

TO: [REDACTED] Special Education Director
Park County School District #16

FROM: Margee Robertson, Director of Special Education Programs

SUBJECT: Special Education Results Driven Accountability Monitoring

REVIEW DATE: April 20 - 23, 2020

REPORT DATE: June 1, 2020

Introduction

The Individuals with Disabilities Education Act (IDEA) Part B Regulations include the following provision: *The State must monitor the implementation of this part, enforce this part in accordance with §300.604(a)(JJ and (a)(3), (b)(2)(1) and (b)(2)(v), and (c)(2), and annually report on performance under this part. The primary focus of the State's monitoring activities must be on: (1) improving educational results and functional outcomes for all children with disabilities; and (2) ensuring that public agencies meet the program requirements under Part B of the Act, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities* [C.F.R. §300.600]. In accordance with these regulations, the ultimate goal of the Wyoming Department of Education's (WDE) monitoring process is to promote systems change which will positively influence educational results and functional outcomes for students with disabilities.

District Selection

During the 2018-19 year, Park County School District #16 (PCSD #16) was selected for Results-Driven Accountability (RDA) monitoring.

In collaboration with PCSD #16, the WDE conducted a data drill down to determine monitoring areas. The following areas of need were identified:

- a. Least restrictive environment (LRE)
- b. Extended School Year (ESY)
- c. Evaluation and Eligibility
- d. Free Appropriate Public Education (FAPE)

Due to the small number of students in the district, it was determined all current student files would be reviewed. The original monitoring sample consisted of a total of 12 students. One student was removed from the sample because the student had returned to the regular program. Four of the student files were found to have no areas of noncompliance identified.

Listed below are the results of the file reviews and staff interview. They are provided in three categories: commendations, findings of noncompliance - individual and systemic, and program recommendations.

- **Commendations** - The WDE would like to acknowledge the thoroughness of the comprehensive evaluations that have been completed.
- **Findings of Noncompliance**

<p>Individual Noncompliance</p>	<p>There was one individual finding as a result of the file review and staff interview. Student (WISER ID [REDACTED]) was served for a time on an IEP in a homeschool setting. During the time of review, the file was compliant, however, for a period the student was in a homeschool setting. A homeschool setting does not meet the federal requirements of FAPE and the student should have been moved to an Individual Service Plan.</p>
<p>Area 1: IEP Goals Citation: §300.320</p>	<p>The file reviews indicated concerns with annual goals.</p> <p>First, in some instances, there was not a significant change in the goal from year to year. In several cases, the student had articulation concerns and was getting for return to the regular program. PCSD#16 is reminded that if a student does not require specially designed instruction to address an educational need, the student should be evaluated for ongoing eligibility for special education services. If a student does not have identified educational needs the student may no longer qualify for special education services.</p> <p>Second, many goals were written that were not measurable and did not address grade-level standards. The exception to this was students who were receiving literacy instruction. The special education teacher is trained in the Orton Gillingham method for reading instruction. His level of understanding for gathering baseline data and instructional methods guided him in the writing of those goals. The same level of data gathering to determine baselines and setting targets based</p>

	upon the standards established should be used for all student goals.
Area 2: §300.34 Related services	<p>Two student files had concerns regarding related services. One student had a counseling goal, but counseling was not listed as a related service. If the goal was not going to be provided by someone with counseling certification, then it should not be listed as a counseling goal.</p> <p>Another student has audiology as a related service, but the IEP does not indicate why the student is receiving this service since the student's file does not indicate a hearing loss. The IEP should indicate how each related service is supporting the specially designed instruction.</p>
Area 3: §300.42 Supplementary aids and services	One file did not accurately reflect the supplementary aids and services the student was receiving. Para support was provided to the student, but it was not listed in the IEP. Another student needed accommodations for vision, but the IEP did not provide for those accommodations.

- **Program Recommendations (optional action steps based on WDE observations)**

The WDE recommends that PCSD#16 develop practices to ensure that transition activities are individualized to the student. Most of the transition activities reviewed were activities all students participated in. IEP teams should design activities that would meet the individual student's needs and interests. The same is true when developing courses of study. WDE will be providing transition planning training for the state and will share that information when it becomes available.

The WDE also recommends that PCSD#16 receives additional training pertaining to the WY-ALT Participation document and the Wyoming Content and Performance Extended Standards. The district has one or more students who could potentially benefit from the use of the extended standards and possible WY-ALT testing. During discussions with the special education director, he indicated that he had limited knowledge of these processes and would appreciate having the opportunity to gain more knowledge in this area.

If you have any questions concerning this report, please contact Sheila Thomalla at sheila.thomalla2@wyo.gov .

Sincerely,

A handwritten signature in blue ink that reads "Margee Robertson". The signature is fluid and cursive, with the first name "Margee" being larger and more prominent than the last name "Robertson".

Margee Robertson
State Director of Special Education
Division of Special Education Programs
Wyoming Department of Education

cc: [REDACTED], Superintendent
Shelley Hamel, WDE Chief Academic Officer

MR/st