

**DELAWARE DEPARTMENT OF EDUCATION
EXCEPTIONAL CHILDREN RESOURCES**

STATE COMPLAINT DECISION

DE SC #22-06

DATE ISSUED: MAY 10, 2022

On March 2, 2022, the Delaware Department of Education (Department) received a due process complaint and a state complaint filed by REDACTED (Parent) on behalf of REDACTED (Student) against the REDACTED (District). The state complaint involved the same or similar factual statements, allegations and issues as was raised in the due process complaint. The complaint alleges the District violated state and federal regulations concerning the provision of a free, appropriate public education (FAPE) to Student under the Individuals with Disabilities Education Act (IDEA).¹

When the Department receives a state complaint that is also the subject of a due process hearing, the Department stays any part of the state complaint that is being addressed in the due process hearing until the conclusion of the hearing. *See*, 14 DE Admin Code § 923.52.4.1. On March 11, 2022, the Parent submitted a written request to the hearing panel asking to withdraw the due process complaint. The stay on the state complaint was lifted on March 11, 2022, and the state complaint investigation was initiated on that date.

The investigation included review and consideration of the records provided by Parent and the District. Interviews were conducted with Parent and District staff. Parent was given the opportunity to provide additional information related to the complaint, and submitted documents, including e-mails among Parent and school staff related to the complaint issues and medical information from the child's medical team. The records were reviewed and considered in the investigation. The complaint has been investigated as required by federal regulations at 34 C.F.R. §§ 300.151 to 300.153 and according to Department regulations at 14 DE Admin Code § 923.51.0 to 53.0.

COMPLAINT ALLEGATIONS

The Complaint alleges the Student was the subject of bullying experiences by other students and teachers resulting in violations of Part B of the IDEA. The Parent has requested: 1) the District provide a public apology acknowledging the District's negligence in response to reports of bullying and assault; 2) a no contact order against a student who assaulted the Student; 3) a

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

safety plan for the Student; and 4) a paraprofessional assigned to the Student throughout the day to assist and provide protection².

On May 2, 2022 and May 3, 2022, Parent shared with the Investigator emails alleging the following, which have been incorporated and addressed in this decision:

- School Principal is not performing Principal's role effectively in quelling bullying and not appropriately following-up with bullying reporting.
- According to Parent report, Assistant Superintendent said that it is the students' responsibility in the school to intervene in bullying situations, not the teachers.
- A series of bullying incidents reported by Parent and investigated by Principal were found to be not substantiated. Parent suggests these were inadequately investigated by the Principal.

Parent's email also detailed a number of allegations outside the purview of this investigation, and as such they will not be addressed.³

FINDINGS OF FACT

² The Department does not have the authority to make a District provide a public apology or provide a no contact order. The Department also does not have the authority to make decisions for an IEP team such as mandating the development of a safety plan or assigning a paraprofessional to a student. However, the Department can require a District to hold an IEP team meeting in order to review available data and information, consider the requests, and make a decision. In this case, the District has developed a safety plan and has utilized the classroom paraprofessional to work with Student when needed.

³ The additional allegations are as follows:

- DDOE has not responded to Parent's requests for follow-up concerning the reported bullying incidents.
- District has not covered the medical expenses incurred as a result of the physical assault that occurred and has not adequately followed-up with Parent requests on this issue.
- Teacher hit Student on the head with a ruler and this was not reported in the proper manner. Teacher had no repercussions from the incident.
- Teacher yelled at Student inappropriately during a class activity and the Teacher received no repercussions.
- Teacher posted an emoji on a Facebook page that poked fun at Student's incidents.
- Children that bullied Student, in two substantiated situations, received inadequate repercussions.
- Parent has not received a copy of the teacher employee handbook for the School.
- Parent Information Center, Inc. (PIC) provided Parent with inadequate and faulty advice around Parent's due process complaint.

1. Student is a REDACTED year-old REDACTED student in the REDACTED grade at REDACTED School (School) who receives special education services as a student with an educational classification of Learning Disability.
2. Student began attending School at the beginning of the 2021-2022 school year.
3. Student had an Individual Education Plan (IEP) currently dated April 29, 2021 through April 28, 2022. An IEP meeting was scheduled for April 26, 2022 to update the Student's IEP.
4. The IEP indicates Student receives instruction in the Least Restrictive Environment within the regular education setting.
5. Student's IEP contains goals that target the academic content areas of English language arts (reading fluency, reading comprehension, written expression), and math (multi-step problem solving).
6. Student's IEP contains a list of accommodations, modifications and supports to be implemented within these two content areas.
7. Student's IEP includes a combination of whole group and small group instruction for the two content areas of English language arts and math. Student's IEP requires:
 - Fluency: whole group and small group instruction 2 times per week for 15 minutes per session in the general education setting
 - Comprehension: whole group and small group instruction 2 times per week for 15 minutes per session in the general education setting
 - Written Expression: whole group and small group instruction 2 times per week for 15 minutes per session in the general education setting
 - Math: whole group and small group instruction 3 times per week for 15 minutes per session in the general education setting
8. Prior to this current school year, Student was enrolled in REDACTED grade at a different school. Student's grades were reported to be average. Parent reported no incidents of bullying at the previous school.
9. Student's current teachers reported Student to be successful in core coursework, including English language arts and math.

10. Student’s grades for the first and second marking periods for the 2022 school year are as follows:

Course	MP 1 Grade	MP 2 Grade
Social Studies	REDACTED	REDACTED
Agriculture Science:		REDACTED – Final Grade
Science	REDACTED	REDACTED
Language Arts	REDACTED	REDACTED
Mathematics	REDACTED	REDACTED
Health		REDACTED
Family and Consumer Science	REDACTED	
Physical Education	REDACTED	

Bullying

11. The state complaint alleges, five bullying incidents in which Student was bullied by other students or school faculty including:

- September 29, 2021: Assault on school bus by a group of students
- October 21, 2021: Assault on school bus by another student
- January 10, 2022: Physical assault by another student in physical education activity in gym
- February 14, 2022: Struck by a teacher with a ruler
- February 16, 2022: Teacher made a derogatory statement against Student and bullied Student

12. The principal (Principal) provided a list of 9 school investigations involving Student. Two of the nine investigations resulted in bullying being substantiated. The table below details the incidents and outcomes.

Date	Description	Outcome
September 27, 2021	Incident on school bus. Investigation concluded a number of students were involved in the incident including the Student. All students were reported to be physical with one another.	Bullying not substantiated
October 20, 2021	Incident on school bus. Investigation concluded there was a mutual conflict between the Student and others on the bus.	Bullying not substantiated
January 10, 2022	Student was assaulted in gym class.	Police report on file
January 25, 2022	Report that Student was kicked in class by another student.	Bullying not substantiated
February 2, 2022	Student reported being called a “snitch” by another student.	Bullying substantiated

February 23, 2022	Report of other students bullying Student. Student reported to Principal no bullying occurred	Bullying not substantiated
February 24, 2022	Report of staff putting laughing emoji on Facebook post.	Personnel investigation
March 1, 2022	Report of another student yelling in Student's ear, kicking Student's chair, and putting tape on Student's hoodie.	Bullying substantiated
March 14, 2022	Report to Ombudsperson. Student said threats were made by another student against the Student.	Bullying not substantiated

13. There is a discrepancy between the events reported by Parent and those recorded above by the School. The two incidents involving teachers were not recorded as bullying by the School.
14. The Principal reported that the February 2, 2022 and March 1, 2022 incidents were substantiated as bullying. The January 10, 2022 assault was documented by the local police. The remaining 6 incidents were investigated by the Principal and not substantiated as bullying.
15. The Principal reported that in response to the substantiated incident that occurred on February 2, 2022, all parents were notified, and letters were sent home. Seating changes and schedule changes were made so the bully was not in the presence of Student in classrooms. Restorative Circle was offered and the Student declined to participate.
16. The Principal reported that in response to the substantiated incident that occurred on March 1, 2022, all parents were notified, and letters were sent home. The bully was identified as having prior incidents and arrangements were made to ensure both students remained apart.
17. The Student was provided with counseling by school counselor following both the February 2, 2022 and March 1, 2022 incidents.
18. Following 14 Delaware Code § 4112(D), the bullying incidents were reported to the state. The incidents were also recorded in the state's eSchoolPlus online database. eSchoolPlus is the state's data base of school records. The records were made available by the District and reviewed by the investigator.
19. Student's teachers indicated that many of the situations Student reported to Parent as bullying incidents they would not have characterized as bullying behavior. The teachers reported that at times the Student was a contributor to the interactions later reported as bullying. Student's teachers, counselor, and school psychologist indicated that these incidents were typical two-way interactions between the Student and peers.
20. Teachers report Student to be happy in school and well-adjusted. Student has friends. Student interacts positively in class, in the hallway, during non-academic class time, and interacts with friends throughout the school day.

21. When asked if the Student reported the bullying incidents while at school, both the teachers and school building administration indicated the bullying was largely reported by the Parent, not the Student.
22. School records reflect Student reported the incident that occurred on February 23, 2022. An investigation of the incident did not result in substantiated bullying.
23. The Principal indicated the bullying was at times reported by the Parent via email and at other times it came through a secondary conduit through an Ombudsperson report. 14 Delaware Code § 4112(D) establishes a mechanism for individuals to report bullying incidents through the Delaware Department of Justice School Ombudsman program.
24. In each case in which the Ombudsperson reported the incident to the School, there is a note recorded on the Ombudsperson report acknowledging receipt of the report and the report date.
25. In following 14 Delaware Code § 4112(D), the Principal reported the School has a bullying prevention and intervention program in place. The Principal indicated the School uses a positive behavioral support program in the school building.
26. The Principal reported in situations involving bullying, the intervention steps implemented by the School include: counseling the “bullying student” and the student being bullied; seating change within classroom and other settings in the school building; making a class schedule change to separate students; and restorative circle interventions. The Principal reported that the steps taken by the school are dependent on the severity of the incident.

Physical Assault Incident

27. On January 10, 2022, Student was involved in an altercation with another student during a physical education activity in the gym.
28. The incident was recorded on videotape by the school security system.
29. The altercation involved another student’s aggressive physical response against the Student as a result of the Student hitting the other student with a ball during a game of dodge ball.
30. The altercation occurred in a large gymnasium and the teachers were at one end of the room while the dodge ball actions had moved "down court." When the other student began punching the Student, the surrounding students immediately came to the Student's defense and attempted to break-up the situation - several times within a short period. During this time, the adults in the room moved toward the altercation and subsequently intervened. School’s bullying prevention program includes a number of expectations of the students in the building to assist and protect their peers when bullying occurs or attempts to bully. In this situation, the students did intervene quickly as they were: 1) the closest individuals that could; 2) they immediately came to their peer's defense; and 3) they held up to their school's prevention/intervention practices.

31. It appeared from videotape that the incident was an isolated event instigated by a game of dodge ball and a student displaying extremely inappropriate aggressive and violent behavior against the Student.
32. After an investigation conducted by the School, it was concluded that the altercation on January 10th was not the result of bullying. However, the incident did result in a police report being filed and the other student's behavior was addressed through the legal system.
33. The Parent had explored a no-contact order for the accused student. However, the school indicated that was not possible to implement such an order due to both student's attending school in the same building.
34. The assault resulted in injuries to the Student requiring medical attention and subsequent follow-up medical intervention.
35. The Parent sent the Student to school the day following the assault over concern about Student missing instruction.
36. On January 18, 2022 the Student was diagnosed by a physician as having a concussion and a resulting mild traumatic brain injury as a result of the physical assault.
37. The physician's office, taking into account the mTBI diagnosis, provided a set of recommendations for supporting the Student's attendance at school.
38. On January 20, 2022, the District held an IEP meeting for the Student, with the Parent present, to revise the Student's IEP due to Student's diagnosis of mild traumatic brain injury (mTBI).
39. The revised IEP included the following supports, modifications, and accommodations:
 - Student attends school for half-days, arriving for 4th period class and leaving after 7th period
 - Student attend all four core content classes each day
 - No participation in physical education until cleared by doctor
 - Student provided with rest breaks as needed
 - Student provided with a break card
 - Assignments modified in length
 - Grading on Student's understanding of standards and not on quantity of work completed
 - Student not provided with tests/quizzes until able to tolerate full day or feeling well enough to resume quizzes and tests
 - Student provided with list of missed assignments with specific due dates
 - Make-up work will be medically excused or reduced by 50%
 - Preferential seating to reduce distractions
 - Reduce smartboard/computer/tablet use
 - Print out notes to reduce need to use technology

40. Teachers indicated that the Student's attendance has not been negatively impacted by Student's mTBI diagnosis. Attendance records provided by the District and reviewed by the investigator confirm this information.
41. The English language arts teachers report when the Student is tired, Student will put Student's head down on the desk. Teachers report when this occurs, Student is offered the opportunity to go to the nurse and Student often declines. The teachers report Student typically rests for a few minutes and returns to class and participates.
42. The math teachers indicated that the Student will periodically report having a headache and request to go to the nurse for medication. Teachers reported Student returns within five to ten minutes from the nurse's office and re-engages in class work.
43. The math teachers report keeping data of the number of times the Student requests to leave class and the time away from instruction when Student requests to go to the nurse for headaches. They keep track of the time Student misses and use their in-class paraprofessional to work one-on-one with the Student to make-up the work Student may have missed during Student's time outside classroom.
44. The math teachers report that math is the Student's last class each day and Student is sometimes tired by the time Student comes to class. There was a suggestion from the teacher Student's being tired may be contributing to headaches. The math teachers also noted that the Student periodically reports having a headache when confronted with math problems Student finds challenging. In these situations, the math teachers report using the paraprofessional for work either one-on-one or in a small group with the Student to assist in working through the problems.
45. On February 22, 2022, the Parent, Student, and family members met with the Principal and Assistant Superintendent to discuss the physical assault and other matters of concern the Parent had regarding the Student. Parent recorded the meeting on audio tape. The investigator reviewed the audio tape.
 - a. The Parent and District staff talked through each incident. The Parent had opportunities to question the District's response to the incidents.
 - b. During the meeting, Parent asked the Student if Student felt unsafe or anxious when at school. Student reported feeling safe and was not feeling anxious when Student entered school.
 - c. There was discussion regarding how the Student was functioning in the classroom following the physical assault. The Student reported loud noises were impacting Student in the classroom and may be resulting in headaches. The Student also reported finding computer work difficult and requested work be provided using paper for classroom and homework.
 - d. The Parent inquired about homebound instruction. The District indicated that homebound instruction can be provided if there are medical conditions that require that

placement. The Parent asked the Student if Student would like to receive instruction at home and the Student responded no.

- e. The Parent inquired about the Student transferring to a different school. The District indicated the Student could transfer to a school within the Student's normal feeder pattern (School 2) that would include transportation. While considering transferring the Student to a different school within the District, the District determined that the Student's current School was not within the normal feeder pattern due to the Parent reporting an alternate residential address. During the meeting, the Parent asked the Student if the Student would like to transfer now and the Student responded the preference would be to transfer at the beginning of the next school year.
46. On March 11, 2022, Parent made a written request for an Independent Education Evaluation to the District. On March 15, 2022, District responded via email stating, "Under Delaware law, you have a right to an IEE if you disagree with an evaluation obtained by the public agency. 14 Del. C. 926(2.4). In this case you have not disagreed with such an evaluation. Moreover, REDACTED physician recommended not completing assessments while REDACTED is being treated for a concussion. That is the reason you agreed to do a record review in lieu of a full triennial evaluation and we are in the process of conducting that review at Present."⁴
 47. On March 15, 2002, the Parent re-initiated an inquiry about possibly transferring the Student to a different district school (School 3) beginning the next school year.
 48. Following this inquiry from the Parent and while investigating the possibility of a transfer, the District discovered the Student was not attending the school the Student should have been attending given Student's home residence feeder pattern. Parent had provided an alternate address of a relative that resulted in the Student attending a School different than Student's assigned feeder pattern school building (School 2). The District agreed to transfer the Student to the assigned feeder pattern school (School 2); however, the Parent requested a third alternate school (School 3).
 49. On March, 25, 2022, Principal sent email to the Parent indicating the Student would be able to start attending School 3 beginning on March 29, 2022 after the Parent initiated the withdrawal process. School 3 remains out of the typical feeder pattern for the school building the Student would have attended given the family's legal residence.
 50. Parent reported that initially Parent requested Student be transferred to School 3 starting with the 2022-2023 school year. Later, Parent indicated wanting to initiate the transfer earlier with an expectation that a different school experience may be better for the Student.
 51. Parent reported that one expectation for the transfer was for the District to develop a Safety Plan and a separate Health Plan for the Student before starting at School 3.

⁴ This allegation by the Parent will not be addressed in this complaint as the District is in the process of conducting a reevaluation and the allegation is not yet ripe. However, should the Parent have concerns and disagree with the re-evaluation, the Parent then has a right to request an IEE, as well as employ other procedural safeguards as needed.

52. Due to mixed communication concerning the necessity for the Parent to complete withdrawal forms, there was a delay in the Student starting at School 3. The new start date for the transfer was scheduled for April 4, 2022.
53. On April 1, 2022, Parent informed the District a decision was made to keep the Student home until completion of the follow-up appointment for a pediatric neurological consult scheduled for April 6, 2022.
54. On April 6, 2022, Student had an appointment with the neurologist. The medical team recommended the Student return to school and to continue to use the modified schedule. A follow-up visit was scheduled for May, 2022.
55. On April 7, 2022, Student began attending School 3.
56. On April 10, 2022, the District shared a copy of the Safety and Health plans that were developed. They were provided to the Parent and were accepted for implementation by the District and the Parent.
57. On April 18, 2022 a follow-up interview was completed with the Parent. The Parent reported the transfer to School 3 had gone smoothly. Parent reported the Student has adjusted well to the new school and instruction has been implemented, along with the Safety and Health plans.
58. The Parent indicated in an interview with the investigator on April 18, 2022, concern with the adapted school schedule and modifications in academic expectations. Parent questioned, "Is REDACTED writing in full paragraphs or are the expectations for only a few sentences." The Parent expressed concern will child be ready for demands of REDACTED grade in the Fall. Parent reports the Student is completing schoolwork both on paper and using the computer.
59. The Student's annual IEP was updated on April 26, 2022. The IEP contained an updated goal addressing writing and the parent agreed to the goal and progress markers set in the IEP. The IEP also included a self-advocacy goal which incorporates what is in the Safety Plan; and a listing of the medical/health accommodations that are included in the Health Plan.
60. The Student is scheduled for a re-evaluation to be completed by May 31, 2022. Based on the adapted instructional expectations recommended by the Student's physician that includes no tests or quizzes, the re-evaluation has been planned to be a record review of grades, classroom data, review of previous evaluations/IEP, classroom observation, review of any relevant medical records, nurse reports, and teacher and parent input.
61. The school psychologist indicated that updated cognitive and achievement testing will be initiated once the Student has been cleared for this level of assessment by Student's medical team.
62. The Parent has indicated agreement with these re-evaluation and assessment plans.

CONCLUSIONS

A. District did not violate Part B of the IDEA

The IDEA and implementing state and federal regulations require school districts to provide a free appropriate public education (FAPE) to students with disabilities. See, 20 U.S.C. § 1401(9); 34 C.F.R. § 300.101(a); 14 DE Admin Code § 923.1.2.

“...FAPE is special education that is specialty designed instruction, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions, and related services, as defined by Department rules and regulations approved by the State Board of Education, and as may be required to assist a child with a disability to benefit from an education that:

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

See, 14 Del. C. § 3101(5).

“Bullying of a student with a disability that results in the student not receiving meaningful educational benefit constitutes a denial of a free appropriate public education (FAPE) under the IDEA that must be remedied.” U.S. Dep't of Educ., Office of Special Education and Rehabilitative Services, *Dear Colleague: Bullying of Students with Disabilities* 1 (Aug. 20, 2013) The key determination that must be made is whether the bullying resulted in the student not receiving a meaningful educational benefit.

The IDEA also requires States to provide parents with the “opportunity to participate in the decision making process regarding the provision of a [FAPE] to the parents' child.” 20 U.S.C. § 1415(f)(3)(E)(ii). Failure to provide parents with the opportunity to participate in the decision-making process regarding the provision of FAPE to their child is a procedural violation of the IDEA. “[A] procedural violation of the IDEA is not a per se denial of a FAPE; rather, a school district's failure to comply with the procedural requirements of the Act will constitute a denial of a FAPE only if such violation causes substantive harm to the child or his parents.” *C.H. v. Cape Henlopen Sch. Dist.*, 606 F.3d 59, 66–67 (3d Cir. 2010) (internal citations omitted). Substantive harm may be found where a procedural violation “results in a loss of educational opportunity for the student, seriously deprives parents of their participation rights, or causes a deprivation of educational benefits.” *D.K. v. Abington Sch. Dist.*, 696 F.3d 233, 249 (3d Cir. 2012) (internal

citations omitted). A school's failure to discuss bullying with parents despite their reasonable concerns, may result in a failure to allow meaningful parental participation. *See, T.K. v. New York City Dep't of Educ.*, 810 F.3d 869, 874 (2d Cir. 2016) (The 2nd Circuit Court of Appeals held that the LEA denied plaintiff a FAPE by refusing to discuss an issue that the LEA acknowledged may substantially interfere with a child's learning opportunities.) Nine bullying incidents were reported and investigated by the District administration. Six incidents did not result in any substantiation of bullying. Two incidents were substantiated as bullying. The District, as required by 14 Del. C. §4112D(2), has a bullying and prevention program in place and followed the requirements as outlined in the regulation by notifying the parents, implementing follow-up steps to each incident, and reporting the incident to the Delaware Department of Education. The District offered the Student counseling following each incident.

Student's core academic teachers report Student has been successful in Student's coursework and there has been no impact on Student's academic progress as a result of the reported incidents. The Student's grades have remained constant across the school year. Parent has not seen any impact on the Student's academic performance either.

One incident, arising from a physical education activity, was reported and recorded as a physical assault. The physical assault was investigated by the District and local town police. The assault was determined to be an isolated incident as a result of an escalation of aggressive behavior during the activity. The offending student was disciplined for the actions.

The Student immediately returned to school the day following the assault in physical education class. Student was subsequently medically diagnosed with a mTBI as a result of the incident.

Two days after the Student's diagnosis, the IEP team met and completed a Prior Written Notice notifying the Parent of a proposed intent to revise the Student's current IEP based on recommendations from the Student's medical team. The Parent participated in the IEP meeting. The revisions to the Student's IEP included a modified school schedule to ensure the Student is attending Student's four core academic courses: English language arts, mathematics, science and social studies. The Student is excluded from art due to the alternate schedule. The Student is excluded from physical education due to the medical recommendation for no physical activity at this time as a result of the mTBI.

There is evidence of multiple communications between the Parent and the District concerning the Parent's concerns. Parent alleged that Assistant Superintendent said that it was the responsibility of students to intervene in bullying situations and not teachers. This is a misunderstanding of the School's bullying prevention program which includes a number of expectations of the students in the building to assist and protect their peers when bullying occurs or attempts to bully. Teachers are not relieved of their responsibilities towards students, instead other students are the first line of defense.

The Student transferred to a different school (School 3) in April. The school is one requested by the Parent. The District and the Parent report the transfer has been successful and the Student is functioning appropriately in the new school setting.

The Parent requested that a Safety Plan and a Health Plan has been developed for the Student. The District developed both plans in early April. The Safety Plan implements procedures for the Student to use when facing perceived bullying. The Health Plan implements procedures for the Student to use when experiencing any interfering symptoms from the mTBI. The plans were implemented beginning with the Student's attendance at School 3 beginning on April 7, 2022. **Based on the investigation completed including interviews with the Parent and District staff, along with the review of documents provided, it is the conclusion from this investigation that: 1) the Student continued to receive meaningful educational benefit from Student's attendance in school; and 2) the Parent had an opportunity to participate in the decision-making process regarding the provision of FAPE; thus, there was no violation of Part B of IDEA.**

CORRECTIVE ACTION

The Department is required to ensure that corrective actions are taken when violations of the requirements are identified through the complaint investigation process. In this case, no violations of Part B of the IDEA and implementing state or federal regulations were identified. Therefore, no further action by the Department shall be taken.

By: REDACTED

Assigned Investigator