

PART B STATE PERFORMANCE PLAN (SPP)
for
THE REPUBLIC OF PALAU
Special Education Program
(February 1, 2007 Revision)

For the period of
Federal Fiscal Years (FFY) 2005-2010

Submitted by
REPUBLIC OF PALAU
Ministry of Education
Special Education Program

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Overview of Palau's State Performance Plan Development

Palau's Public Education System - Background

The Republic of Palau is a small island nation of under 20,000 citizens, located in the Western Pacific region of Micronesia. A former Trust Territory of the United States, Palau attained independent status from the U.S. as a freely associated state (FAS) in 1994. Following a three-year phase out, Federal support for special education through IDEA Part B formula funds, 619 preschool funds, and Part C early childhood funds ended in 1997. Since 1997 special education services in Palau have been funded through a series of three grants under the Special Education Program for Pacific Entities (SEPPIE) program. Beginning in July 2005 funding at a fixed annual rate has been returned to Part B formula funding.

Palau's Special Education Program is located within the Ministry of Education under the Director of Education who is under the Minister of Education of the Republic of Palau. The Ministry of Education, including its Special Education Program, is a unitary agency functioning as a State Education Agency (SEA) and Local Education Agency (LEA) combined. It supports all special education services in Palau, both directly (public schools) and indirectly (private schools).

Organization and Structure of the Special Education Program

Special Education services are administered by a Coordinator and four Consulting Resource Teachers (CRTs) located in a central office complex along with Early Childhood staff, and various other administrative and support staff.

Technical assistance and support to Palau's elementary schools is organized into three regions with an itinerant CRT from the central office assigned to each. CRTs oversee special education services in their region schools, coordinate eligibility determinations, IEP meetings, and re-evaluations and provide training and support to both general and special education staff. A fourth CRT is assigned to Palau's only public high school and has similar responsibilities.

Although Palau receives no Part C or 619 funds, it does operate an Early Childhood program that serves children with disabilities birth to five. Services for pre-school children

(3-5) are provided primarily in Head Start schools, through an interagency agreement, with support from special education.

State Performance Plan DevelopmentFebruary 1, 2007 Revision to the SPP

With technical assistance from the University of Oregon Technical Assistance and Consulting Services (TACS), the Western Regional Resource Center (WRRC) and OSEP staff, Palau began its revisions to this SPP, along with development of its 2005 APR, at a planning meeting held in conjunction with the National Accountability Conference in Denver in September, 2006. At this meeting a plan for completion of revisions to the SPP and development of the 2005 APR was laid out, along with a draft timeline for completion of these revisions, and the APR, by February 1, 2007.

During the first two weeks in October 2006 a consultant from TACS/WRRC was onsite in Palau and held several meetings with staff and stakeholders to begin the process of revising the SPP and developing the APR. Work teams for the various indicators were formed and work began on revisions. During the second week in October, Ms. Debra Jennings from OSEP visited Palau to conduct a Verification Visit and during this visit met with each of the work teams to review Palau's progress with improvement activities identified in the 2005 SPP and to discuss possible revisions and additions to the Plan. Additional technical assistance was provided by Ms. Jennings through a series of follow-up phone conferences in November and December following the verification visit.

From November 2006 through January 2007, with support from our TACS consultant, SPP/APR work teams continued their work on both documents. On January 30, 2007, our newly appointed Special Education Advisory Committee, reviewed drafts of both the SPP and the APR, targets and activities were approved, and suggested changes were completed. Both reports were submitted to OSEP on February 1, 2007.

Public Dissemination and Reporting

As with the last SPP, Palau will provide copies to Special Education Advisory Committee members, public school principals, and hard copies will be made available at various public sites throughout Palau. The revised SPP will be posted on the Palau Ministry of Education Web site for public viewing. Presentations about the SPP will be made at school building

meetings by the Consulting Resource Teacher (CRTs). The Special Education Coordinator will report annually to the SEAC and to the public on the progress in meeting Palau's measurable and rigorous targets as specified in this document and in Palau's annual performance reports (APR). The 2005 APR will also be posted to the Ministry of Education website for public review, along with the revised SPP.

December 1, 2005 SPP Submission

With technical assistance from the University of Oregon, the University of Guam, NECTAC and OSEP staff, Palau began the SPP development process by organizing a steering committee of staff, parents, consumers and representatives from other agencies to develop the plan.

Initially, a team consisting of the special education coordinator, 3 CRTs, a high school teacher, early childhood staff, a parent and the special education data manager attended the OSEP Summer Institute in August in Washington, DC, and a Pacific Region SPP training the following week in Eugene, OR sponsored by the WRRRC, NECTAC and OSEP. At this second meeting working teams were formed and leads assigned to work on selected SPP indicators. A timeline was also developed for completing the project.

Upon return to Palau a series of steering committee meetings were conducted (9/8, 9/22, 10/21, 10/22), with onsite TA from TACS/WRRRC at the two October meetings. In between these meetings work teams continued their work on their assigned indicators. Data managers from the Ministry of Education and the Special Education Office provided FFY2004-2005 data directly to the teams for their compilation and consideration when setting targets.

For two weeks in October, staff and stakeholders worked intensely with TACS/WRRRC consultants onsite in Palau. The October 22 meeting involved a presentation of the work to date to the Special Education Advisory Committee and collection of additional input on SPP targets. Staff from the University of Oregon TACS, then pulled together a working draft of the entire document that was again reviewed by the steering committee. From this process a final document was developed and sent to OSEP by the deadline date of December 2, 2005.

Public Dissemination and Reporting

Palau will provide copies of the SPP to Special Education Advisory Committee members, public school principals, and hard copies will be made available at various public sites

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State

throughout Palau. The SPP will be posted on the Palau Ministry of Education Web site for public viewing. Presentations about the SPP will be made at school building meetings by the CRTs. The Special Education Coordinator will report annually to the SEAC and to the public on the progress in meeting Palau's measurable and rigorous targets as specified in this document and in future annual performance reports.

Part B State Performance Plan (SPP) for 2005-2010**Monitoring Priority: FAPE in the LRE**

Indicator 1: Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth.

Explain calculation

Overview of Issue/Description of System or Process:

Students in Palau need to complete 25 credits in regular education to receive a regular Diploma. Students with an IEP must meet the same requirements in order to receive the same Diploma. Students can also receive an Individualized Education Diploma if they complete 25 credits and complete the requirements of their IEP. Currently, the data reflects that all students with IEPs (receiving either diploma) are counted as graduating with a regular diploma.

Over the period of several years when this cohort system was put into place, some federally funded programs were targeted for Palau High School. The purpose of these programs was to increase the graduation as well as decrease the dropout rate. The programs are 1) Mentoring Program, 2) 21st Century, and 3) Talent Search (a Palau Community College program).

1) The Mentoring Program serves students at risk of dropping out. Teachers are required to submit weekly monitoring of student grades to the school counselors for review. Names of those at risk are then submitted to the Mentoring teachers to teach the students until they pass the course.

2) 21st Century tutoring program helps students with their assignments only.

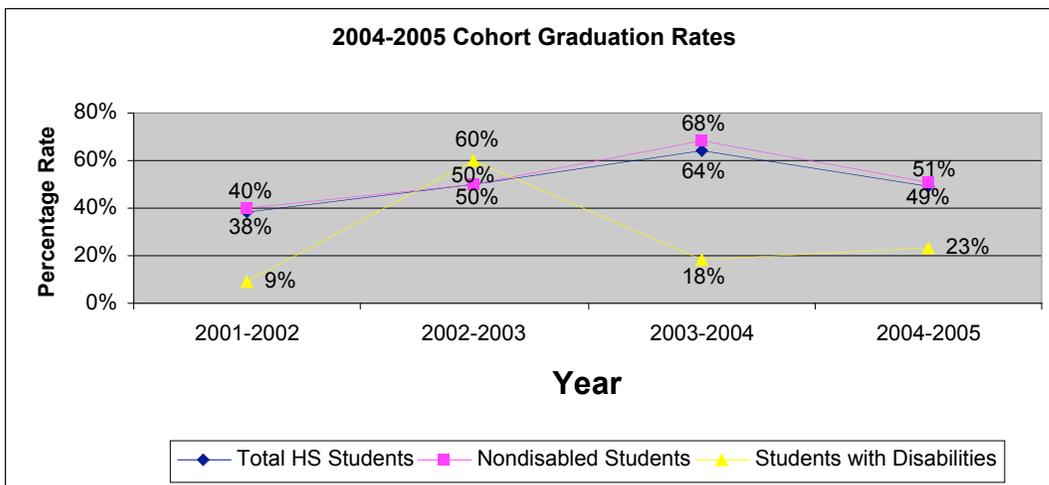
3) The Talent Search program serves students of low-income families from elementary to high school level. The main objective is to help encourage students not to drop out of school. Program provides tutoring, counseling (for parents and students), and prepares students for postsecondary education.

The first two programs above phased out at the end of last school year 2004-2005; however, the Mentoring Program continues. A new 'GEAR UP' program, which is federally funded, is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. It will focus on improving academic achievements, increasing high school graduation rate, post secondary enrollment, and increasing students and parents' knowledge of postsecondary education options, preparation, and financing for 7th to 12th graders. The Special Education Program will collaborate with Ministry of Education and the high school to ensure that special education students benefit from this new program.

Baseline Data for FFY 2004 (2004-2005)

Table FAPE1: Graduation Rate over the past four years.

DISCRIPTION	2001-2002 (Cohort 1998)	2002-2003 (Cohort 1999)	2003-2004 (Cohort 2000)	2004-2005 (Cohort 2001)
Total High School graduation rate for all youth	38% (102)	50%(118)	64% (146)	49% (141/285)
Students without a disability	40%(101)	50%(115)	68%(143)	51% (136/264)
Students with a disability	9% (1)*	60% (3)	18% (3)	23% (5/21)



Numbers used for the Percentage Calculations:

- Total of all youth graduated in SY: 2004-2005 = 141
- Total of all youth enrolled in SY: 2001-2002 = 285
- *141/285 x 100 = 49%
- Total of all youth without a disability enrolled in SY 2001-2002 = 264
- *136/264 X 100 =51%
- Total of all youth with IEPs graduated in SY 2004-2005 = 05
- Total of all youth with IEPs enrolled in SY 2001-2002 = 21
- *05/21 x100 = 23%

Discussion of Baseline Data

Palau uses a cohort method for calculating graduation rate. For FFY 2004-2005, the number of students with IEPs who graduated was five. This represents 23% of those students who entered high school as freshman in 2001-2002. This compares to a graduation

rate of 49% of all youth using the same calculation. The numbers of students with IEPs is very small so that the graduation percentage can vary greatly as indicated in the graph above.

The Table FAPE 1 shows the trend in graduation rate for all youth, students without a disability and students with a disability. The High School graduation rate for all youth declined from SY 2003-2004 (Cohort 2000) due mainly to the increased drop out of students. However, the percentage of students with disabilities graduating from 2003-2004 to 2004-2005 increased from 18% to 23%: a slight increase.

The graduation rate shown of 60% for the 2002-03 school year may not be a reliable figure as there was not a good understanding of the calculation method at that time. The figures for the last few years are more reliable and if we ignore 2002-03, we have an increasing graduation trend for students with disabilities since 2001-02. We believe that this is a more accurate reflection of our progress. The long-term goal for Palau is to bring the graduation rate of students with IEPs up, to be comparable with the rate of all youth graduating.

A significant issue affecting the graduation rates for all students in Palau is that there is only one public high school located in Koror with no dormitory. It is very difficult for students from other islands and villages farther away to find living arrangements near the school to be able to attend. Many do find places to stay with relatives but their living arrangement is usually faced with difficulties, mainly due to economic reasons, particularly for student with disabilities who have a hard time adjusting to being away from their families and their villages. This is a problem for many students and it has a big impact on our drop out and graduation rates.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	25% of youth with IEPs graduate from high school with a regular diploma.
2006 (2006-2007)	30% of youth with IEPs graduate from high school with a regular diploma.
2007 (2007-2008)	35% of youth with IEPs graduate from high school with a regular diploma.
2008 (2008-2009)	40% of youth with IEPs graduate from high school with a regular diploma.
2009 (2009-2010)	45% of youth with IEPs graduate from high school with a regular diploma.
2010 (2010-2011)	50% of youth with IEPs graduate from high school with a regular diploma.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Convene a workgroup to reconsider the definition of graduation with a regular diploma	April 2007	-Chief of School Mgt. -Chief, Curriculum & Instruction -High School Principal -High School CRT -Sp. Ed Coordinator
2. Update Palau High School’s Handbook to reflect any changes	July 2007	-Principal & High School Staff -Parents -High School CRT
3. Hire more special education teachers in the high school to assist students in the general classes.	June 2007	-SpEd Coordinator
4. Provide general education teacher training on how to teach students on IEPs especially on the provision of more accommodations to students in the general education classes.	August 2007	-Teachers -SpEd Coordinator -TA providers -CRTs
5. Create living environments to allow out-of-area (Koror) students to complete high school.	June 2006 and ongoing	-Minister, MOE -Director, MOE -Management Team -Principal -SpEd Coordinator -High School CRT -Counselors
6. Continue after school mentoring program and encourage students with disabilities to take advantage of the program.	Ongoing	-Principal support -SpEd Teachers -Regular Ed teacher volunteers -High School CRT
7. Explore the GEAR UP opportunities available in the high school and encourage students with disabilities to participate in the program.	Ongoing through 2010	-High School CRT
8. Continue teacher training for high school teachers to assist students with IEPs in general classes.	2006-2010	Sp. Ed staff, CRTs TA providers

Monitoring Priority: FAPE in the LRE

Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation

Overview of Issue/Description of System or Process:

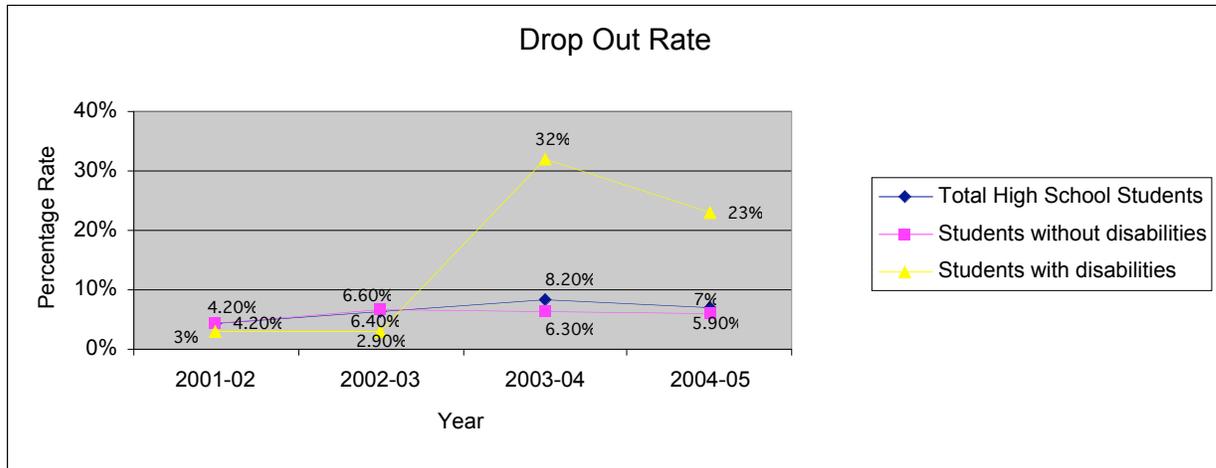
The drop out rate for all youth including youth with disabilities is calculated by looking at the number of the students who drop out in grades 9-12 during a given year divided by the total high school enrollment in grades 9-12. The dropout rate for students with IEPs is calculated by looking at the number who dropped out in grades 9-12 in a given year divided by the total number of IEP students in grades 9-12. All youth in Palau dropping out of high school are students with issues of attendance, academic, behavioral problems, use of illegal substances, felonies, living accommodations, personal problems, medical problems and transfer to other schools.

Baseline Data for FFY 2004 (2004-2005)

Table FAPE 2 describes the annual dropout rate.

Table FAPE 2: DROPOUT RATE

Description	2001-2002	2002-2003	2003-2004	2004-2005
Total High School Students	4.2%(29)	6.4%(51)	8.2%(64)	7% (55/797)
Students without disabilities	4.2%(28)	6.6%(50)	6.3% (47)	6% (45/754)
Students with a disability	3%(1)	2.9%(1)	32%(17)	23% (10/43)



Numbers used for percentage calculations:

- Total of all youth dropped out in SY2004-2005= 55
- Total high school students in SY2004-2005 =797
 $*55/797 \times 100 = 7\%$
- Total IEPs students dropped out in SY 2004-2005 =10
- Total IEPs students in SY 2004-2005=43
 $*10/43 \times 100 = 23\%$
- Total of all students without disabilities dropped out in SY 2004-2005=45
- Total of all students without disabilities in SY 2004-2005=754
 $*45/754 \times 100 = 5.9\%$

Discussion of Baseline Data:

The baseline of drop out rate for students with disabilities for FFY 2004-2005 is 23%. This compares to a dropout rate of 7% for all students. Because the numbers of IEP students are so small, the percentages can vary greatly from year to year.

Only 5% of the total high school students have IEPs. Some students transfer out and do not let the teachers know so they are counted as dropouts. Others leave school to get jobs because it is more attractive than be in school. Still others who committed offenses in school (such as use of illegal substance, fighting and behavioral problems) left school to avoid facing the consequence; therefore, they were considered dropout. Also the data collection system that tracks students with IEPs has improved over the years. Now the data system is more accurate and tracks all of the students who drop out.

In order to attend High School, students who live outside of Koror or on other islands may have to move to Koror where the high school is located, because of the distance and poor road conditions for travel. Students who reside in villages often choose to drop out of high school as a result of difficulties with living arrangements in Koror. This is a problem for all village students, but particularly more with IEP students.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Only 20% of youth with IEPs will drop out of high school
2006 (2006-2007)	Only 17% of youth with IEPs will drop out of high school
2007 (2007-2008)	Only 14% of youth with IEPs will drop out of high school
2008 (2008-2009)	Only 10% of youth with IEPs will drop out of high school
2009 (2009-2010)	Only 7% of youth with IEPs will drop out of high school
2010 (2010-2011)	Only 5% of youth with IEPs will drop out of high school.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Develop forms and distribute to all sped and regular ed teachers to keep track of IEP student attendance and submit to school counselors and CRT weekly to allow for immediate follow up	Ongoing through 2011	-High School Principal -High School CRT
2. Follow-up immediately with students and their families on the verge of dropping out or who have dropped out and explore options for staying in school.	Ongoing through 2011	-High School Principal -Consulting Resource Teacher (CRT)
3. Establish a better transition service between elementary and high school to increase the number of students with disabilities who enroll in the high school.	Ongoing through 2011	-Principals -School Child-Study Teams -CRTs -SpEd teachers
4. Review improvement activities annually, continue those that increase retention rate, and identify others as needed	2006-2011	SpEd Coordinator SEAC members High School CRT

Monitoring Priority: FAPE in the LRE

Indicator 3: Participation and performance of children with disabilities on statewide assessments.

- A. Percent of districts meeting the State’s AYP objectives for progress for disability Subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of districts meeting the State’s AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.
- B. Participation rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in regular assessment with accommodations (percent = c divided by a times 100);
 - d. # of children with IEPs in alternate assessment against grade level standards (percent = d divided by a times 100); and
 - e. # of children with IEPs in alternate assessment against alternate achievement standards (percent = e divided by a times 100).

Account for any children included in a but not included in b, c, e, or e above.

Overall Percent = b + c + d + e divided by a.

- C. Proficiency rate =
 - a. # of children with IEPs in grades assessed;
 - b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100);
 - c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c divided by a times 100);

- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100; and
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100).

Overview of Issue/Description of System or Process:

The Republic of Palau, as a Freely Associated State, does not participate in, nor is it bound by the requirements of the No Child Left Behind Act. As a result, Palau does not calculate annual yearly progress (AYP) for its schools. Palau also does not calculate a 'proficiency rate' by grade, as defined by NCLB, for either IEP students or for any youth. Baseline data is given below for participation of IEP students in the Palau Achievement Test (PAT). Palau has also not chosen to establish 'alternate achievement standards' for IEP students at this time.

The Palau Achievement Test is administered to all students in grades 4,6,8,10,12 in April every year. Students with disabilities are given the test with or without accommodations based on their IEPs. Those students who cannot participate in PAT are given an opportunity to participate in Alternate Assessment based on their respective IEPs.

A passing score on the PAT is considered to be 65 and this score is used to determine each individual student's understanding of the grade level content tested. These scores are currently not used to compare schools.

Students with IEPs are participating the State Wide Assessment with encouragement, particularly, those students with IEPs in the regular classes. It is specified in their IEPs whether a student needs test accommodations in order for a student to complete the test. Those students who have severe disability conditions are assessed with alternative assessment with a Portfolio as recommended by the student study team.

Baseline Data for FFY 2004 (2004-2005)

3A. Percent = # of districts meeting the State's AYP objectives for progress for the disability subgroup (children with IEPs) divided by the total # of districts in the State times 100.

Baseline data: **NOT APPLICABLE.**

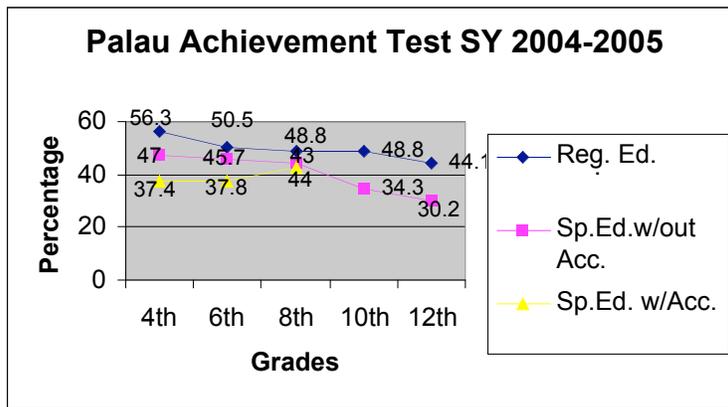
Palau is not required to report assessment results under NCLB and does not collect these data.

3B. Participation of children with IEPs in statewide assessment

Table FAPE 3: Palau Achievement Test Participation (2004 –2005).
Special Education Students

SPED Students by Grades		#Participated in PAT	Absent	#W/Acc.	#W/Out Acc.	Full Time Resource
4 th	23	18	0	15	3	5
6 th	34	26	1	22	4	7
8 th	12	9	1	7	2	2
10 th	9	7	2	0	7	0
12 th	2	1	1	0	1	0
Total	80	61	5	44	17	14

3 C. Proficiency rate for children with IEPs against grade level standards



Indicator #3

B. Participation Rate=

- a. # of children with IEPs in grades assessed; **80**
- b. # of children with IEPs with regular assessment with no accommodation;
 $17/80 \times 100 = \mathbf{21\%}$
- c. # of children with IEPs in regular assessment with accommodation; $44/80 \times 100 = \mathbf{55\%}$
- d. # of children with IEPs in alternate assessment against grade level standards.
0
- e. # of children with IEPs in alternate assessment against alternative achievement standards. **N/A**

C. Proficiency rate =

- a. # of children with IEPs in grades assessed = 80
- b. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with no accommodations (percent = b divided by a times 100); $0/80 = 0\%$. No student with IEP met MOE's proficiency level at 65 % average scores.
- c. # of children with IEPs in grades assessed who are proficient or above as measured by the regular assessment with accommodations (percent = c

divided by a times 100); $0/80 = 0\%$. No student with IEP met MOE's proficiency level at 65% average scores.

- d. # of children with IEPs in grades assessed who are proficient or above as measured by the alternate assessment against grade level standards (percent = d divided by a times 100; $0/80 = 0\%$ (no alternate assessments were scored)
- e. # of children with IEPs in grades assessed who are proficient or above as measured against alternate achievement standards (percent = e divided by a times 100) = NA. Palau has not adopted alternate achievement standards.

Discussion of Baseline Data:

3A. Not Applicable in Palau.

3B. Of the total of 80 IEP students eligible to take the Palau Achievement Test, 61 of them participated. With that number, 17 (21%) took the test with no accommodations and additional 44 (55%) IEP students took the test with accommodations, for a total participation rate of 76%. Five (6%) IEP students were absent on the day of the testing.

The 14 (17.5%) remaining other students are those whose IEPs identified them for an alternate assessment. While alternate assessment portfolios are now being gathered for these students, these portfolios were not scored last year. Activities last year concentrated on the training of teachers for portfolio development. Arrangements for scoring alternate assessment portfolios need to be finalized for this process to be complete. These students represent approximately 18% of those eligible for testing. This percentage is higher in Palau than in the states due to our identification rate of a little over 6%, which reflects a higher percentage of students with more severe disabilities.

3C. Republic of Palau Ministry of Education averages its Statewide Assessment Test with proficiency of 65% as a passing score. The average is a cumulative score of 5 subject areas including English, Math, Palauan, Science and Social Studies. Of the students with IEPs who participated in this assessment all didn't meet the 65% proficiency level required by MOE to be a passing score. However when looking at each individual scores of students with IEPs in all 5 subject areas, we can see some students met the proficiency level or better. However they didn't do well in the other subject areas and that pulled their score down. Accommodations provided were very limited. That may have contributed to low scores of the students with IEPs who needed them.

As shown in the graph above, students with IEPs are separated into two categories, those who participated in the statewide assessment test with accommodation and those who participated in the statewide assessment test without accommodation. The graph also shows the IEPs students in 10th and 12th grades who took the statewide assessment test without accommodation. The gap between these two group and the students without disabilities is very small. Palau Ministry of Education now is in a process to revisit current statewide assessment test to modify some items that are obsolete and need to be revised. Special Education Program is striving to improve performance of students with IEPs in the statewide assessment test by implementing activities as mentioned below.

FFY	Measurable and Rigorous Targets 3 B(a) Participation of IEP Students in the PAT
2005 (2005-2006)	Increase participation of IEP students to 80%
2006 (2006-2007)	Increase participation of IEP students to 82%
2007 (2007-2008)	Increase participation of IEP students to 85%
2008 (2008-2009)	Increase participation of IEP students to 88%
2009 (2009-2010)	Increase participation of IEP students to 90%
2010 (2010-2011)	Increase participation of IEP students to 93%

FFY	Measurable and Rigorous Targets 3 B(b) Participation of IEP Students in Alternate Assessment
2005 (2005-2006)	100% of Alternate Assessments for IEP students will be completed
2006 (2006-2007)	100% of Alternate Assessments for IEP students will be completed
2007 (2007-2008)	100% of Alternate Assessments for IEP students will be completed
2008 (2008-2009)	100% of Alternate Assessments for IEP students will be completed
2009 (2009-2010)	100% of Alternate Assessments for IEP students will be completed
2010 (2010-2011)	100% of Alternate Assessments for IEP students will be completed

FFY	Measurable and Rigorous Targets 3 C(a) Performance of IEP Students in Statewide Assessments With no Accommodation
2005 (2005-2006)	Performance of IEP Students in Statewide Assessment with no accommodation will increase to 35% proficiency
2006 (2006-2007)	Performance of IEP Students in Statewide Assessment with no accommodation will increase to 40% proficiency

2007 (2007-2008)	Performance of IEP Students in Statewide Assessment with no accommodation will increase to 45% proficiency
2008 (2008-2009)	Performance of IEP Students in Statewide Assessment with no accommodation will increase to 50% proficiency
2009 (2009-2010)	Performance of IEP Students in Statewide Assessment with no accommodation will increase to 55% proficiency
2010 (2010-2011)	Performance of IEP Students in Statewide Assessment with no accommodation will increase to 65% proficiency

FFY	Measurable and Rigorous Targets 3 C(b) Performance of IEP Students in Statewide Assessment with accommodation
2005 (2005-2006)	Performance of IEP Students in Statewide Assessment with accommodation will increase to 38% proficiency
2006 (2006-2007)	Performance of IEP Students in Statewide Assessment with accommodation will increase to 40% proficiency
2007 (2007-2008)	Performance of IEP Students in Statewide Assessment with accommodation will increase to 45% proficiency
2008 (2008-2009)	Performance of IEP Students in Statewide Assessment with accommodation will increase to 50% proficiency
2009 (2009-2010)	Performance of IEP Students in Statewide Assessment with accommodation will increase to 55% proficiency
2010 (2010-2011)	Performance of IEP Students in Statewide Assessment with accommodation will increase to 65% proficiency

FFY	Measurable and Rigorous Targets 3 C (c) Performance of IEP Students in Alternate Assessment
2005 (2005-2006)	Alternate Assessment Scoring System will be put in Place
2006 (2006-2007)	Alternate Assessment Portfolios will be Scored
2007 (2007-2008)	Targets for Performance of Students on Alternate Assessment will be determined based on 2006-07 baseline
2008 (2008-2009)	Targets for Performance of Students on Alternate Assessment will be determined based on 2006-07 baseline
2009 (2009-2010)	Targets for Performance of Students on Alternate Assessment will be determined based on 2006-07 baseline
2010 (2010-2011)	Targets for Performance of Students on Alternate Assessment will be determined based on 2006-07 baseline

Improvement Activities/Timelines/Resources:

3 B & C: Participation and Performance of IEP Students in Statewide Assessment Activities with no accommodation.

Activities	Projected Timeline	Resources
1. Special Education Office will submit a list of all students with IEPs who will participate in the Statewide Assessment Test to Research and Evaluation Division	Ongoing Through 2011	Special Education Data Manager CRT's
2.. CRT's will meet with Resource Teachers to review IEPs and align them with learning targets when and if necessary	Summer 2007 and thereafter	Chief of Curriculum & Instruction CRT's MOE specialists Consultant TBD

3 B & C: Participation and Performance of IEP Students in Statewide Assessment Activities with accommodation.

Activities	Projected Timeline	Resources
1. Collaborate with Ministry of Education’s Research and Evaluation Division to identify accommodations and modifications to be used by students with IEPs during the test.	February 2006	Ministry of Education Director Special Education Coordinator Ministry of Education Research and Evaluation Division CRT’s (Elementary & High School)
2. Special Education Office will submit a list of all students with IEPs who will participate in the Statewide Assessment Test to Research and Evaluation Division	Ongoing Through 2011	Special Education Data Manager CRT’s
3. CRT’s will meet with Resource Teachers to review IEPs and align them with learning targets when and if necessary	Summer 2007 and thereafter	Chief of Curriculum & Instruction CRT’s MOE specialists Consultant TBD

3 B & C: Participation and Performance of IEP Students in Alternate Assessment Activities

Activities	Projected Timeline	Resources
1. Sp Ed Resource Teachers will meet with CRTs (Elem. and H.S.) to review portfolio’s documents for all students involve in Alternate Assessment	January 2006	<ul style="list-style-type: none"> ▫ Special Education Coordinator ▫ Principal ▫ Elementary and Secondary CRTs ▫ Sp Ed Resource Teachers
2. Establish policy & procedures with MOE Research & Evaluation staff for the grading of alternate assessment portfolios	By end of SY 2005-2006	<ul style="list-style-type: none"> ▫ Special Education Coordinator ▫ MOE Director ▫ Elementary and Secondary CRTs ▫ MOE Research & Evaluation staff
3. Align current Palau grade level standards with alternate assessment portfolio process.	By beginning of SY 2007-08	<ul style="list-style-type: none"> ▫ Chief of Curriculum & Instruction ▫ Elementary and Secondary CRTs ▫ MOE Specialists

SPP – Part B (3)

<p>4. Collaborate with the Ministry of Education data management system on getting special education student data related to participation and performance in statewide assessment.</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> ▫ Ministry of Education ▫ Special Education Coordinator ▫ Elementary and Secondary CRTs ▫ SPED data manager
<p>5. Meet with responsible MOE staff to identify needed assessment data and provide procedures for generating needed reports by APR timelines established.</p>	<p>By June 2006</p>	<ul style="list-style-type: none"> ▫ Ministry of Education PAT staff ▫ Special Education Coordinator ▫ Gen Ed and SPED data managers ▫ Chief MOE Research & Evaluation
<p>6. Provide training annually for all teachers on participation in the statewide assessment (PAT and alternate assessment). Conduct mini-training sessions at each individual school as needed.</p>	<p>Spring 2006 and Ongoing 2006- 2011</p>	<ul style="list-style-type: none"> ▫ Special Education Coordinator ▫ Elementary and Secondary CRTs ▫ Consultants as identified

Monitoring Priority: FAPE in the LRE

Indicator 4: Rates of suspension and expulsion.

- A. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in school year; and
- B. Percent of districts identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by number of districts in the State time 100. **NOT APPLICABLE IN PALAU**
- B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by number of districts in the State time 100. **NOT APPLICABLE IN PALAU**

Overview of Issue/Description of System or Process:

Palau is a unitary SEA/LEA that directly administers services in all public schools in the Republic. There are no school districts in Palau. Therefore, there are no school districts to report or compare for this indicator.

Republic of Palau’s elementary and high school has developed their own school handbook on rules and regulations. However, each school, including the high school, deals with suspension and expulsion differently. Koror Elementary, which is the largest elementary school in Palau, does not expel but does suspend as stated in their handbook. Others suspend and or expel based on the severity of the offense. The most number of days in suspension is 5. Expulsions are usually given in cases that are of extreme circumstance, for example, smoking marijuana, felonies, drinking alcoholic beverages or use of illegal drugs. If a student is expelled from school, that student will not be back for the entire school year but has an option to transfer to a private school. However, these particular students also have an option to return to public school the following year.

Baseline Data for FFY 2004 (2004-2005)

A. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year divided by number of districts in the State time 100.

NOT APPLICABLE. Palau is a unitary SEA/LEA and has no school districts to compare for this indicator.

B. Percent = # of districts identified by the State as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities by race ethnicity divided by number of districts in the State time 100.

NOT APPLICABLE. Palau has no school districts to compare for this indicator.

For Palau public schools as a whole:

Students with disabilities suspended or expelled from public school was at a rate of 0% in FFY 2004-2005.

Students without disabilities suspended or expelled from public school was at a rate of 1.5 % in FFY 2004-2005.

Table FAPE 4: Indicates number of suspensions and expulsion for SY: 2004-2005

Description	Total Students	Total % of Suspensions or Expulsions
Students with a disability	170	0 %
Students without a disability	3108 (Public Schools)	48 = 1.5 %

Numbers used for percentages calculations:

- Public High School enrollment – 797
- Elementary school enrollment - 2,444
- High School suspension/expulsion – 15
- Elem. School suspension/expulsion -33

Discussion of Baseline Data:

Palau is a unitary SEA/LEA that directly administers services in all public schools in the Republic. There are no school districts in Palau. Therefore, there are no school districts to report or compare for this indicator.

Palau can report, however, that there have not been any suspensions or expulsions of students with IEPs during this reporting period. This rate of 0% has been maintained for the past four years, according to 618 data submitted. This is probably due to the very small number of students served. Staff work closely with all IEP students, therefore it is unlikely there would be a suspension or expulsion. Students can also be referred to Behavioral Health when needed. The total number of public school students is 3241 in school year 2004-2005. Of this population, only 170(5.2%) are students with IEPs.

During SY 2004-05, a training was conducted on positive behavior interventions for special and general education teachers, staff and parents by a consultant from the University of Oregon. A follow-up visit by this consultant was planned but has been postponed due to other priorities. Further training in behavioral interventions remains a priority for the special education program.

The School Health Program in Palau High School campus is a great support for all youth including IEP students. This is a federally funded program that provides services to students by decreasing dropout and supporting retention while improving academic performance for those at risk of failing. It provides assistance with behavioral, social, and family issues, a safe and confidential environment, and other problems. This program also provides the opportunity for students to discuss problems and receive assistance. Palau Special Education will continue to collaborate with this program to assure that students with disabilities benefit from its services.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Maintain suspension and expulsion rate of 3% of less.
2006 (2006-2007)	Maintain suspension and expulsion rate of 3% of less
2007 (2007-2008)	Maintain suspension and expulsion rate of 3% of less
2008 (2008-2009)	Maintain suspension and expulsion rate of 3% of less
2009 (2009-2010)	Maintain suspension and expulsion rate of 3% of less.
2010 (2010-2011)	Maintain suspension and expulsion rate of 3% of less

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Form will be developed and distributed to all special education teachers to collect data on any related activity to IEP student on suspensions and expulsions and submit to special education office when they occur for each schools IEP team's immediate follow up.	At beginning of school year through 2011	-Head Start Service Managers -School Principals -IEP Teams -General/Sped Teacher
2. Acquisition of Testing Instruments for assessing students with behavior problems.	August 2007	-Special Education Coordinator -Outside Sources/Vendors

SPP – Part B (3)

Republic of Palau
State

3. All school principals and school personnel, parents and or guardians will be made aware of suspension and expulsion regulations for students with disabilities.	Ongoing	-Special Education Coordinator -Principals -CRTs
4. Conduct training for general and special educators related to the identification, assessment, and strategies for working with students with emotional disabilities, developing behavioral intervention plans	July 2007 ongoing	Special Education Coordinator -Head Start Director -TA Provider -CRTs
6. CRTs and Early Childhood staff will schedule regular follow up to ensure improvement as addressed in the behavioral intervention plans and make necessary changes and or recommendations on a quarterly basis or when necessary.	August 2006	-Head Start Service Managers -School Child-Study Team -School IEP Team
7. Review targets and activities annually	2006-2011	-Special Education Coordinator -CRTs -SEAC

Monitoring Priority: FAPE in the LRE

Indicator 5: Percent of children with IEPs aged 6 through 21.

- A. Removed from regular class less than 21% of the day;
- B. Removed from regular class greater than 60% of the day; or
- C. Served in public or private separate school, residential placements, or homebound, or hospital placements.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

- A. Percent = # of children with IEPs removed from regular class less than 21% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- B. Percent = # of children with IEPs removed from regular class greater than 60% of the day divided by the total # of students aged 6 through 21 with IEPs times 100.
- C. Percent = # of children with IEPs served in public or private separate schools, residential placements, or homebound or hospital placements divided by the total # of students aged 6 through 21 times 100.

Overview of Issue/Description of System or Process:

This calculation of how/where a student spends their day uses data as reported in the 618 state reported data. The number of hours the student with an IEP receives services (special education and related services) outside of the regular classroom is divided by the total number of hours in the school day (including lunch, recess and study periods).

Baseline Data for FFY 2004 (2004-2005)

- A. Removed from regular class less than 21% of the day is 47
- B. Removed from regular class greater than 60% of the day is 25
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.
 - 1. public separate school is 7
 - 2. homebound is 1

Table FAPE 5: Indicates the total number of students each in the three settings
Placement Information for Special Education Students

Year/Placement	<21% Outside General Education Classroom	>60% outside general education classroom	Public Separate Schools, & Homebound
2004-2005	28% (47/170)	15% (25/170)	5% (8/170)

Numbers used for percentages calculations:

- Total number of students' with disabilities in SY: 2004-2005 is 170.
- A. $47/170 \times 100 = 28\%$
 - B. $25/170 \times 100 = 15\%$
 - C. $8/170 \times 100 = 5\%$

Discussion of Baseline Data:

The baseline data indicate that for 2004-05, 28% of students with disabilities spend less than 21% of their day outside of the general education classroom. 15% of the students spend more than 60% of their day outside of the general education classroom. Most IEP students (53%) actually fall in between these two categories and are in general education classrooms between 40% and 80% of the day. Most of these students are pulled out one to three periods for additional assistance in English, math or Palauan but are in general education settings the rest of the day.

5% spend most of their day in public separate school or homebound. There are the most severely disabled students who receive services in a special class at the special education central complex. Palau has no private, residential, or hospital placements.

Proposed Targets for 5A: <21% outside regular classroom

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	<21% outside General Education Classroom will increase to 30%
2006 (2006-2007)	<21% outside General Education Classroom will increase to 32%
2007 (2007-2008)	<21% outside General Education Classroom will increase to 34%
2008 (2008-2009)	<21% outside General Education Classroom will increase to 36%
2009 (2009-2010)	<21% outside General Education Classroom will increase to 38%
2010 (2010-2011)	<21% outside General Education Classroom will increase to 40%

Proposed Targets for 5B: >60% outside regular classroom

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	>60% outside regular class will remain at 15%
2006 (2006-2007)	>60% outside regular class will decrease to 14%
2007 (2007-2008)	>60% outside regular class will remain at 14%
2008 (2008-2009)	>60% outside regular class will remain at 14%
2009 (2009-2010)	>60% outside regular class will decrease to 13%
2010 (2010-2011)	>60% outside regular class will remain at 13%

Proposed Targets 5C: Public separate school and homebound.

FFY	Measurable and Rigorous Targets
2005 (2005-2006)	Public separate placement will remain in 5%.
2006 (2006-2007)	Public separate placement will remain in 5%.
2007 (2007-2008)	Public separate placement will decrease to 4%.
2008 (2008-2009)	Public separate placement will decrease to 3%.
2009 (2009-2010)	Public separate placement will remain at 3%.
2010 (2010-2011)	Public separate placement will decrease to 2%.

Improvement Activities/Timelines/Resources:

Proposed Improvement Activities 5A: (>21% outside regular classroom)

Improvement Activities	Timelines	Resources
2. Conduct training for CRTs on assessment and evaluation of students to identify and determine proper disabilities & placement.	SUMMER 2007	-Special Education Coordinator -TA provider -CRTs
3. Special Ed. Teachers and Regular Ed. Teachers have to collaborate with parents to discuss and identify possible improvements on academic status on quarterly basis.	On-Going	-School Principals -Regular Education Teachers -Special Education Teachers -Parents
4. Special Education Program will hire additional teachers as itinerant to accommodate increased number of students in large schools.	August 2007 and ongoing	-Special Education Coordinator
5. Provide training to general, special education teachers and parents related to determining appropriate services, classroom modifications, and supports for school personnel, and placement in the least restrictive environment.	August 2007	-Ministry of Education -Special Education Coordinator -Elementary and secondary CRTs -General Educators -Consultant
7. All children referred to special education program will receive comprehensive evaluation and assessment to determine their unique needs and most inclusive placement options,	SUMMER 2007	-Ministry of Education -Special Education Coordinator -Elementary and secondary CRTs -General Educators -Consultant
8. Review and adjust the rigorous and measurable targets annually.	2006-2011	-Special Education Coordinator -TA provider -CRTs
9. Review activities and continue training on inclusive practices, assessment and evaluation as needed.	2006-2011	-Special Education Coordinator -TA provider -CRTs

Proposed Improvement Activities 5B: <60% outside regular classroom

Improvement Activities	Timelines	Resources
2. Provide quarterly training on specific disabilities-one at the district level for preschool/Head Start, elementary schools and one for the high school	April 2007	-Special Education Coordinator -CRTs -Early Childhood Staff -Consultant
6. Review activities and continue training on inclusive practices, assessment and evaluation as needed.	2006-2011	-Special Education Coordinator -TA provider -CRTs

Proposed Improvement Activities 5C: Public Separate School and Homebound

Improvement Activities	Timelines	Resources
1.. Provide quarterly training on specific disabilities-one at the district level for preschool/Head Start, elementary schools and one for the high school (for all of Indicator 5)	April 2007 and ongoing	-Special Education Coordinator -CRTs -Early Childhood Staff -Consultant
2. Provide training to both general and special education teachers, as well as early childhood and head start teachers, related to determining appropriate services, classroom modifications, supports for school personnel, and placement in the least restrictive environment. (For 5A, B &C)	July 2006 and annually 2006-2011 in the summer	-Ministry of Education -Special Education Coordinator -Elementary and Secondary CRTs -General Educators -Consultant
3. Solicit support from MOE to assist on additional classroom spaces appropriate to accommodate resource room spaces to accommodate increasing enrollment in enrollment in large schools.	Ongoing through 2011	-Minister of MOE -Minister, MOE -Director of MOE -Special Education Coordinator -School Principals

Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of preschool children with IEPs who received special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time early childhood/part-time early childhood special education settings).

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = # of preschool children with IEPs who received all special education services in settings with typically developing peers divided by the total # of preschool children with IEPs times 100.

Overview of Issue/Description of System or Process:

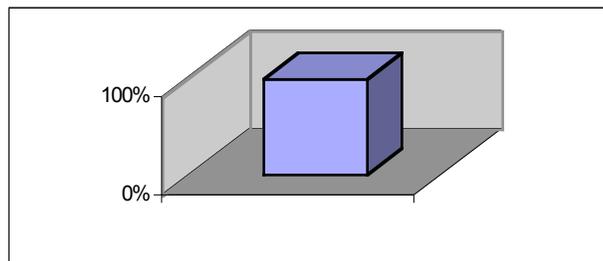
IFSPs were used as IEPs for preschool children who received special education and related services. The program is currently undergoing a transition to IEPs for preschool children based on the revised Early Childhood Service Policy and Procedure Manual. This manual is being finalized with technical assistance from NECTAC through Guam CEDDERS.

December 1, 2004 Child Count for children served aged 3-5 years was 13. Most preschool children, aged 3-5 years, who received special education and related services, were placed in Head Start Centers (8 children). Attending Head Start Centers was encouraged because they provide settings with typically developing peers. Preschool children, who were not enrolled in Head Start due to parents' wishes, received special education and related services at home (5 children). A total of 13 children were served as of December 1, 2004.

Baseline Data for FFY 2004

The baseline for this indicator is taken from data collected December 1, 2004 for the 2004-05 school year. For this school year, 100% of preschool children with IEPs (13 served) received special education and related services in a setting with typically developing peers. This included Head Start and home settings. This was an increase of 23% from FFY 2003.

Figure 1: Percent of preschool children with IEPs who received special education and related services in Head Start or home settings with typically developing peers.



Discussion of Baseline Data:

The Baseline data reflects that more children with IEPs are being included in settings with typically developing peers. Staff would like to encourage more families to enroll in Head Start and decrease the number served at home. This would encourage readiness for elementary school.

Table 1: # of children with IEPs who receives special education and related services in setting with typically developing peers.

Year	Early Childhood Setting	Part-time Early Childhood/Part-time Early Childhood Special Education Setting	Home
2003-2004	-----	6	2
2004-2005	-----	8	5

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
2006 (2006-2007)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
2007 (2007-2008)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
2008 (2008-2009)	100% of children with IEPs aged 3-5 will be served in settings with typically developing peers (at home or in Head Start)
2009 (2009-2010)	100% of children with IEPs aged 3-5 will be served in Head Start sites with typically developing peers
2010 (2010-2011)	100% of children with IEPs aged 3-5 will be served in Head Start sites with typically developing peers

Improvement Activities/Timelines/Resources:

Improvement Activities	Timelines	Resources
1. Provide trainings for parents on SpEd and Head Start programs.	Summer 2007 & continue thereafter through 2010. Review training annually during APR development.	Special Education Coordinator, Head Start Coordinator & Off-island TA providers (e.g., NECTAC & etc.)
2. Empower the families with information about the program in Head Start and Spec. Ed for children with IEPs to prepare them for school readiness.	Ongoing through 2010. Review training annually during APR development.	Special Ed. Early Childhood & Head Start Personnel

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: FAPE in the LRE

Indicator 7: Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships);
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
- C. Use of appropriate behaviors to meet their needs.

(20 U.S.C. 1416 (a)(3)(A))

Measurement:

A. Positive social-emotional skills (including social relationships):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = $[(\# \text{ of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning to reach a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = $[(\# \text{ of preschool children who maintained functioning at a level comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

If a + b + c + d + e does not sum to 100%, explain the difference.

B. Acquisition and use of knowledge and skills (including early language/communication and early literacy):

- a. Percent of preschool children who did not improve functioning = $[(\# \text{ of preschool children who did not improve functioning}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = $[(\# \text{ of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers}) \div (\# \text{ of preschool children with IEPs assessed})] \times 100$.

children with IEPs assessed)] times 100.

- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

C. Use of appropriate behaviors to meet their needs:

- a. Percent of preschool children who did not improve functioning = [(# of preschool children who did not improve functioning) divided by the (# of preschool children with IEPs assessed)] times 100.
- b. Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers = [(# of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- c. Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it = [(# of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it) divided by the (# of preschool children with IEPs assessed)] times 100.
- d. Percent of preschool children who improved functioning to reach a level comparable to same-aged peers = [(# of preschool children who improved functioning to reach a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.
- e. Percent of preschool children who maintained functioning at a level comparable to same-aged peers = [(# of preschool children who maintained functioning at a level comparable to same-aged peers) divided by the (# of preschool children with IEPs assessed)] times 100.

If a + b + c + d + e does not sum to 100%, explain the difference.

Overview of Issue/Description of System or Process:

Most children 3-5 served by the Early Childhood Special Education Program are provided services through a memorandum of understanding (MOU) with the Head Start program in Palau. Head Start administers the “Creative Curriculum Developmental Continuum” Individual Child Profile three times each school year to all children in the program. The first administration is within 45 days of enrollment.

1) Early Childhood Special Education staff will arrange to be trained on the administration of the “Creative Curriculum Developmental Continuum” during a regularly scheduled Head Start teachers’ training.

Completed. (So far EC staff has not received any information and/or invitation to attend Head Start teachers’ training on the use of Creative Curriculum Developmental Continuum. However, Special Ed. Program sent EC staff and 3 Head Start staff members to attend a Creative Curriculum Training that was conducted in Washington DC on 8/14-18/06.)

2) Special Education Program will acquire the necessary materials for Special Education Early Childhood staff to administer and analyze the results of the “Creative Curriculum Developmental Continuum” for children with IEPs in home settings.

In process. A list of materials to be ordered was submitted on 5/22/06 to the accounting section of Special Ed main office to be processed. On 12/18/06 we brought it to the attention of the Sp. Ed. Coordinator and requested his assistance to follow up with the accounting personnel.)

3) This year Head Start will assess children with disabilities entering Head Start. Learning activities based on the assessment results will appear in the IEP along with other specialized instructional objectives and related services.

Completed. EC and Head Start staff assessed all children with disabilities in Head Start Centers and collected child outcome data based on the result of the assessment)

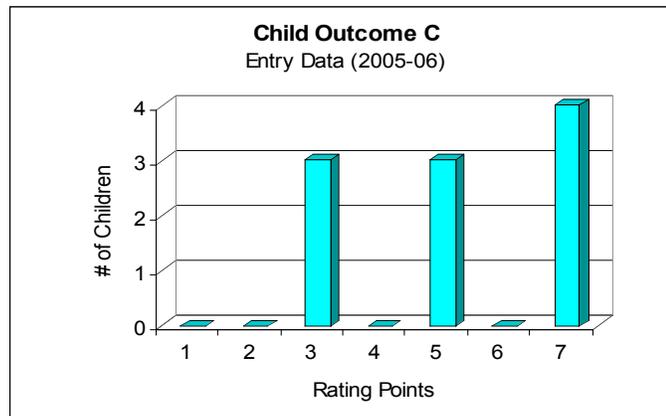
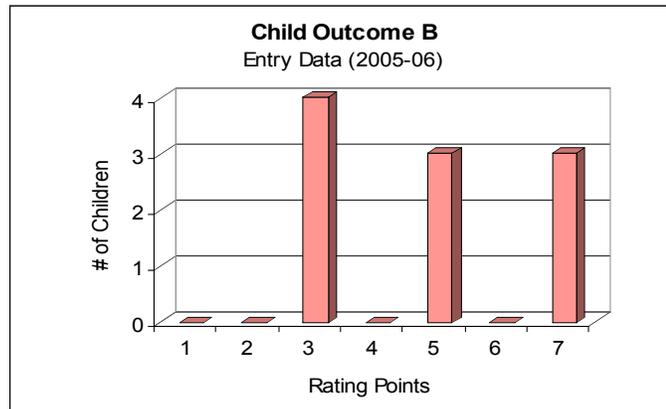
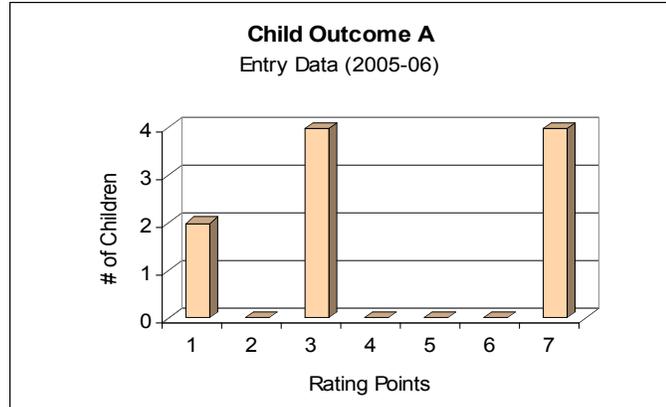
This profile includes social and emotional development,(sense of self, responsibility for self and others and prosocial behavior); Physical Development (gross and fine motor); cognitive Development (learning and problem solving, logical thinking and representation and symbolic thinking); and Language Development (listening and speaking, reading and writing). The Early Childhood Outcomes Center (ECO) has created a crosswalk of the objectives in each of these domains in this profile with the items necessary to determine and report our baseline data on this indicator. We use this tool and other resources through NECTAC and ECO as needed.

Because this instrument is used throughout the Head Start program in Palau, it will allow comparison with same-aged peers. Head Start has recently instituted the use of this Profile and will have first year data for 2005-2006. This will enable the Special Education Program this year to examine the utility of this Profile for future use and modify the MOU to include the collection and sharing of data for child outcomes.

Data at entry was collected this year for all children 3-5 newly entering the Early Childhood Special Education Program. As these children exit, data at or near exit will be collected and compared to establish Palau’s baseline.

Baseline Data for FFY 2005 (2005-2006):

The baseline for this indicator is taken from child outcome data based on the result of the assessment conducted during school year 2005-2006. Since the preschool child count was so small all children with IEPs (10) were assessed to determine baseline data for the three outcomes.



Discussion of Baseline Data:

As of June 2006, early childhood outcomes entry data was collected for 10 preschool children with IEPs that will have received at least one year of preschool special education services. The following is the entry measure results:

Table 1: Early Childhood Outcomes Entry Data

Child Outcomes	% of Children Functioning @ Level Comparable to Same Age Peers	% of Children Functioning at Entry at a Level Below Same Age Peers
Positive social-emotional skills (including social relationships)	40% N = 4	60% N = 6
Acquisition and use of knowledge and skills (including early language / communication and early literacy)	30% N = 3	70% N = 7
Use appropriate behaviors to meet their needs	40% N = 4	60% N = 6

As of June 2006, early childhood outcomes entry data was collected for 10 preschool children with IEPs, who participated in the entry data collection for 2005-2006. As indicated in Table 1, for early childhood outcome 1, 40% of preschoolers demonstrated skills or behaviors related to positive social emotional skills including social relationships appropriate to his or her age across a variety of setting and situations and 60% demonstrated skills or behaviors related to positive social emotional skills including social relationships at entry level below their same age peers. For early childhood outcome 2, 30% of preschoolers demonstrated skills or behaviors related to acquiring and using knowledge and skills appropriate to his or her age across a variety of settings and situations, and 70% demonstrated skills or behaviors related to acquiring and using knowledge and skills at entry level below their same age peers. For early childhood outcome 3, 40% of preschoolers demonstrated skills or behaviors related to taking appropriate actions/behaviors to meet their needs appropriate to his or her age across a variety of settings and situations, and 60% demonstrated skills or behaviors related to appropriate actions/behaviors to meet their needs at entry level below their same age peers.

We will be comparing these data with our first set of exit data to be collected during the 2006-07 school year. The comparison, along with targets for this indicator, will be in our next APR due in February of 2008.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Targets will be provided in FFY 2006 APR due February 1, 2008
2006 (2006-2007)	Targets will be provided in FFY 2006 APR due February 1, 2008

2007 (2007-2008)	Targets will be provided in FFY 2006 APR due February 1, 2008
2008 (2008-2009)	Targets will be provided in FFY 2006 APR due February 1, 2008
2009 (2009-2010)	Targets will be provided in FFY 2006 APR due February 1, 2008
2010 (2010-2011)	Targets will be provided in FFY 2006 APR due February 1, 2008

Improvement Activities/Timelines/Resources:

No.	Improvement Activities	Timelines	Resources
1.	Sp. Ed. Early Childhood staff, Head Start staff/teachers, and parents will meet to clarify and improve the process of inserting assessment results in the IEPs.	Summer 2007	SpEd Coordinator, Head Start Director, & Head Start Disability Service Manager TA Provider (e.g., Guam CEDDERS & etc)
2.	Training on child outcome data analysis.	Summer 2007	SpEd Coordinator & Guam CEDDERS (Elaine Eclavea)
3.	A statement on sharing of data (e.g., child outcome, etc.) will be inserted in the Memorandum of Understanding (MOU) between Special Education and Head Start programs.	Annually	SpEd Coordinator, Head Start Director, & Head Start Disability Service Manager
4.	Special Ed. Early Childhood staff will assess all children with IEPs who were not placed in Head Start Program to collect either their entry or exit data.	When Appropriate	Special Ed. Coordinator

Monitoring Priority: FAPE in the LRE

Indicator 8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

(20 U.S.C. 1416(a)(3)(A))

Measurement:

Percent = [(# of respondent parents who report schools facilitated parent involvement as a means of improving services and results for children with disabilities) divided by the (total # of respondent parents of children with disabilities)] times 100.

Overview of Issue/Description of System or Process: The Survey was conducted in villages and islands for all elementary schools. A team of special education staff traveled, following a set schedule, to each area where a school was located and the surveys were completed. The Team facilitator read and translated each item so that parents would understand what was being asked. Then parents would mark their response. There were times when meetings were postponed due to weather or availability of transportation or community activities. The team had to travel to areas to survey in the evenings. The team did not get to do surveys of parents with children at the high school level as time ran out for the period covered by the report. This means that our results are not truly representative of elementary and secondary parents. We present our results here but understand that they make look very different next year when the parents of high school students are included.

Elementary and Secondary Survey

The NCSEAM Part B Family survey was selected for collecting information from parents of children 6-21. 70 surveys were collected and sent to Mainland US to be scored in October 2006. These results were from a census of 181 students aged 6-21.

Early Childhood Family Outcome Survey

Data for Early Childhood surveys were collected using the Belau Preschool Family Outcome Survey, a modification of the ECO Family Survey, developed with assistance from NECTAC through the University of Guam CEDDERS program (Elaine Eclavea).

This survey was conducted with support from Belau Head Start Program to reach parents of children with disabilities (3-5) enrolled in Head Start Centers. Head Start Family Service Workers distributed and collected surveys from parents of their respective centers, under the supervision of the Head Start Disability Service Manager, who submitted the completed surveys back to the Early Childhood Special Education Program. The Special Education Data Manager conducted the surveys for parents of children with disabilities (3-5) who were not enrolled in any preschool setting but received Special Education services at home.

Surveys were numbered and placed in envelopes so that parents would feel comfortable completing them for they would be anonymous. A copy of this modified survey is

attached. Seventeen (17) surveys were distributed and collected from parents of children (3-5) receiving services during the 2005-06 school year.

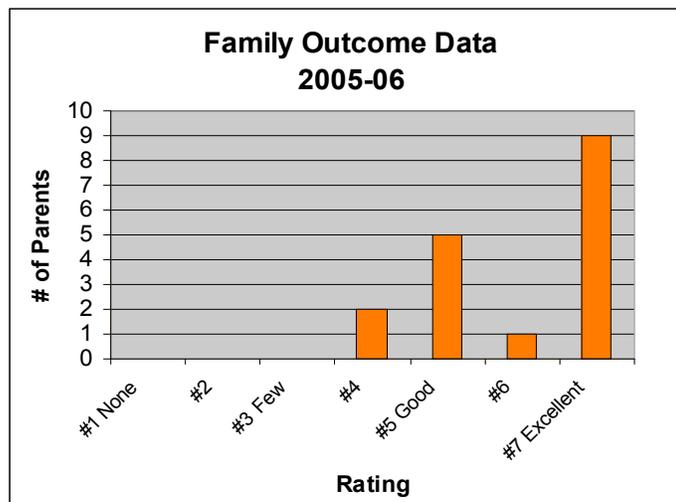
Baseline Data for FFY 2005 (2005-2006):

Early Childhood (children aged 3-5):

# of Parents	# of Surveys Distributed	# of Complete Surveys Returned	# of Surveys Not Returned
17	17	17	0

The Belau Preschool Family Outcome Survey consisted of the following questions (3):

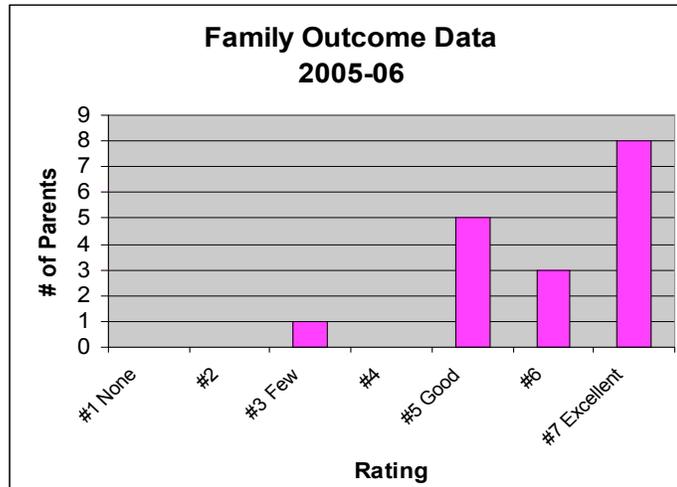
1. **To what extent has your child’s Head Start and Early Childhood Special Education Program helped you know how to help your child learn?**
 - 15 or 88% of the parents indicated that the Head Start/Early Childhood Special Education Program provided good to excellent help so that they can help their child learn.
 - 2 or 12% of the parents indicated that the Head/Early Childhood Special Education Program had done a few things to help us know how to help our child.



2. **To what extent has your child’s Head Start and Early Childhood Special Education Program encouraged you to be actively involved in your child’s education at the Head Start Center, home or community settings?**

- 16 or 94% of the parents indicated that Head Start/Early Childhood Special Education Program provided good to excellent encouragement for us to be actively involved in our child’s education at school.

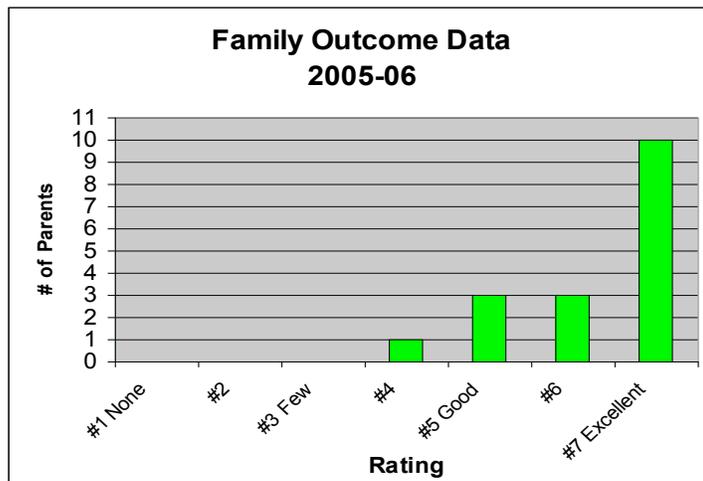
- 1 or 6% of the parents indicated that Head Start/Early Childhood Special Education Program had done a few things to encourage us to be actively involved in our child’s education at school.



3. To what extent has your child’s Head Start and Early Childhood Special Education Program

Included you as a full partner in making decisions about your child’s education?

- 16 or 94% of the parents indicated that Head Start/Early Childhood Special Education Program has done a good to excellent job of including us as full partners in making decisions about our child’s education.
- 1 or 6% of the parents indicated that Head Start/Early Childhood Special Education Program has done a few things to include us as full partners in making decisions about our child’s education.



Elementary (grades 1-8)

**Statistical Summary
REPUBLIC OF PALAU**

PART B Special Education Parent Survey Report For Data Collected in 2006

SPP/APR Indicator #8: Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

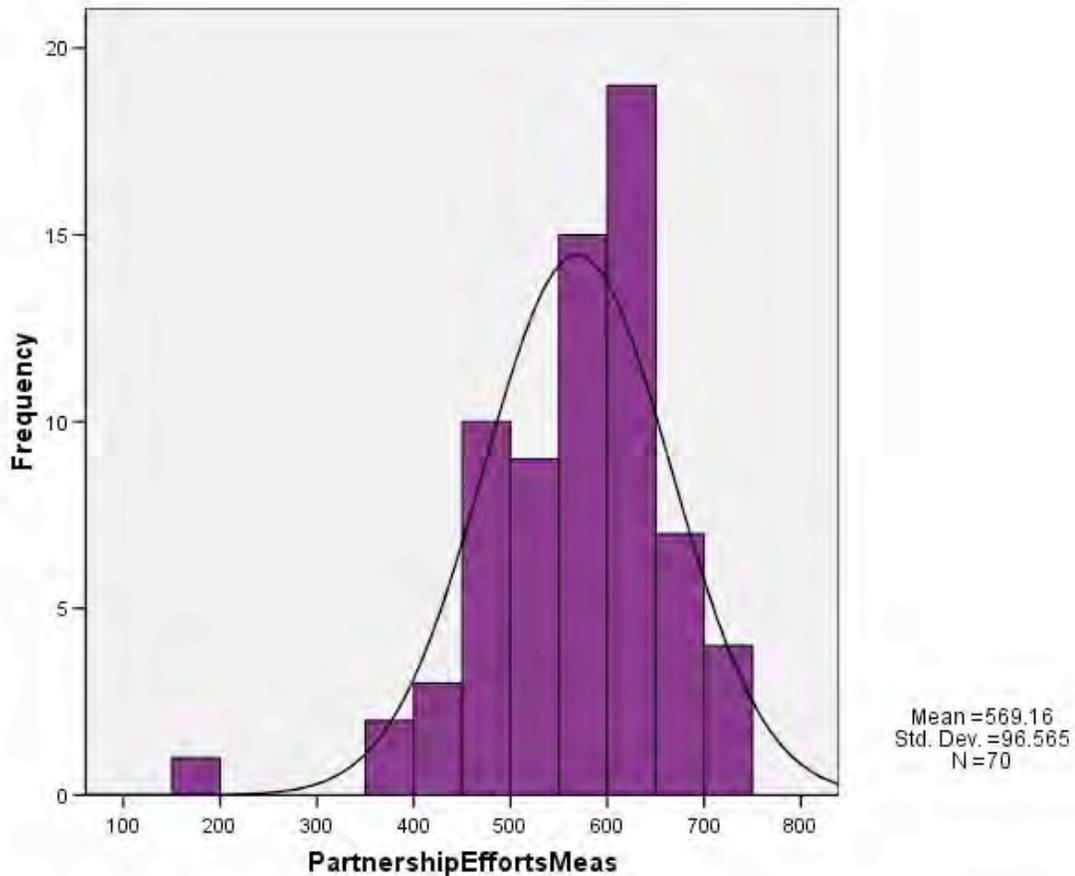
Standard: **A .95 likelihood of a response of “agree,” “strongly agree” or “very strongly agree” with the item on the NCSEAM survey’s Partnership Efforts scale: “The school explains what options parents have if they disagree with a decision of the school.”**

ALL PART B in PALAU (STANDARD METHOD)

Percent at or above indicator 8 standard: 43% (SE of the mean = 6.0%)			
Number of Valid Responses:	70	Measurement reliability:	.88
Mean Measure:	569	Measurement SD	9

EXTERNAL BENCHMARK: ALL PART B (6 US states, 2005 NCSEAM PILOT STUDY)

Percent at or above indicator 8 standard: 17% (SE of the mean = 0.7%)			
Number of Valid Responses:	2,705	Measurement reliability:	0.94
Mean Measure:	481	Measurement SD	135



Discussion of Baseline Data:

Early Childhood: The seventeen (17) surveys disseminated were all completed and returned to the Special Ed. Office (100% return rate). Based on the results of the Belau Preschool Family Outcome Survey, **88%** of the parents surveyed indicated that the school/program facilitated parent involvement as a means of improving services and results for children with disabilities while **12%** indicated that the school/ program did not facilitate parent involvement as a means of improving services and results for children with disabilities.

Elementary: The results of the Palau Parent Survey, as interpreted by Avatar International Inc., based on a response of 70 surveys, shows that 43% of Palau parents responding are at or above the Indicator 8 standard set for this indicator. This compares very favorably with the 17% at or above the indicator standard reported in the NCSEAM pilot study that is used as the comparison group for this indicator (see data above).

These very positive results are likely influenced by a number of unique factors in Palau, including the small population of Palau, and the fact that families and schools work very closely together in primarily small communities or villages, where services are more personalized that is likely the case in the United States comparison group. The fact that Pacific culture is grounded in very interdependent family and community relationships likely contributes to these more positive results when compared to the mainland sample.

These results are probably also influenced to some extent by a ‘positive response bias’ often found when surveys using an agree/disagree scale are used in Pacific island cultures. Also, it is possible that once the surveys are collected across elementary and secondary school families the results may change. However, even adjusting for these possibilities, the baseline for Palau is a very positive one for this indicator.

High School: Surveys were not conducted for this level in 2005-06. We are adding high school families to the 2006-07 surveys currently being collected.

The survey results indicate that Palau staff should look at the 25 questions in the survey that relate to this indicator and concentrate on improving activities for those items with a rating of 570 or above (the mean score for Palau) on *Table 1: Scale for Measuring Schools’ Efforts to Partner with Parents* found in the report to Palau from Avatar International. These are the items parents in Palau most disagreed with when responding to the survey. Focusing improvement activities on these areas will likely lead to more positive feedback from parents in the future.

TARGETS

PRE-SCHOOL (3-5)

FFY	Measurable and Rigorous Targets
2006 (2006-2007)	88% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
2007 (2007-2008)	90% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
2008 (2008-2009)	92% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
2009 (2009-2010)	94% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.
2010 (2010-2011)	96% of parents will report that the program facilitated parent involvement as a means of improving services and results for preschoolers with disabilities.

ELEMENTARY AND SECONDARY

Using the calculator developed by NCSEAM to set targets for this indicator, the following targets were identified for Palau:

From Calculator:	Baseline	Difference	2010
	43	13.25	56.25

Difference 2006 and 2010: 13.25
Annual difference (5 years) 2.65

Baseline 2006	43
Year 1	45.65
Year 2	48.3
Year 3	50.95
Year 4	53.6
Year 5	56.25

FFY	Measurable and Rigorous Targets (Elementary and Secondary)
2006 (2006-2007)	45.65 % of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
2007 (2007-2008)	48.3 % of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
2008 (2008-2009)	50.95 % of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
2009 (2009-2010)	53.6 % of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)
2010 (2010-2011)	56.25 % of parents will report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (based on the NCSEAM Family Survey standard)

Improvement Activities/Timelines/Resources: PRE-SCHOOL

Improvement Activities	Timelines	Resources
Belau Preschool Family Outcome Survey will be conducted to all parents of children with special needs (3-5).	May – June 2007 and continue thereafter	Head Start Disability Service Manager Head Start Family Service Workers Special Ed. Data Manager
Training on family outcome data analysis.	Summer 2007	Special Ed. Coordinator Guam CEDDERS (Elaine Eclavea)
Training on roles & responsibilities of parents/guardians of children with special needs (3-5).	June – July 2007	Child Find/Parent Involvement Team Special Ed. Coordinator CRTs Special Ed. Program to provide transportation, materials such as Procedural Safeguard booklets, Sp. Ed. forms etc.
Teachers and Service Providers Training on roles & responsibilities on supporting children with special needs (3-5) and their families.	August 2007	Special Ed. Coordinator Child Find/Parent Involvement Team CRT's Head Start Director Head Start Disability Service Manager Special Ed. Program provides transportation, materials such as Sp. Ed. forms etc.
Review results of parent surveys and identify activities annually.	2006-2011	Child Find/Parent Involvement Team

Improvement Activities/Timelines/Resources: ELEMENTARY/SECONDARY

Improvement Activities	Timelines	Resources
Parent Training to all villages and islands on their roles and responsibilities as parents/guardians of children with special needs.	June – July 2007	Child Find/Parent Involvement Team Special Ed. Program to provide transportation, materials such as Procedural Safeguard booklets, Sp. Ed. forms etc.
Special Education Coordinator requests authority to arrange trainings with school principals.	August 2007	SpEd Coordinator
Teachers/Principal Training on roles and responsibilities to students with special needs and their families.	SY: 06-07 Monthly Detail schedule will be work out with principals.	Child Find/Parent Involvement Team CRT's or others to be determine. Special Ed. Program provides transportation, materials such as Sp. Ed. forms etc.
Review results of parent surveys and identify activities annually.	2006-2011	Child Find/Parent Involvement Team

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Disproportionality

Indicator 9: Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State's definition of "disproportionate representation."

Describe how the State determined that disproportionate representation of racial and ethnic groups in special education and related services was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

The issue of inappropriate identification of certain racial/ethnic groups in special education, such as students who are black or Hispanic, is an important issue in the United States. This is not an issue in Palau, as all of our children served in the public school system, with only a very few exceptions, are "Asian/Pacific Islander". The number of students in public schools who might be classified in one of the other three Federal categories, is so small that the number will likely never be statistically significant.

In addition, Palau has no districts, as it is a unitary SEA so there are no districts to compare for this indicator. While data can be reported for the public school system as a whole, the potential number of students with IEPs who are not "Asian/Pacific Islander" will continue to be very small, or none, as shown by our annual 618 data submitted to OSEP, and not statistically significant.

Palau will however consult with TA providers from various agencies to see if we can identify a very simple method of determining Disproportionality in the future that might have some relevance for us.

We would also like to ask OSEP for a determination whether indicators 9 and 10 might be considered to be 'not applicable' for Palau. This seems to make sense given the way Disproportionality is defined and reported annually to OSEP.

It has been determined by OSEP that for the reasons stated above, this indicator does not apply to Palau.

SPP – Part B (3)**Baseline Data for FFY 2004 (2004-2005):**

To be determined

Discussion of Baseline Data:

To be determined

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	N/A
2007 (2007-2008)	N/A
2008 (2008-2009)	N/A
2009 (2009-2010)	N/A
2010 (2010-2011)	N/A

Improvement Activities/Timelines/Resources:

Not applicable

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Disproportionality

Indicator 10: Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

(20 U.S.C. 1416(a)(3)(C))

Measurement:

Percent = # of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification divided by # of districts in the State times 100.

Include State’s definition of “disproportionate representation.”

Describe how the State determined that disproportionate representation of racial and ethnic groups in specific disability categories was the result of inappropriate identification, e.g., monitoring data, review of policies, practices and procedures under 618(d), etc.

Overview of Issue/Description of System or Process:

The issue of inappropriate identification of certain racial/ethnic groups in special education, such as students who are black or Hispanic, is an important issue in the United States. This is not an issue in Palau, as all of the children served in the public school system, with only a very few exceptions, are “Asian/Pacific Islander”. The number of students in our public schools who might be classified in one of the other three Federal categories, is so small that the number will never be statistically significant.

In addition, Palau has no districts, as it is a unitary SEA so there are no districts to compare for this indicator. While data can be reported for the public school system as a whole, the potential number of students who are not “Asian/Pacific Islander” will continue to be very small, or none, as shown by our annual 618 data submitted to OSEP and not statistically significant.

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It has been determined by OSEP, that for the reasons stated above, this indicator does not apply to Palau

Baseline Data for FFY 2004 (2004-2005): N/A

Discussion of Baseline Data: N/A

FFY	Measurable and Rigorous Target
2005 (2005-2006)	N/A
2006 (2006-2007)	N/A
2007 (2007-2008)	N/A
2008 (2008-2009)	N/A
2009 (2009-2010)	N/A
2010 (2010-2011)	N/A

Improvement Activities/Timelines/Resources:

Not applicable

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Child Find

Indicator 11: Percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children for whom parental consent to evaluate was received. **24**
- b. # determined not eligible whose evaluations were completed within 60 days (or State established timeline). **1**
- c. # determined eligible whose evaluations were completed within 60 days (or State established timeline). **15**

Account for children included in a but not included in b or c. Indicate the range of days beyond the timeline when the evaluation was completed and any reasons for the delays.

Percent = [(b + c) divided by (a)] times 100.

67% = (1 + 15) divided by 24 x 100

Overview of Issue/Description of System or Process:

Usage of a tracking form created to collect data on timely evaluation began in September 2005. All CRT's and Related Service Staffs were informed of this form and its purpose. Copies of the form were made and put with other special education forms in main office. Forms were used during the school year. Upon completion of each form, it was turned in to the data person in Special Education for entry into data system. In August 2006, data's were submitted to CFPI (Child Find/Parent Involvement) cluster team for completion of SPP.

Changes made by OSEP to this indicator has been reviewed. Data collected have been looked at again, calculated and put in this report to reflect changes made.

Form used to collect data has been revised to reflect changes made on indicator. Copies will be made and placed at Special Ed. main office. CRT's and other staffs shall be informed of the purpose and use of this form.

Baseline Data for FFY 2004 (2004-2005):

16 (67%) of the students referred were evaluated within 60 days (State established timeline).

1 student completed evaluation within 60 days but was found not eligible.

25 days was the range beyond timeline when evaluations were completed for the remaining 9 students.

Discussion of Baseline Data:

There were a total of 24 cases referred. 16 evaluations were completed within 60 days timeline. One was completed within timeline but was found not eligible. 8 were delayed. Although evaluations were conducted and completed, they went beyond 60 days timeline due to the following reasons:

- Bad weather and rough seas caused delays in completing the evaluations.
- Students not showing up for scheduled evaluation dates. This was due to the following reasons: Cultural activities that all members of families are involved in, health issues and school absenteeism.

We recognize that this is a compliance indicator and have planned activities to try and improve out results for this indicator

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of children with parental consent to evaluate, are evaluated within 60 days.
2006 (2006-2007)	100% of children with parental consent to evaluate, are evaluated within 60 days.
2007 (2007-2008)	100% of children with parental consent to evaluate, are evaluated within 60 days.
2008 (2008-2009)	100% of children with parental consent to evaluate, are evaluated within 60 days.
2009 (2009-2010)	100% of children with parental consent to evaluate, are evaluated within 60 days.
2010 (2010-2011)	100% of children with parental consent to evaluate, are evaluated within 60 days.

Improvement Activities/Timelines/Resources:

Improvement Activities	Timeline	Resources
Quarterly review of collected data to monitor and report on timeliness and to further plan on ways for improvement.	SY: 06-07	Special Ed. Office: data staff, CFPI Team and CRT's

Review system being put into place and adjust activities annually	2006-2011	Special Ed. Office: data staff, CFPI Team and CRT's
Provide individual parent/guardian in-service relating to purpose of pre-referral process and follow up activities.	2006-2011	School Child Study Team
Invite parent to join in School Child Study Team meeting as issues on child's education are discussed and team decisions are made to refer child to Sp. Ed for evaluation. Parent's questions or concerns are addressed before giving consent for evaluation.	2006-2011	School Child Study Team

NEW REVISED FORM FOR COLLECTING DATA FOR THIS INDICATOR:

SPECIAL EDUCATION PROGRAM
Data Collection Form

Timeline of 60 days begins when parents/guardians-sign SE-4 (consent for evaluation) to the time when assessment committee meets to address results of evaluations. This marks completion of evaluations.

Child/Student: _____

School/Program	Gender	Grade	Date of Parental Consent Signed	Date Assessment Committee meet	# of days it took to complete evaluations

Reasons for Delay:

Person completing form

Title/Position

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 12: Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

- a. # of children who have been served in Part C and referred to Part B for eligibility determination.
- b. # of those referred determined to be NOT eligible and whose eligibilities were determined prior to their third birthdays.
- c. # of those found eligible who have an IEP developed and implemented by their third birthdays.

Account for children included in a but not included in b or c. Indicate the range of days beyond the third birthday when eligibility was determined and reasons for the delays.

Percent = c divided by a – b times 100.

Overview of Issue/Description of System or Process:

The Republic of Palau is not eligible for IDEA Part C funds or 619 funds, The Early Childhood Program in Palau serves infant, toddlers and children with disabilities from birth to 5 years. Therefore children do not transition at age 3. Most children with disabilities age 3-5 are served through a partnership with Head Start. Since there is no Part C program and no transitioning at age 3, this indicator is not applicable in Palau.

Baseline Data for FFY 2004 (2004-2005):

Not applicable.

Discussion of Baseline Data:

Not applicable.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Not applicable (see overview above)
2006 (2006-2007)	Not applicable (see overview above)
2007 (2007-2008)	Not applicable (see overview above)

2008 (2008-2009)	Not applicable (see overview above)
2009 (2009-2010)	Not applicable (see overview above)
2010 (2010-2011)	Not applicable (see overview above)

Improvement Activities/Timelines/Resources:

Not applicable.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth with disabilities aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals) divided by the (# of youth with an IEP age 16 and above)] times 100.

Overview of Issue/Description of System or Process:

Most of Palau’s students with IEPs who are 16 and above are students at Palau High School, the only public high school in Palau, which serves students in grades 9-12. Some IEP students are held back for various reasons so that some students 16 and over are still in elementary school programs. All IEP students at the high school, 16 and above, have Individual Transition Plans (ITPS) developed as part of the IEP process. An ITP is not always developed for students who are still in elementary schools as it has not been part of the regular procedures there. Staff now understand this issue and have been working to correct this in the future.

Special education staff, using the Indicator 13 checklist developed by the National Secondary Transition Technical Assistance Center for this indicator, did the review of files. Palau will be using this checklist to help plan future activities and improvements related to this indicator.

Baseline Data for FFY 2004 (2004-2005):

Number of students aged 16 and above with an IEP = 47

Number of students aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goal = 23

Calculation: $23/47 = 49\%$

Discussion of Baseline Data:

There were **47** files reviewed for both high school and elementary school students who were 16 or above. There were **7** students who were 16 and over who were still in the elementary school and **40** in the high school. These students were active students during SY: 2005-2006. Of the **47** files reviewed only **23** or **49%** had IEPs that includes coordinated, measurable, annual IEP goals and an Individualized Transition Plan (**ITP**) that we felt met the items on the checklist. The others only stated that they were following the curriculum set forth by CD1 and CD11 classes (these are Career Development classes taken by all high school students). Therefore, any instruction, community experience, and employment/post

secondary school/adult living activities followed the schedule and curriculum set forth in these classes.

On some of the ITPs we did not necessarily meet the interest of the individual child. Public high school block scheduling does not allow any free periods for other scheduling *i.e.* Community Base Instruction other than the core requirements for graduation, especially for part-time resource and fully mainstreamed students. Some of the students’ interests and expectations are also so high that it would require graduating with diploma and continuing on to post secondary education, which exceeds the capabilities of some individual students based on their present level of performance and/or medical reasons. Now that we have had the opportunity to look at the checklist, we feel that we can now better develop these ITPs to meet the requirements that are asked for.

FFY	Measurable and Rigorous Target
2006 (2006-2007)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2007 (2007-2008)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2008 (2008-2009)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2009 (2009-2010)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.
2010 (2010-2011)	100% of all youth with disabilities aged 16 and above will have an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet post-secondary goals.

Improvement Activities/Timelines/Resources:

<p>All graduating students will have an ITP that is coordinated, measurable and that will reasonably enable students to meet post-secondary goals that meet the requirements asked for by the checklist.</p>	<p>March 16, 2007</p>	<p>High School Principal, CRT, Itinerant Teacher, and Study Team</p>
<p>All students 16 and above at high school or elementary would have an ITP that is coordinated, measurable and that will reasonably enable students to meet post-secondary goals that meet the requirements asked for by the checklist.</p>	<p>August, 2007</p>	<p>High School Principal, CRT, Itinerant Teacher, and Study Team</p>
<p>Create Transition Coordinator position to coordinate transition planning from Early Childhood to elementary, from Elementary to High School and from High School to post-secondary employment, education and independent living and to follow-up dropped out students.</p>	<p>August 2007</p>	<p>Sped. Coordinator and SEAC</p>
<p>Share checklist developed by National Secondary Transition Technical Center with Elementary CRTs.</p>	<p>February 2007</p>	<p>High School CRT and Itinerant Teacher</p>
<p>CRTs need training on the new checklist and how to develop ITPs that meet the requirements of OSEP</p>	<p>August 2007</p>	<p>Sped. Coordinator, TA providers (preferably Patti Barkin, TACS)</p>

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement: Percent = [(# of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school) divided by the (# of youth assessed who had IEPs and are no longer in secondary school)] times 100.

Overview of Issue/Description of System or Process:

The following process will be used to follow-up with students who have been identified as graduating or dropping out during the 2005-06 school year. High school staff will follow-up the students who graduated from high school or dropped out during FFY: 2005-2006 by contacting them, their families, their school counselors, and using school records, hospital records, and other state offices. Once former students are located we will set an appointment with them and conduct the follow up survey of what they are doing now, a year after they graduated or dropped out of school.

Baseline Data for FFY 2004 (2004-2005):

There were 3 IEP students who graduated during SY: 2005-2006 with Diplomas and 3 who dropped out of school for various reasons. They will be followed-up in a year to gather baseline data to set goals for this indicator.

Discussion of Baseline Data:

FFY	Measurable and Rigorous Target
2005 (2005-2006)	
2006 (2006-2007)	To be set in the 2006 APR to be submitted in February 2008
2007 (2007-2008)	To be set in the 2006 APR to be submitted in February 2008

2008 (2008-2009)	To be set in the 2006 APR to be submitted in February 2008
2009 (2009-2010)	To be set in the 2006 APR to be submitted in February 2008
2010 (2010-2011)	To be set in the 2006 APR to be submitted in February 2008

Improvement Activities/Timelines/Resources:

To be set in the 2006 APR to be submitted in February 2008.

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 15: General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.

(20 U.S.C. 1416 (a)(3)(B))

Measurement:

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance.
- b. # of corrections completed as soon as possible but in no case later than one year from identification.

Percent = [(b) divided by (a)] times 100.

For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and enforcement actions that the State has taken.

Overview of Issue/Description of System or Process:

Palau is a unitary SEA/LEA and as such operates as one district. Monitoring findings presented here are for the public school system as a whole. Given that the Ministry of Education directly administers all special education services in its schools an external monitor is used to ensure objectivity. Palau contracts with this external third party monitor to do site visits to the schools. It takes three years to complete the cycle of visiting all schools. This contract is renewed at the end of each monitoring cycle and there have been delays during the current RFP and contracting process. The last full monitoring cycle was completed in 2003-2004 for all the schools. The new three year monitoring cycle will begin again during this SY 2005-2006 and will take three years again to complete the full cycle.

As a result of these monitoring activities, school principals requested assistance in developing a format for corrective action plans for them to use that would be uniform. Several of the school principals were new and needed additional assistance regarding the Special Education Services requirements. As a result, we asked for assistance of our 3rd party monitor to develop a format and conduct training for the Principals and Special Education Consulting Resource Teachers (CRTs) in its use. Because of the consultant's travel between Palau and Hawaii, it took us more time to complete and address those needs for the principals. As a result, monitoring activities for 2004-05 were postponed to complete this process.

As noted in the March 2005 APR, Special Education has completed the following proposed activities related to monitoring: School principals and other personnel were trained on a

new format for developing the Corrective Action Plans (now called School Improvement Plans) and other related requirements and monitoring procedures.

As a result of the training, Improvement Plans have been developed by the school principals in consultation with the Consulting Resource Teachers (CRTs) from Special Education central office. Currently we have received 8 of the 11 required plans from the 2003-04 cycle. The other three are to be finalized by 12/05. These were required based on the results of the monitoring findings of the public schools in 2003-2004. The CRTs are continuing to provide follow up and assistance based on the school’s identified needs in their plans. In total, there are 20 programs to be monitored including, 17 public schools (16 elementary, 1 high school), 2 private elementary schools and 1 early childhood program).

Baseline Data for FFY 2004 (2004-2005):

Since this indicator was changed by OSEP following last year’s SPP submission, we are including here the converted baseline data for this indicator that replaces the data that follow:

Indicator 15 Data from 2004 SPP

Percent of noncompliance corrected within one year of identification:

- a. # of findings of noncompliance: **5**
- b. # of corrections completed as soon as possible but in no case later than one year from identification: **3**

Percent = [(b) divided by (a)] times 100. = **60%**

The following data as now obsolete but are being left in the plan so that readers can see what was originally submitted in our State performance Plan for 2004.

No monitoring was conducted during the FFY 2004-2005. **Baseline data presented is based on the schools monitored in FFY 2003-2004.**

<u>Number of schools Monitored</u>	<u>Corrective Action required</u>	<u>School Improvement Plans Required</u>	<u>School Improvement Plans submitted</u>
<u>13</u> (all elementary)	<u>0</u>	<u>11</u>	<u>8</u>

Table for #15 A

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>A. Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification:</p> <p>a. # of findings of noncompliance made related to monitoring priority areas and indicators.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>See attached Calculation Chart for specifications of data included here</p> <p>a = 0</p> <p>b = 0</p> <p>$b/a = 0/0 =$ $x 100 = NA$</p>	<p><u>No non-compliance findings</u> were identified in the monitoring reports of the 11 schools monitored. “Areas in need of improvement”, however, were identified in each of the 11 schools. Several of these areas were identified as systemic issues and were addressed at that level (see discussion of baseline data).</p>

Compilation Table

Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
1. Percent of youth with IEPs graduating from high school with a regular diploma.	On-site Visit	0	0	0	0	NA
	Data Review	See Ind. #1		0	NA	NA
	Other: Specify	NA		NA	NA	NA
2. Percent of youth with IEPs dropping out of high school	On-site Visit	0		NA	NA	NA
	Data Review	See Ind. #2		See Ind. #2	See Ind. #2	See Ind. #2
	Other: Specify	NA		NA	NA	NA
3. Participation and performance of children with disabilities on statewide	On-site Visit	11		NA	NA	NA
	Data Review	See Ind. #3		See Ind. #3	See Ind. #3	See Ind. #3
	Other: Systemic	11	0	5 See Ind. #3	0 See Ind. #3	0% See Ind. #3

SPP – Part B (3)

Republic of Palau
State

Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
assessments						
4. Rates of suspension and expulsion	On-site Visit	11	0	0	0	NA
	Data Review	See Ind. #4		See Ind. #4	See Ind. #4	See Ind. #4
	Other: Specify	NA		NA	NA	NA
5. Percent of children with IEPs aged 6 through 21 – educational placements	On-site Visit	11	0	0	0	NA
	Data Review	See Ind. #5		0	0	NA
	Other: Specify	NA		0	0	NA
6. Percent of preschool children who received special education and related services in settings with typically developing peers	On-site Visit	0	0	0	0	NA
	Data Review	See Ind. #6		0	0	NA
	Other: Specify	NA		0	0	NA
7. Percent of preschool children with IEPs who demonstrated improved outcomes NEW INDICATOR NO DATA 2004-05	On-site Visit					
	Data Review					
	Other: Specify					
8. Percent of parents with a child receiving special education services who report that schools facilitated parents involvement NEW INDICATOR NO DATA 2004-05	On-site Visit					
	Data Review					
	Other: Specify					
9. & 10. Percent of districts with disproportionate representation of racial and ethnic groups in	On-site Visit					
	Data Review					
	Other: Specify					

Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
special education NEW INDICATOR NO DATA 2004-05						
11. Percent of children with parental consent to evaluate, evaluated within State established timelines NEW INDICATOR NO DATA 2004-05	On-site Visit					
	Data Review					
	Other: Specify					
12. Percent of children referred by Part C prior to age 3 have an IEP developed and implemented by their third birthday	On-site Visit	NA	NA	NA	NA	NA
	Data Review	NA	NA	NA	NA	NA
	Other: Specify	NA	NA	NA	NA	NA
13. Percent of youth aged 16 and above with IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable student to meet the post-secondary goals NEW INDICATOR NO DATA 2004-05	On-site Visit					
	Data Review					
	Other: Specify					

Indicator	Monitoring Mechanism	# Reviewed	# with Findings	a. # of Findings	b. # Corrected w/in 1 yr	% Corrected w/in 1 yr
14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school NEW INDICATOR NO DATA 2004-05	On-site Visit					
	Data Review					
	Other: Specify					
TOTALS	SUM COLUMNS A AND B			0	0	

Table for #15B

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
<p>15. General supervision system (including monitoring, complaints, hearings, etc.) identifies and corrects noncompliance as soon as possible but in no case later than one year from identification.</p> <p>B. Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification:</p> <p>a. # of findings of noncompliance made related to such areas.</p> <p>b. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = b divided by a times 100.</p>	<p>a = 5</p> <p>b = 3</p> <p>$3/5 = .60 \times 100 = 60\%$</p>	<p>Areas of systemic concern identified across multiple reports:</p> <ol style="list-style-type: none"> proper identification and documentation of eligibility (particularly LD) - 6 of 11 schools behavioral intervention plans for students who need them – 10 of 11 schools lack of updated procedural safeguards/parent rights – 6 of 11 schools documentation that 3 year re-evaluations have been done – 4 of the 11 schools lack of participation in the PAT or in alternate assessment – 5 of 11 schools <p>These issues were or are being addressed systemically</p>

Discussion of Baseline Data:

Palau completed a full monitoring cycle of its schools during 2003-04. No schools were monitored during the 2004-05 school year while a new contract was being negotiated for a third party monitor. During this time, Special Education was working with the schools on training principals and staff on developing their School Improvement Plans using a new revised format.

No corrective actions (for non-compliance items) were identified in the reports of the 13 schools monitored during FFY 2003-2004. However, all 13 schools were found to have areas “in need of improvement” and 11 were required to submit a School Improvement Plan. Since two of the schools are private, only the 11 public schools needed to submit plans. The two private schools are schools where limited services are provided to parentally placed children only.

Some of the areas in need of improvement (that existed in many of the schools) rose to the level of systemic issues. Since Palau is a unitary system, it is not surprising that unmet needs are similar across many schools. This partly explains why individual schools were not cited for immediate corrective actions. Systemic issues identified included the following:

Areas of systemic concern identified across multiple reports:

1. proper identification and documentation of eligibility determination (particularly LD) - 6 of 11 schools
2. no behavioral intervention plans for students who need them – 10 of 11 schools
3. lack of updated procedural safeguards/parent rights for parents – 6 of 11 schools
4. no documentation that 3 year re-evaluations have been done – 4 of the 11 schools
5. lack of participation in the PAT or in alternate assessment – 5 of 11 schools

These issues were addressed as follows:

1. eligibility determination: (SY 2004-05) A consultant was contracted to develop a procedures manual for Special Education with revised forms and procedures for eligibility determination that now include all the disability categories identified in the IDEA. The new manual is to be finalized and printed for use during SY 2005-06. A training for school principals is planned for Summer 2005.
2. behavioral intervention plans: A consultant provided training and consultation services to general special education teachers, parents and staff on behavioral intervention and management in 2003. A follow-up visit was postponed due to a focus on APR and SPP work and other training activities.
3. updated procedural safeguards: (SY 2004-05) The procedural safeguards handbook was updated, translated, printed and distributed to all schools.
4. re-evaluations: Re-evaluations were being conducted but not properly documented. Revised policies for documentation are in process.
5. participation in assessment: Ongoing work with school principals is in place to increase participation. An alternate assessment portfolio process has been developed through technical assistance, staff have been trained in its implementation and portfolios are being created. A scoring process is in development.

With the implementation of the next monitoring cycle, the timelines have been made clear and activities will be completed within one year of identification.

Targets (15 a & b)

FFY	Measurable and Rigorous Target (15 a & b)
2005 (2005-2006)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification.
2006 (2006-2007)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification
2007 (2007-2008)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification
2008 (2008-2009)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification
2009 (2009-2010)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification
2010 (2010-2011)	In 100% of the schools monitored , where non-compliance is found, non-compliance is corrected within one year of identification

Table for #15 C

Monitoring Priority: Effective General Supervision Part B		
Indicator	Measurement Calculation	Explanation
<p>Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:</p> <p>a. # of agencies in which noncompliance was identified through other mechanisms. b. # of findings of noncompliance made. c. # of corrections completed as soon as possible but in no case later than one year from identification.</p> <p>Percent = c divided by b times 100.</p> <p>For any noncompliance not corrected within one year of identification, describe what actions, including technical assistance and/or enforcement that the State has taken.</p> <p>.</p>	<p>See attached Calculation Chart for specifications of data included here</p> <p>a = 0 b = 0 c = 0 c/b = 0/0 x 100 = NA</p>	<p><u>No non-compliance findings</u> were identified through other mechanisms (complaints, due process hearings, mediations, etc.) Palau had three complaints during the year that were either resolved or found not to be IDEA related.</p>

Discussion of Baseline Data (15 c):

Palau identified no additional noncompliance issues through complaints, mediations, etc., as noted in the chart above. Only 3 complaints were received, all resolved informally. No mediations or due process hearing were requested.

Targets (15 c)

FFY	Measurable and Rigorous Target (15 c)
2005 (2005-2006)	100% of any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
2006 (2006-2007)	100% of any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification

2007 (2007-2008)	100% of any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
2008 (2008-2009)	100% of any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
2009 (2009-2010)	100% of any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification
2010 (2010-2011)	100% of any noncompliance identified through other mechanisms (complaints, mediations, etc.) will be corrected within one year of identification

Improvement Activities/Timelines/Resources: 15 a, b, & c

Activity	Timeline	Resources/Person(s) Responsible
1. Identify and contract a third party Monitor for next cycle of monitoring	By November 2005	SPED Coordinator
2. Update monitoring forms and procedures.	By May 2007	SPED Coordinator and third party Monitor or Consultant to be identified
3. Begin new 3-year cycle of monitoring. Schedule and complete monitoring of one third of schools.	By January 2006	Third party monitor and SPED staff
4. Submit Monitoring Reports to School Principals	Annually through 2010	SPED Coordinator
5. Review Monitoring Reports with CRTs and Special Education staff to identify the school implementation needs to address.	April 2006	SPED Coordinator and CRTs
6. Develop school Improvement Plans based on current monitoring report	By July 2007	School Principals and CRTs

8. Coordinator establishes monthly meetings with CRTs to review school Improvement Plan activities to be sure they are on track.	Monthly	SPED Coordinator and CRTs
10. Attend selected school PTA meetings quarterly (select schools with greater improvement needs)	Quarterly	SPED Coordinator and CRTs
11. Modify the School Improvement Plan template to include a column for indicating the progress on the activities (date completed and verified)	By February 2007	SPED Coordinator and CRTs
12. Update monitoring forms and procedures to comply with IDEA '04.	By June 30 2007	3 rd party monitor SPED Coordinator TA provider
13. Review monthly all new complaints, mediations and due process hearing issues to identify potential issues of noncompliance	Monthly beginning in May 2006	SPED Coordinator and CRTs
14. Continue monitoring practices and activities that ensure compliance with federal requirements.	2006-2011	SPED Coordinator and CRTs

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 16: Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (1.1(b) + 1.1(c)) divided by (1.1) times 100.

Overview of Issue/Description of System or Process:

Parents may submit complaints by speaking with school personnel, CRTs or by calling the special education office. All complaints by parents are accepted regardless of whether they are written, verbal or by phone. This procedure ensures that parent complaints are received and addressed without requiring a written process that is difficult for many parents in Palau who are not English proficient. All complaints are compiled/written in a log book/data base by a Data Manager at the special education central office that include the dates of complaints and dates resolved. The logbook/data base is reviewed monthly by central office staff to ensure timely resolution of the complaints is addressed.

Baseline Data for FFY 2004 (2004-2005):

Three complaints were received by special education in 2004-05. All were resolved in 60 days.

$3/3 \times 100\% = 100\%$

Discussion of Baseline Data:

Only 3 complaints (all oral) were received during 2003-04. All were resolved within the 60 day timeline. See attachment 1.

FFY	Measurable and Rigorous Target
<p>2005 (2005-2006)</p>	<p>100% of complaints will be resolved within 60 day timeframe.</p>
<p>2006 (2006-2007)</p>	<p>100% of complaints will be resolved within 60 day timeframe</p>
<p>2007 (2007-2008)</p>	<p>100% of complaints will be resolved within 60 day timeframe</p>

2008 (2008-2009)	100% of complaints will be resolved within 60 day timeframe
2009 (2009-2010)	100% of complaints will be resolved within 60 day timeframe
2010 (2010-2011)	100% of complaints will be resolved within 60 day timeframe

Improvement Activities/Timelines/Resources:

Improvement Activity	Timeline	Resources/Person(s) Responsible
1. TA provider to conduct training for Sped Coordinator, Consulting Resource Teachers (CRTs) and others	April 2007	Sped Coordinator TA provider
2. Conduct trainings with parents and principals on procedural safeguards	April - May. 2007	Sped Coordinator TA provider, CRTs
3. Follow up trainings with parents and principals will be conducted school areas	October 2007	Sped Coordinator, CRTs.
4. Maintain and report out number of complaints received and their status on a monthly basis	Monthly Reports	Data manager
5. Review procedures annually and adjust activities as needed.	2006-2011	Sped Coordinator, CRTs
6. Update tracking forms and procedures for complaints, mediations and due process hearing requests	February 2007	Consultant, U of Oregon

Part B State Performance Plan (SPP) for 2005-2010

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 17: Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (3.2(a) + 3.2(b)) divided by (3.2) times 100.

Overview of Issue/Description of System or Process:

No one has ever asked for a due process hearing in Palau. Complaints or concerns have been resolved through other more informal procedures. Formal legal proceedings are typically not a part of Pacific island cultures in Micronesia. Therefore, we have not conducted any due process hearings. We are in the process of compiling a list of trained special education hearing officers from CNMI. If a due process hearing should be requested, we will contact them as needed.

A due process hearing procedure and mechanism has been developed and is under review for its adoption. CNMI Hearing Officers have been arranged to provide due process hearings in a timely manner if request is received. Due to lack of well-trained Lawyers on the Island on IDEA and Special Education Program policies, the arrangement with Hearing Officers in CNMI will provide a mechanism for our needs until such time we establish and train our hearing officers locally. We are revising our procedural safeguard policy on due process hearings that will include the mechanism to establish the procedures for the qualifications and memberships of the Hearing Officers and Mediators.

The revised policy will be developed and implemented before the next reporting schedule.

Baseline Data for FFY 2004 (2004-2005):

No due process requested during this period.

Discussion of Baseline Data:

See above.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.
2006 (2006-2007)	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party.

2007 (2007-2008)	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
2008 (2008-2009)	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
2009 (2009-2010)	100% due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party
2010 (2010-2011)	100% of due process hearing requests will be fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party

Improvement Activities/Timelines/Resources:

Improvement Activity	Timeline	Resources/Person(s) Responsible
1. Update procedures for hearing officers and due process hearings	April 2007	Spec coordinator, TA provider
2. Update the list of Special Ed Hearing Officers	July 2006	Spec Coordinator, Minister of Education
3. Conduct updated training for Hearing Officers	Aug 2006	Spec Coordinator, TA providers (TBD)
4. Review the list of Hearings Officers and update annually	2006-2011	Spec Coordinator, Minister of Education
5. Identify Coordinator and establish office location for Due Process	September 2007	Sped Coordinator
6. Designate and establish Administrative staff for Due Process	ongoing	Sped Coordinator
7. Conduct HO Training in Palau	April 2007	Sped Coordinator Consultant

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.

(20 U.S.C. 1416(a)(3(B))

Measurement:

Percent = 3.1(a) divided by (3.1) times 100.

Overview of Issue/Description of System or Process:

To date there has never been a due process hearing request related to special education in Palau..

Palau has drafted procedures for resolution sessions should that become necessary and those procedures are awaiting final approval before adoption. Should one or more resolution sessions be needed, this will be reported by our CRTs to the data manager who will record and track the results of these sessions in a log similar to the one created for complaints.

Updated procedures will be added to our eligibility documents, as well s they are revised in 2007.

Baseline Data for FFY 2004 (2004-2005):

There were no requests for due process hearings received in FFY 2005 so there were no opportunities for resolution sessions.

Discussion of Baseline Data: Will be provided in February 2007.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
2006 (2006-2007)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
2007 (2007-2008)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance
2008 (2008-2009)	Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance

<p>2009 (2009-2010)</p>	<p>Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance</p>
<p>2010 (2010-2011)</p>	<p>Target to be set when the number of resolution sessions exceeds ten, per OSEP guidance</p>

Improvement Activities/Timelines/Resources:

<p>1. Finalize due process procedures including procedures for the conduct of resolution sessions</p>	<p>April 2007</p>	<p>SPED Coordinator MOE Minister Consultant</p>
<p>2. Train staff in approved procedures</p>	<p>April 2007</p>	<p>Consultant</p>

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 19: Percent of mediations held that resulted in mediation agreements.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = (2.1(a)(i) + 2.1(b)(i)) divided by (2.1) times 100.

Overview of Issue/Description of System or Process:

No mediation requests received or conducted during 2004 - 2005. Issues that may arise are usually dealt with in a more informal process by having the school study team, consulting resource teachers and parents discuss the issues for understanding and resolution.

Palau is investigating options for an updated training of mediators, possibly with CADRE or a private consultant. This may be a joint activity of several of the Pacific jurisdictions.

Baseline Data for FFY 2004 (2004-2005):

No request for mediations were received or conducted during the reporting period.

Discussion of Baseline Data:

No targets will be set for this indicator until a minimum of 10 mediations are conducted in a given year, per OSEP guidance.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
2006 (2006-2007)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
2007 (2007-2008)	No targets will be set until a minimum of ten mediations are reached in a given baseline year
2008 (2008-2009)	No targets will be set until a minimum of ten mediations are reached in a given baseline year

<p>2009 (2009-2010)</p>	<p>No targets will be set until a minimum of ten mediations are reached in a given baseline year</p>
<p>2010 (2010-2011)</p>	<p>No targets will be set until a minimum of ten mediations are reached in a given baseline year</p>

Improvement Activities/Timelines/Resources:

<p>Improvement Activity</p>	<p>Timeline</p>	<p>Resources/Person(s) Responsible</p>
<p>1. Secure interim arrangement with mediators from either Guam or CNMI to be available should mediation be requested</p>	<p>January 2006</p>	<p>SPED Coordinator</p>
<p>2. Update policies and procedures for qualifications and appointment of the mediators</p>	<p>April 2007</p>	<p>Spec Coordinator, TA providers, Minister and Director of MOE.</p>
<p>3. Conduct trainings for Mediators –</p>	<p>May 2006 and ongoing</p>	<p>Spec Coordinator & TA providers (TBD)</p>
<p>4. Update list of mediators with locally trained people</p>	<p>June 2006 and ongoing annually 2006-2011</p>	<p>Spec Coordinator, TA providers, Minister and Director of MOE.</p>
<p>5. Train staff person to administer complaints, mediations and due process hearing requests</p>	<p>Ongoing</p>	<p>Sped Coordinator Consultants</p>

Monitoring Priority: Effective General Supervision Part B / General Supervision

Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

State reported data, including 618 data and annual performance reports, are:

- a. Submitted on or before due dates (February 1 for child count, including race and ethnicity, placement; November 1 for exiting, discipline, personnel; and February 1 for Annual Performance Reports); and
- b. Accurate (describe mechanisms for ensuring accuracy).

Overview of Issue/Description of System or Process:

The Palau Ministry of Education (MOE) has been trying to find a Data System that suits its reporting needs for many years. A new Data System called Student Information System (SIS) has been created to meet these needs. It is a web based data system that enables all public schools to link into the website and enter their data. This system utilizes the MOE data that includes Special Education data.

A Special Education Data Dictionary that lists all Special Education Data Fields has been incorporated into this new system. This Data Dictionary was developed with technical assistance from the University of Guam Center for Excellence in Developmental Disabilities Education, Research and Service (Guam CEDDERS) through funding from the National Early Childhood Technical Assistance Center (NECTAC).

Initial training on the use of the SIS was completed during the summer 2005. All of the trained Palau Central School’s secretaries pilot tested the system. They will be entering the actual data into the SIS when it is put into place beginning the second quarter of this year (November 2005). This will, of course, include all of the required data fields for students with IEPs in the public schools.

In the meantime, Special Education data has been maintained using the Excel application. A program called “Soe’s Add-Ins” with all these data will be entered into the new MOESIS for generating data for reporting needs. When the MOESIS is up and running, the Special Education managers will be able to verify the data input from the school sites. During the coming year, it is anticipated that many glitches will need to be worked out. Special Education data tracking systems will continue as currently functioning so that reports can be generated in a timely and accurate manner.

Baseline Data for FFY 2004 (2004-2005):

All 618 Data reports were submitted prior to the annual due dates. Exiting, discipline, and personnel data have been submitted to Westat in October 2005.

The first State Performance Plan reflects accurate calculations as required and the setting of annual targets.

The Annual Performance Reports for FFY2002-2003 and FFY 2003-2004 were both submitted with accurate annual and trend data to OSEP. These were submitted within the required timeline.

Discussion of Baseline Data:

See above

FFY	Measurable and Rigorous Target
2005 (2005-2006)	100% of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
2006 (2006-2007)	100% of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
2007 (2007-2008)	100% of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
2008 (2008-2009)	100% of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
2009 (2009-2010)	100% of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.
2010 (2010-2011)	100% of State reported data (618 data and State Performance Plan and Annual Performance Report) are timely and accurate.

Improvement Activities/Timelines/Resources:

Improvement Activity	Timeline	Resources/Person(s) Responsible
1. Continue to work with MOE staff to implement the MOESIS system	ongoing	SPED and General Education data managers, SpEd Coordinator, CRTs
2. Verify data for special education students entered at the school sites	ongoing	SPED and General Education data managers, CRTs
3. Provide training as needed to school secretaries to ensure reliability of data being inputted on SPED students	ongoing	SPED and General Education data managers, SPED Coordinator, MOE Director
4. Review the improvement activities annually and design training as needed	ongoing 2006-2011	SPED and General Education data managers, SPED Coordinator, MOE Director