

IDEA Part B State Performance Plan (SPP) for FFY 2005-2012

Overview of the State Performance Plan Development:

The Republic of Palau (ROP) State Performance Plan (SPP) for Indicator 6, Preschool (ages 3-5) LRE, was developed with input from key stakeholders, including parents, preschool providers, and the ROP Special Education Advisory Council (SEAC), the main stakeholder group for ROP's SPP development.

The Special Education Core Team, comprised of the Special Education Coordinator, Specialists/ Consulting Resource Teachers (CRTs), Data Manager, and Early Childhood staff, held monthly meetings to discuss the status of all improvement activities and what can be done to support cluster teams carry out specific indicator activities, which included implementing training activities with parents, principals, teachers, and related service providers at different times throughout the year. Parent workshops that focused on Least Restrictive Environment (LRE) and the Individualized Education Program (IEP) development were facilitated throughout the year. Training activities for principals, teachers, and related service providers were implemented to address various improvement activities across several SPP indicators involving educators and support staff, which included presentations and workshops conducted by special education staff at the ROP Annual Educational Convention. These meetings and activities included preschool priorities to ensure that young children with an IEP are served in the LRE.

Over the years, parents of preschoolers with disabilities have provided input for program improvement through workshops and surveys. The consistent and relevant feedback has been through the annual parent surveys conducted for reporting in ROP's Annual Performance Report (APR) for Indicator 8, Parent Involvement. Feedback from the workshops and surveys has been incorporated into the discussion and improvement activities for Indicator 6. In addition, collaborative training activities continue between the Head Start Program and Special Education. These personnel development activities serve as input to program improvement priorities and have been incorporated into the discussion and improvement activities for Indicator 6.

As mentioned, SEAC is the main stakeholder group for ROP's SPP/APR development, which serves to meet the requirement of "broad stakeholder" input for ROP's SPP development. As the state advisory panel for special education under IDEA, SEAC membership includes representatives of preschool serving agencies and organizations, such as the Head Start Program and Health Services, and parents of young children with IEPs. The following SEAC meetings were held to discuss the SPP Indicator 6 development:

- September 27, 2012: Guam CEDDERS facilitated a presentation on the changes to the FFY 2011 APR, which included the SPP development requirement for Indicator 6. The presentation shared was from the August 2012 IDEA Conference presentation by OSEP.
- January 24, 2013: Guam CEDDERS facilitated the ROP FFY 2011 APR and SPP presentation. The presentation included a review of OSEP Memorandum 13-6 regarding the final changes to the FFY 2011 APR and SPP and ROP's data for each SPP Indicator. The SEAC members provided input for Indicator 6 for the one-year target and improvement activities.

Public Dissemination Plan

The public dissemination plan for ROP's SPP for Indicator 6 and the complete revised SPP will include the following:

- By March 30, 2013, the SPP for Indicator 6 will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education").
- By March 30, 2013, a copy of the SPP for Indicator 6 will be provided to SEAC members and the Ministry of Education (MOE) Management Team.
- By March 30, 2013, the local media (radio & newspaper) will be informed of the availability of the SPP for Indicator 6.

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- By June 30, 2013, upon completion of OSEP's April 2013 clarification week and receipt of OSEP's 2013 Determination Letter, the complete revised SPP, inclusive of Indicator 6, and OSEP's 2013 Determination Letter will be posted on the ROP MOE website: www.palaumoe.net (click "Ministry," then select "Special Education"), with a copy provided to the SEAC members and Ministry of Education (MOE) Management Team.

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Monitoring Priority: FAPE in the LRE

Indicator 6: Percent of children aged 3 through 5 with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

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

Measurement:

- A. Percent = [(# of children aged 3 through 5 with IEPs attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.
- B. Percent = [(# of children aged 3 through 5 with IEPs attending a separate special education class, separate school or residential facility) divided by the (total # of children aged 3 through 5 with IEPs)] times 100.

Data Source:

Data collected under IDEA section 618.

Overview of Issue/Description of System or Process:

ROP Ministry of Education (MOE) serves as the State Education Agency responsible for the implementation of the IDEA requirements for providing special education and related services for children with disabilities ages 3-21. The Special Education Program within MOE is the program responsible for administering and supervising the special education and related services in the ROP. The Special Education Procedural Handbook provides the specific processes, including required documentation, of the IDEA requirements.

The special education and related services provided for preschoolers with disabilities follow the same IDEA requirements in the Special Education Procedural Handbook. The Child Find and identification provisions include working with other child-serving agencies and organizations, including the Head Start Program under the Palau Community Action Agency and Health Services. Special education personnel, including the program coordinator, meet regularly with these child-serving agencies and organization as part of the Child Find activities. The Special Education Program has in place a Memorandum of Understanding (MOU) with the Head Start Program and Health Services that specifies the responsibilities of each agency/organization for identifying, referring, and serving young children with special needs.

The Special Education Program includes Early Childhood Special Education (ECSE) teachers who serve as early childhood case managers for facilitating and documenting the special education identification, referral, evaluation, eligibility, and service delivery in the least restrictive environment for preschoolers with disabilities eligible to receive special education and related services. Preschoolers with an IEP receive their special education and related services in the least restrictive environment based on their individual needs determined by the IEP team. The continuum of alternative placement options is made available depending upon the individual eligible child's needs.

During FFY 2011, based on the IEP team decisions, preschoolers with disabilities were provided special education and related services in Head Start Centers. ECSE and Head Start teachers worked together to develop lessons for the children with IEPs aligned with their set goals.

As stated in the MOU between Head Start and the Special Education Preschool Program, ECSE teachers and special education service providers provide needed classroom supports to a child on a one-on-one basis, small group, or consultation, as appropriate and stated in the child's IEP. The Head Start Disability Service Manager coordinates with special education personnel, provides information on classroom

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changes, and facilitates the implementation of modifications and/or adaptations of the environment, instruction, or materials for children with disabilities to participate in daily classroom routines and activities.

Baseline Data for FFY 2011 (2011-2012):

Table 1 displays the baseline data for FFY 2011 for this indicator measurement. The data were taken from the IDEA 618 data reported in Table 3, Environments, for children with IEPs ages 3-5. As shown in Table 1, all 4 preschoolers with an IEP were attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program. The regular early childhood program was the Head Start Program.

Table 1: FFY 2011 Indicator 6 Baseline Data

Indicator 6 Measurement	(a)	(b)	(c)	FFY 2011 Baseline Data
	Total # of Children Ages 3-5 with an IEP	618 Table 3 December 1, 2011*	Total # in (b) reported for each Indicator 6 Measurement	% c/a x 100
A.	4	A-1 + B-1	4 + 0	100% (4/4 x 100)
B.		C-1 + C-2 + C-3	0 + 0 + 0	0% (0/4 x 100)

*Data Source: Per OSEP, required sections in the 618 Table 3, Environments, December 1, 2011, for reporting Indicator 6 data.

Discussion of Baseline Data:

On December 1, 2011, there were 4 preschoolers with an IEP receiving special education and related services. All 4 preschoolers with an IEP (ages 4 and 5) were enrolled in Head Start Centers, representing 100% (4/4) for Indicator 6, Measurement A. For Indicator 6, Measurement B, there were no preschoolers with an IEP receiving special education and related services in a separate special education class, separate school or residential facility.

For this reporting period, the Special Education and Head Start Programs worked closely to provide training for Head Start teachers to ensure teachers have the knowledge and skills in working with preschoolers with disabilities in their classes. The following trainings were held:

- In March 2012, training entitled: *“Supporting Young Children with Disabilities through the IEP Process”* was facilitated by Guam CEDDERS. Forty-two (42) participants comprising of Head Start Teachers, Teacher Assistants, and ECSE Teachers attended a full-day session. Overall, the participants were highly satisfied with the training and wanted more time and training on these topics.
- In March and April 2012, the Special Education Sign-Language Service Provider conducted 2-half day training sessions for Head Start teachers and staff on basic sign language in support of the related services provided for the preschoolers with disabilities.
- In June 2012, the ECSE teachers and Head Start Disability Service Manager conducted a joint training for preschool parents of children with IEPs on the Early Childhood Outcomes measurement system for SPP Indicator 7.
- In July 2012, Special Education Specialists conducted training on LRE during the annual Ministry of Education Convention, which included Head Start Program teachers.

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- In August 2012, the Head Start TA provider, Arlene Cura, and Guam CEDDERS' Elaine Eclavea co-facilitated a 3-day training session for 51 participants consisting of Head Start (HS) Teachers, HS teacher aides, HS Center Coordinators, HS Family Service Workers, and Special Education CRTs and ECSE teachers. The content of the training included the Special Education Referral Process and the Head Start Center for Inclusion (HSCI) framework for teaching preschoolers with special needs. Other information shared in this training was on accommodations and adaptations that can be used in the classroom for including children with IEPs. As a result of this training, the "Early Childhood Child Study Team" procedures were developed in partnership with the Head Start Program. The procedures outline the protocol and steps of a Child Study Team (CST) for supporting the educational needs of a child and provide ideas and supports for how to address the child's challenges. The impetus for the procedures was to clearly outline a process for referring children suspected of having a disability for special education services.

In addition to the collaborative training activities for Head Start specialists, teachers, and teacher aides, parent training sessions were held in collaboration with the Palau Parents Empowerment (PPE), a nonprofit organization for parents of children with disabilities. The sessions included:

- The March and April 2012 sign language training sessions held for Head Start Teachers and staff included parents of preschoolers with disabilities.
- In May and June 2012, parent training sessions were conducted by the Special Education Coordinator and ECSE teachers on parents' roles and responsibilities in the IEP process.
- The PPE organization conducted monthly parent training sessions for all parents with children that have IEPs. Training content focused on parents' rights and their roles and responsibilities as parents of children with IEPs. Last training conducted by PPE was in October 2012 and the content of this training was early teaching practices where parents were informed that learning doesn't only take place in school but can start as early as when the child is still at home.

Measurable and Rigorous Target:

FFY	Measurable and Rigorous Target
<p>2012 (2012-2013)</p>	<p>A. 100% of children aged 3 through 5 with IEPs will be attending a regular early childhood program and receiving the majority of special education and related services in the regular early childhood program</p> <p>B. 0% of children aged 3 through 5 with IEPs will be attending a separate special education class, separate school or residential facility</p>

Improvement Activities/Timelines/Resources:

Based on the evaluation process conducted for developing and reviewing the effectiveness of improvement activities, ROP has organized the format of the improvement activities to ensure close alignment with the indicator measures and a system approach for effecting critical changes for improved results. For all SPP indicators, improvement activities are organized by category or type of improvement activity, following Washington State's format. The improvement activity categories include:

- (A) Improve Data Collection and Reporting
- (B) Improve Systems Administration and Monitoring
- (C) Build Systems and Infrastructures of Technical Assistance and Support
- (D) Provide Technical Assistance/Training/Professional Development
- (E) Clarify/Examine/Develop Policies and Procedures
- (F) Program Development
- (G) Collaboration and Coordination

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- (H) Evaluation
- (I) Increase/Adjust FTE

The development of improvement activities also includes timelines and resources for implementation.

For Indicator 6, the following improvement activities have been identified as “new”:

Activity #	Improvement Category	Improvement Activities	Timelines	Resources	Status
6.1	D: Provide Technical Assistance/ Training/ Professional Development	In collaboration with the Head Start Program, the Special Education Program will facilitate training for parents, Head Start Teachers, Teacher Aides, and other Head Start Staff on child development and developmentally appropriate practices, with an emphasis on including preschoolers with disabilities in regular early childhood programs.	FFY 2012	SpEd Coordinator, CRTs, ECSE Teachers, Head Start Disability Service Manager, Guam CEDDERS, Head Start TA Provider	NEW
6.2	E: Clarity/ Examine/ Develop Policies and Procedures	Development and Implementation of the “Early Childhood Child Study Team” procedures.	FFY 2012	SpEd Coordinator, CRTs, ECSE Teachers, Head Start Disability Service Manager, Guam CEDDERS, Head Start TA Provider	NEW