6,312	Academia Antonia Alonso	2	529
Caesar Rodney School District	1	170	DSCYF (NCC Detention Center)	1	49
Capital School District	2	2,733	East Side Charter School	1	1,059
Colonial School District	2	271	Kuumba Academy Charter School	1	173
Indian River School District	1	1,269			
Seaford School District	1	280			
	Total:	11	11,035	Total:	5
					1,810

- Results:
 - Six school districts employed 11 educators whose current teaching assignments are not supported by valid certification in both the academic subject area and grade level required for their roles over the duration of their active teaching assignment.
 - The length of certification gaps among school district educators whose current teaching assignments are not supported by valid certification in both the academic subject area and grade level required for their roles spanned 11,035 calendar days.
 - Three charter schools and one alternative school employed educators whose current teaching assignments are not supported by valid certification in both the academic subject area and grade level required for their roles over the duration of their active teaching assignment.
 - The length of certification gaps among charter and alternative school educators whose current teaching assignments are not supported by valid certification in both the academic subject area and grade level required for their roles spanned 1,810 calendar days.

Table 6 presents an overview of educators who, for the entire span of their currently held teaching assignments, did not possess a valid special education certificate aligned with their instructional responsibilities. This includes the number of affected educators, as well as the total number of calendar days each individual remained in their role without the required certification. It is important to note that all durations reflect continuous calendar days, not instructional (teaching) days. This table helps illustrate the length and persistence of certification gaps among educators actively assigned to special education positions.

Table 6					
School District	Educators	Calendar Days	Charter or Alternative School	Educators	Calendar Days
Appoquinimink School District	4	778	DSCYF (NCC Detention Center)	1	49
Caesar Rodney School District	1	146	Kuumba Academy Charter School	1	118
Colonial School District	2	271	Sussex Montessori School	1	121
Indian River School District	1	1,297			
Woodbridge School District	1	23			
Total:		9	2,515	Total:	3
					288

- Results:
 - Five school districts employed nine educators who lacked a valid special education teaching certificate during the entire span of their currently held teaching assignments.
 - The length of certification gaps among school district educators actively assigned to special education positions spanned 2,515 calendar days.
 - Two charter schools and one alternative school employed three educators who lacked a valid special education teaching certificate during the entire span of their currently held teaching assignments.
 - The length of certification gaps among charter school and alternative school educators actively assigned to special education positions spanned 288 calendar days.

Observations

Based on the reviewed population, it is evident that credentialing and assignment alignment practices warrant closer scrutiny. Across multiple dimensions including licensure validity, certification specificity, and assignment appropriateness, there appear to be persistent gaps in oversight, verification timeliness, and systemic record-keeping. While the educators examined represent a targeted sample, the observed patterns underscore broader challenges in ensuring that personnel credentials are consistently monitored, aligned with classroom responsibilities, and maintained in accordance with established policies. These issues highlight the importance of coordinated data systems, proactive compliance checks, and transparent certification processes to uphold instructional standards and student protections.

Limitations of the Data Systems and to this Project

- The DEEDS system does not provide a comprehensive license history, including expirations, renewals, or prior lapses. As a result, this report estimated lapse periods based on known issuance dates and expected license durations.
- PHRST does not include detailed instructional assignments and at times presents conflicting information, limiting the ability to assess whether educators were properly certified for the grade level and subject taught. In such cases, certification-to-assignment alignment was inferred based on position titles and available license data.
- Where assignment detail was unavailable or unclear, it was assumed that any valid certificate held by an educator applied to their current position unless contradictory evidence existed.
- The analysis focused on a specific subset of 62 educators identified following a media investigation into licensure concerns. The findings are not statistically generalizable to the broader population of Delaware educators.
- The analysis did not include paraprofessional certifications due to scope and data constraints.
- Although some educators held special education licenses, PHRST records did not consistently confirm special education assignments. Therefore, not all certificate gaps could be tied definitively to noncompliance in special education roles.
- Timeframes for lapses and noncompliance were calculated using calendar days rather than instructional days. This may overstate actual classroom exposure in some cases. The information analyzed was based solely on records provided by DOE and data systems available to AOA. This data was not independently validated against original source documentation. No fieldwork, including interviews or site visits, was conducted. As such, the accuracy and completeness of source data were accepted as provided or obtained.

Questions Requiring Further Study

This initial analysis was completed as a Special Report with a limited scope. AOA and DOE plan to complete a thorough engagement according to Yellow Book government auditing standards in the future to answer further questions relating to special education teacher licensing and certification.

- Were automated or manual internal controls in place to prevent licensing and certification gaps and if so, what caused the internal controls to fail?
- Is there a systemic lapse in verifying teacher licensing and credentials?
- Are there any measured repercussions for those educators who knowingly fail to renew their licenses and continue to teach public school children?
- What procedures and processes exist at the district/charter level to prevent licensing and certificate lapses?
- What procedures and processes exist at DOE level to prevent licensing and certificate lapses?
- How are these cases being addressed now? Are districts prioritizing compliance in high-need areas?
- Are there policy or staffing challenges that contributed to the reliance on unlicensed special education teachers?
- Given the recent published article, have any changes been made at DOE to improve oversight?
- Does the DOE have a plan to prevent unlicensed teachers from working in public schools in the future?
- Are there new policies being considered at the district/charter level to improve compliance?