

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 2ndQuarter (Jan. 1, 2009-Mar. 31, 2009)	DATE: 4/14/09
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Guidelines for Completing Quarterly Progress Report

Introduction

Through the Individuals with Disabilities Education Improvement Act (IDEA 2004) and FSM P.L. 14-08 (June 2005), National Department of Education (NDOE) ensures the delivery of special education and related services for eligible children with disabilities and their families within FSM. NDOE assumes the general supervision responsibility for administering the IDEA 611 funds to each FSM State (LEA) for the delivery of appropriate special education and related services. NDOE has therefore developed a verification process for assessing the effectiveness of special education and related services in each FSM State for improving results for children with disabilities and their families. A component of the verification process is the quarterly review of progress made by the LEAs that respond to the requirements outlined in the IDEA State Performance Plan (SPP). The purpose of the quarterly review is to assess each LEA's progress towards meeting individual LEA-specific Special Education Local Performance Plan (LPP) targets and improvement activities that align with the overall national FSM SPP targets and improvement activities. The quarterly review is therefore intended to monitor, on a regular basis, improved performance in meeting annual compliance and FSM specific SPP targets.

Directions

Complete Columns 2 & 3 for the reporting quarter using information from implementation of your LPP Improvement Strategies, previous Quarterly Progress Reports, approved Budget Allocations, OSEP 618 Data Tables, and other relevant sources.

Column 1: SPP Indicators following the Office of Special Education Programs (OSEP) State Performance Plan (SPP) format and the approved LPP format.

Columns 2: For each SPP Indicator, insert your **LEA LPP Target** and provide updated data based on the measurement requirement in Column 1 for reporting. List the **improvement activities** approved for your state that have been designed to meet the established target.

Column 3: For each **improvement activity** identified in Column 2, provide a description of **Progress/Slippage** that has been **accomplished or not accomplished** during this reporting period, including progress toward meeting established target. It is critical to include specific data where appropriate to verify the progress/slippage that has been made.

Column 4: NDOE to complete. **Upon review of Quarterly Progress Report, NDOE will provide specific responses for each indicator and noncompliance area listed below, NDOE will utilize the following determinations which will be communicated back to the State within two weeks of receipt of the Quarterly Progress Report: 1) Accepted no further action needed, 2) Adequate Progress IS being made, no further action needed, 3) Adequate Progress NOT being made, further information/action needed as described.**

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<p>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.</p> <p>Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.</p> <p>Calculate percentage by providing official senior enrollment for students with and without disabilities for Quarters 1, 2, and 3. Quarter 4 would include the number of graduates with and without disabilities, which would be reported in your <u>state 618 "Exit"</u> data for the school year.</p>	<p>Activity 1: Provide awareness program to encourage students to stay in school and complete high school requirements. Timeline: November 2008 – End of the School Year 2008 – 2009.</p> <p>Resources: Materials for Billboards (lumpers, flyers, contractual for billboard designing, printing)</p> <p>Activity 2: Tutorial for at – risk and IEP students at the High School level after regular instructional hours. Timeline: January 2009 – April 2009</p> <p>Resources: Contractual services for tutors and instructional materials and supplies</p> <p>Activity 3: Improve transition planning for the high school age students with IEPs utilizing “All Set Transition Planning” approach Timeline: November 2008 – December 2008. Resources: Materials and supplies, refreshments, printing</p>	<p>1.1 With a total of 131 total seniors enrolled at the beginning of the SY 08-09, three (3) out of 131 are students with IEP.</p> <p>1.2 Two (2) awareness buildboards encouraging students to stay in school and complete high school requirements had been completed by the High School IEP students and staff to be erected at the high school campus.</p> <p>2.1 Tutorial services to at-rist and IEP students 14 and above is on going at each community school with a total of 125 students enrolled. These are students that did not meet the required GPA of 2.00 for the 1st Semester. Out of the total, 50 are fourteen and above students with IEP, where 7 from 14 yrs old, 28 from 15yrs, 10 from 16 yrs & 3 from 17 yrs old and 2 from the SMD Center or 19 yrs old.</p> <p>3. 1 Utilization of All Set Transition Plan for 53 IEP students receiving services during this reporting period: 41 high school, including 7 from the Elem. Level and 5 from SMD Center were in processed and ready to be completed before the end of the school year.</p> <p>3.2 A mini training on secondary transition conducted on the 26th of March by two (2) secondary transition teachers and with the assistance of the Acting Coordinator who attended the training in Guam. There were a total of 10 Special Education teachers participated during this training.</p>	<p>Verify the number of seniors as reported in 618 are 4 students ages 18-20.</p>

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<p>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.</p> <p>Measurement: Measurement for youth with IEPs should be the same measurement as for all youth. Explain calculation.</p> <p>Calculate percentage by providing official high school enrollment for students with and without disabilities AND the number of drop-outs with and without disabilities. The Quarter 4 measurement would be reported in your <u>state 618 "Exit" data</u> for the school year.</p>	<p>Activity 1:Continue implementing tutorial services to at-risk students and students with IEP at the high school level after regular instructional hours at each community school Timeline:January 2009 - April 2009 Resources:Supplies and material for the project, contractual services for the tutors</p> <p>Activity 2:Conduct a workshop to develop a communication network between and among the regular teacher, parents and the program staff (teacher) at the high school level to share performance of individual student on a regular basis to monitor student's performance. Timeline: Second week of December 2008 Resources:Workshop Material and supplies, refreshment and printing</p>	<p>2.2 1.1 Tutorial services to at-risk and IEP students 14 and above is on going at each community school with a total of 125 students enrolled. These are students that did not met the required GPA of 2.00 for the 1st Semester. Out of the total, 50 are fourteen and above students with IEP, where 7 from 14 yrs old, 28 from 15yrs, 10 from 16 yrs & 3 from 17 yrs old and 2 from the SMD Center or 19 yrs old.</p> <p>2.1 A workshop was conducted on January 27, 2009 at the High School Campus on Procedural Guideline. Total number of participants were 21 including; 1 Principal, 2 Counselors, 16 Regular Classroom Teachers & 2 Secondary Transition Teachers. Discussed also during this workshop was the inputs from the counselors and the principal or even the regular teachers on course outlines for the secondary transition students.</p>	

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<p>Indicator 3: Participation and performance of children with disabilities on statewide assessments:</p> <p>A. Percent of districts meeting the State's AYP objectives for progress for disability subgroup.</p> <p>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.</p> <p>C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.</p> <p>Measurement: (A) Does not apply to FSM; (B) Percentage equals # children with IEPs and # of children who had taken the assessment as specified; (C) Percentage equals # of children who had taken the assessment and # of children who performed at the proficiency and advance levels.</p> <p>Calculation of percentages should be for Quarter 4. Quarters 1, 2, & 3 should be the reported # of participation determination, as per the IEP, for the regular assessment (with and without accommodations) and the alternate assessment based on alternate achievement standards.</p>	<p>Activity 1: Train test administrators on the four-step process or the alternate assessment (AA-AAS) Timeline: By Dec 2008- March 2009 Resources: \$1,000 to fund trainees</p> <p>Activity 2: Train test administrators and appropriate Dept. personnel on accommodations Timeline: By Nov. 2008- March 2009 Resources: \$1,000 to fund trainees</p>	<p>1.1 A training was held on the 12th of December on the assessment (AA-ASSS) for the SMD Staff. Six (6) RSA's, One (1) Deaf Blind, One (1) Deaf, and one (1) Transition Teacher. Conducting the workshop were Yap PAC6 Participants including two test administrators and one administrative staff.</p> <p>1.2 Two (2) Program Staff participated during the PAC6 Training held in Guam, by the Guam CEDDERS. A Training is scheduled to be held sometimes in May 2009 for appropriate Department Personnel on Accommodations by the PAC6 Participants.</p>	<p>This activity is already completed.</p>

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<p>Indicator 4: Rates of suspension and expulsion:</p> <p>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 a school year; and</p> <p>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.</p> <p>Measurement: (A) # of districts/LEAs identified by the FSM as having significant discrepancies in the rates of suspensions and expulsions for greater than 10 days in a school year of children with disabilities divided by # of districts in the State times 100.; (B) Does not apply to FSM.</p> <p>Calculation of percentage should be cumulative each quarter showing the # of children with disabilities (3-21) suspended greater than 10 days and the # of children with disabilities (3-21) with IEPs reported each year as the December 1st Child Count. The suspension/expulsion data would be reported in your <u>state 618 "Discipline" data</u> for the school year.</p>	<p>Activity 1: Awareness program through Building Billboards in each of the communities throughout the island promoting staying in school and completing high school. Timeline:February 2009 – March 2009 Resources:Materials and Supplies (Lumbers, paints, contractual services for designing and erecting)</p> <p>Activity 2: Conduct a workshop to develop a communication network between and among the regular teacher, parents and the program staff (teacher) at the high school level to share performance of individual student on a regular basis to monitor student's performance. Timeline:Second week of December 2008 Resources:Workshop Materials and supplies, refreshment and printing</p>	<p>1.1 An RFP is on air started March 30 via local channel; for any individual group or organization interested to construct one buildboard at each community schools. The closing date will be the 10th of April 2009. Two (2) awareness buildboards had been completed by the high school IEP students awaiting principals designated side to be erected.</p> <p>1.2 As for this reporting period there were 10 students that were academically suspended: 9 – from 10th grade and 1 - from 11th grade all of whom are not students with IEP.</p> <p>2.1 A workshop was conducted January 27, 2009 at the High School Campus on Procedural Guideline by the program staff. Total number of participants were 21 including; 1 Principal, 2 Counselors, 16 Regular Classroom Teachers & 2 Secondary Transition Teachers. Discussed also during this workshop was the inputs from the counselors and the principal or even the regular teachers on course outlines for the secondary transition students.</p>	<p>What are the disciplities for these students? Were there review of IEP goals, objectives, sped services conducted for these students prior to suspension?</p>
<p>Indicator 5: Percent of children with IEPs aged 6 through 21:</p> <p>A. 80% or more in regular class;</p> <p>B. 40% or less in regular class; or</p> <p>C. Served in public or private separate</p>	<p>Activity 1:Development of an internal monitoring process to monitor/track individual child from referral to completion of the IEP development on a</p>	<p>1.1 As part of the Action Plan Developed by the SpEd Program, Three (3) Supervisor meetings were held during this reporting period. The purpose of the meeting was to monitor/track individual child from each sub-program on referral to completion of IEP.</p>	<p>How may IEPs were reviewed during these meetings?</p>

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<p>schools, residential placements, or homebound or hospital placements.</p> <p>Measurement: Use the 618 Data format for reporting the number of children with disabilities (6-21) in settings A, B, and C.</p> <p>Calculate percentages as an event recording rather than a cumulative review. For the 1st Quarter, the <u>618 Placement and Child Count data</u> reported on December 1st would be your state reported percentages. To monitor identification rates, for the other quarters, compare the 618 Child Count data reported on December 1st to the percentages calculated on the 1st day of the month that the quarterly report is due. Make sure to identify the date you used to calculate the percentages for 2nd, 3rd, and 4th quarters.</p>	<p>sequential basis. Timeline:By November 2008 Resources:Cases Managers and Coordinator</p> <p>Activity 2: Training on General Education Curriculum Standards for Math and Language Arts to assist special education teachers to align IEP objectives and lessons to be more age or grade appropriate. Timeline:By December 2008 Resources:Math and Language Arts Specialists, Coordinator and case manager, refreshment and materials and supplies</p>	<p>1.2 The first internal monitoring verification visit was conducted on Feb 11-15, 2009 by the Program Staff which include Program Coordinator, Case Managers and Chairman of the Advisory Board with two Parents Reps. The summary report is still pending.</p> <p>2.1 Training on General Education Curriculum Standards for Math and Language Art to all special Ed. Teachers is scheduled for Summer 09' by the Curriculum Chief.</p>	<p>Which schools were visited?</p> <p>Report this activity on the next QPR.</p>

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<p>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).</p> <p>Measurement: Use the 618 Data format for reporting the number of children with disabilities (3-5) in settings with typically developing peers.</p> <p>Calculate percentages as an event recording rather than a cumulative review. For the 1st Quarter, the <u>618 Setting and Child Count</u> data reported on December 1st would be your state reported percentages. To monitor identification rates, for the other quarters, compare the 618 Child Count data reported on December 1st to the percentages calculated on the 1st day of the month that the quarterly report is due. Make sure to identify the date you used to calculate the percentages for 2nd, 3rd, and 4th quarters.</p>	<p>Activity 1: Data collection on regular basis Timeline: Monthly meeting of Program Supervisor & site supervisors Resources: School site case managers/principals/Data person</p> <p>Activity 2: Parent and Staff training on Procedural Guideline Timeline: November 2008 (Disability Day) By February 2009 Resources: Advisory Panel/SpEd & ECE Coordinators/Data & RR Supervisor</p> <p>Activity 3: Child Find Activity in the village Timeline: April 2009 Resources: ECE Coordinator/Supervisor/Child Find Committee</p> <p>Activity 4: FSM-ID Screening Timeline: Entry Screening: a week after registration/ Exit Screening: two (2) weeks</p>	<p>1.1 Data are collected and transmitted to the Data Person every month through Site Supervisor and program case manager's meeting. The monthly meetings for each sub-programs are conducted every third week of each month. Each sub-programs conducted 3 meetings during the reporting period. Data collected are as follows:</p> <table border="1" data-bbox="1008 568 1633 836"> <thead> <tr> <th>School</th> <th>New Referrals</th> <th>Active</th> <th>Pending</th> </tr> </thead> <tbody> <tr> <td>MES</td> <td align="center">2</td> <td align="center">2</td> <td align="center">0</td> </tr> <tr> <td>SES</td> <td align="center">2</td> <td align="center">0</td> <td align="center">2</td> </tr> <tr> <td>TES</td> <td align="center">4</td> <td align="center">0</td> <td align="center">4</td> </tr> <tr> <td>LES</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> <tr> <td>UES</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> <tr> <td>WES</td> <td align="center">0</td> <td align="center">0</td> <td align="center">0</td> </tr> <tr> <td>TOTAL</td> <td align="center">8</td> <td align="center">2</td> <td align="center">6</td> </tr> </tbody> </table> <p>2.1 A Training was conducted by the SpEd Administrative Staff to all Regular Ed. and SpEd Teachers on the Procedural Guidelines at each of the community schools including High School and COMFSM Campus: The Date and no. of participants are as follows: KHS ~ Jan 27, 2009, total of 21 participants; March 02 at Utwe with 31 participated; March 04 at Malem with 31 participants; March 06 at Lelu with 23 participants; March 9 at Tafunsak with 26 participants; March 10 at Sansrik Elem. with 18; on the 13th of March the group did two trainings, one at the COMFSM Local Campus with 10 participants and the other was in Walung with a total of 14 participants... all in all there were a total of 174 participated during the Procedural Guideline Training.</p> <p>3.1 Two (2) meetings were conducted by the Child Find Committee in preparation for the upcoming Child Find Activity; one was on March 10th at the Education Conference Room and the other one was on the 20th of March at the Health Service Conf. Room. The Annual Child Find Schedule Activities are as follows: March 1st & 2nd (Wed/Thur) at Tafunsak Mun., March 3rd (Fri) at Walung Comm. Center, March 7th & 8th ((Tue/ Wed) at Lelu (Gymnasium), March 9th (Thur) at Malem Mun. & at Utwe Mun. on March 10, 2009 (Fri).</p>	School	New Referrals	Active	Pending	MES	2	2	0	SES	2	0	2	TES	4	0	4	LES	0	0	0	UES	0	0	0	WES	0	0	0	TOTAL	8	2	6	<p>Based on your dates, which fall within this reporting period, the results/progress of these Child Find Activities should be</p>
School	New Referrals	Active	Pending																																
MES	2	2	0																																
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	<p>beforeGraduation</p> <p>Resources: ECE Special Education Teachers, health services records and parents of suspected children with disabilities.</p>	<p>3.2 One of the Child Find Committee members was fortunate to attend the Child Find Survey held in Chuuk for Training purposes.</p> <p>4.1 FSM-ID Screening will be conducted before the end of school year or graduation. will be reported during next quarter report.0</p>	<p>reported.</p>

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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.

Measurement: For each quarter, provide progress data (entry and exit) using the FSM EC Outcomes Measurement System. **Submit with each quarterly report an updated ECO excel data sheet.**

Activity 1: Monthly meeting for case manager and site supervisors to track and monitor identification, IEP development and implementations
Timeline: October 2008 – September 2009
Resources: Case Managers, school – site supervisor, data person

Activity 2: All ECE Special Education teaching staff will focus their working hours 95% on students with IEPs.
Timeline: School year 2008-2009
Resources: Case Managers, school – site supervisor, data person

Activity 3: All sites' FSM-ID screening starts on June of every year. Skinner & Nena Screening Tool starts one (1) week after that
Timeline: By June 2009
Resources: Program Supervisor, ECE teaching staff

Activity 4: Entry & Exit Data collection - Entry Data information from parents is collected during IEP meetings/ Exit Data information from parents are collected during

1.3 As part of the Action Plan Developed by the SpEd Program, three meetings were called during this reporting period. The purpose of the meetings was to monitor/track individual child from each sub-programs on referral to completion of IEP. Please refer to the table:

School	New Referrals	Active	Pending
MES	2	2	0
SES	2	0	2
TES	4	0	4
LES	0	0	0
UES	0	0	0
WES	0	0	0
TOTAL	8	2	6

2.1 All nine (9) ECE Special Education Teaching staff are now focused their working hours 95% to 41 active IEP cases.

School	No. of Teachers	ECE Enrollment/IEP
MES	2	33/6 *
SES	1	21/5 with 2 pending *
TES	2	62/12 with 4 pending *
LES	1 *	33/6 *
UES	1	35/9 *
WES	1	7/3 *
TOTAL	8	191/47

** Total No. of IEPs are included in the ECE enrollment count. 47 total IEPs are only for this reporting period. We would need 1 replacement Teacher at LES ECE program.*

3.1 Not implemented during this reporting period, schedule for June 09'

What is preventing the 6 pending cases from being completed? When were they referred? How many exceeded the 60 day timeline?

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	<p>IEP review/transition meetings.</p> <ul style="list-style-type: none"> •Timeline:Entry Data by October 2008 and Exit Data by August 2009 •Resources:Program Supervisor and ECE Special Education Teachers 	<p>4.1 There had been only one(1) Entry data information collected from Teachers & parents during this reporting period for ECE IEP students at Malem Elementary School.</p>	

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<p>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.</p> <p>Measurement: FSM-NDOE to create process for gathering relevant data.</p>	<p>Activity 1:Conduct parent survey on parents with children with IEP. Timeline:June 2009-July 2009 Resources:Advisory Councils, special education coordinator & case manager</p> <p>Activities 2:Workshops on Parents roles (Kosrae Disability Day) Timeline:November 22-23, 2008 Resources:Case manager & Program Coordinators</p>	<p>1.1 This activity is scheduled for the summer 2009.</p> <p>2.1 This is one of the activities that supposed to be held during the November Disability Day. We were not able to implement it because of the time allotted. We are planning to have it at each community after the completion of training on Procedural Guideline and Due Process at each community schools.</p>	
<p>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.</p> <p>Measurement: FSM ONLY Measurement not reported to OSEP. Measurement should be based on the reported December 1st Child Count. Discussion should be focused on improved performance from previous year's reporting, as well as changes in identification rates reported under Indicators #5 and #6.</p> <p>Calculate percentages using the reported December 1st Child Count by schools/municipalities/regions.</p>		<p>*** PLEASE REFER TO ATTACHED ENROLMENT LISTING....</p>	
Indicator 10: Percent of districts with			

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<p>Indicator 11: Percent of children with parental consent to evaluate, who were evaluated and eligibility determined within 60 days (or State established timeline).</p> <p>Measurement: # of evaluations completed within 60 days divided by # of parent consent to evaluate received.</p> <p>Calculate percentages on a quarterly basis to monitor compliance with the 60-day timeline requirement. Indicate the cumulative accounting of evaluation completed, especially those that did not meet the timeline in the previous quarter.</p>	<p>Activity 1: Continue monthly monitoring of IEP development process from referral to completion of individual student's IEPs. Timeline: School year 2008-2009 (monthly basis -3rd week of every month) Resources: Special education sub-component programs case managers, site supervisors</p> <p>Activity 2: Conduct Community Awareness programs in each of the school community on special education procedural guidelines. Timeline: PTA quarterly – special education central office staff to deliver presentation at each school site to the parents and school staff.</p>	<p>1.1 As part of the Action Plan Developed by the SpEd Program, Three meetings were held by each component area. The purpose of the meetings were to monitor/track individual child from each sub-program on referral to completion of IEP. Please refer to the table:</p> <table border="1" data-bbox="892 646 1663 943"> <thead> <tr> <th>School</th> <th>New Referrals</th> <th>Active</th> <th>Pending</th> <th>Within 60 days</th> </tr> </thead> <tbody> <tr> <td>MES</td> <td align="center">8</td> <td align="center">2</td> <td align="center">6</td> <td align="center">2</td> </tr> <tr> <td>SES</td> <td align="center">2</td> <td align="center">0</td> <td align="center">2</td> <td align="center">0</td> </tr> <tr> <td>TES</td> <td align="center">11</td> <td align="center">7</td> <td align="center">4</td> <td align="center">7</td> </tr> <tr> <td>LES</td> <td align="center">14</td> <td align="center">8</td> <td align="center">6</td> <td align="center">8</td> </tr> <tr> <td>UES</td> <td align="center">4</td> <td align="center">4</td> <td align="center">0</td> <td align="center">4</td> </tr> <tr> <td>WES</td> <td align="center">1</td> <td align="center">0</td> <td align="center">1</td> <td align="center">0</td> </tr> <tr> <td>TOTAL</td> <td align="center">40</td> <td align="center">21</td> <td align="center">19</td> <td align="center">21</td> </tr> </tbody> </table> <p>2.1 A Training was conducted by the SpEd Administrative Staff to all Regular Ed. and SpEd Teachers on the Procedural Guidelines at each of the community schools including High School and COMFSM Campus: The Date and no. of participants are as follows: KHS ~ Jan 27, 2009, total of 21 participants; March 02 at Utwe with 31 participated; March 04 at Malem with 31 participants; March 06 at Lelu with 23 participants; March 9 at Tafunsak with 26 participants; March 10 at Sansrik Elem. with 18; on the 13th of March the group did two trainings, one at the COMFSM Local Campus with 10 participants and the other was in Walung with a total of 14 participants... all in all there were a total of 174 participated during the Procedural Guideline Training.</p> <p>2.2 Flyers and brochures on Complaint Procedures and Process, Mediation & Due Process were given out to all participants participated during the awareness campaign conducted by the program staff along with a delegation from Pohnpei on Feb 05-06, 2009.</p>	School	New Referrals	Active	Pending	Within 60 days	MES	8	2	6	2	SES	2	0	2	0	TES	11	7	4	7	LES	14	8	6	8	UES	4	4	0	4	WES	1	0	1	0	TOTAL	40	21	19	21	<p>For the 19 pending cases, refer to comments on Indicator 7.</p>
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FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	REPORTING QUARTER: 2nd Quarter (Jan. 1, 2009-Mar. 31, 2009)		DATE: 4/14/09
FSM National State Performance Plan (SPP) Indicator	LEA LPP Target & Improvement Activities	LEA Progress/Slippage on Implementation of Improvement Activities	NDOE Response to LEA reported Progress/Slippage
<p>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.</p> <p>Measurement: FSM ONLY Measurement not reported to OSEP. Indicate if reported data is cumulative from one quarter to the next.</p> <p>Calculate percentage by reporting the # of children with IEPs who are 3 for the reporting quarter who received early childhood special education services at age 2 or younger.</p>			
<p>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.</p> <p>Measurement: Report actual data each quarter indicating the # of youth with IEPs who turned 16 years old within the reporting quarter. Reporting should be cumulative to reflect appropriate changes in the IEP from previous quarter.</p> <p>Calculate percentage by reporting the # of youth with IEPs 16years old who have the required post-secondary goals following the NSTTAC checklist divided by the total # of youth with IEPs 16 years old.</p>	<p>Activity 1: Conduct school level workshops on “All Set” transition planning” to both nine grade teachers and special education teachers with the school principals and the parents of children with IEPs.</p> <p>Timeline:April 2009 at each of the school and the high school</p> <p>Resources:Case Managers and program coordinator</p> <p>Activity 2:Collaborate with the Workforce & Skills development to enroll special education ITP students in the job shadowing and on the job training (OJT) activities</p>	<p>1.2 A training was conducted on March 26, 2009 by the acting Coordinator with two (2) transition teachers who attended the Transition training held in Guam to both nine grade RR Teachers and Special Education teachers working with transition, there were a total of 13 program staff participated.</p> <p>2.1 Communicaiton had already been initiated between the SpEd Program and the Workforce & Skills Development in enrolling Special Education ITP Students in the job shadowing and on the job training (OJT) activity for the summer of 2009.</p>	

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	REPORTING QUARTER: 2nd Quarter (Jan. 1, 2009-Mar. 31, 2009)		DATE: 4/14/09																																										
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	Timeline: February 2009 Resources: Case Manager & parents, WDST representative, transition teachers at the high school																																												
<p>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.</p> <p>Measurement: Based on “leavers from previous year’s reporting in the 618 Exit data.</p> <p>Calculate percentage in 3rd quarter or June of each year showing the # of “leavers” from the previous year who were interviewed or those where family members provided information as to what the “leavers” are doing based on the categories established in the SPP submitted February 1, 2008. For quarters 1 and 2, report how you are monitoring the “demographics” gathered for each “leaver” to ensure that you are able to interview the “leaver” or family member in June each year.</p>	<p>Activity 1: Conduct annual review of special education database on students with IEP who graduated from the high school level to determine which parents to conduct survey on who have been competitively employed, enrolled in some type of post secondary school, or both, within one year of leaving high school.</p> <p>Timeline: May 2009</p> <p>Resources: Case Managers, high school teachers and support staff</p>	<p><i>1.1 Annual review of special education database on high school students with IEP who graduated from SY 07’ are as follows:</i></p> <table border="1" data-bbox="892 683 1759 889"> <thead> <tr> <th rowspan="2">SY</th> <th rowspan="2">Till</th> <th colspan="3">Employment Section</th> <th colspan="3">Education</th> <th colspan="3">Family/Comm. Contr.</th> </tr> <tr> <th>yes</th> <th>no</th> <th>Not know n</th> <th>ye s</th> <th>n o</th> <th>Not know n</th> <th>yes</th> <th>n o</th> <th>Not known</th> </tr> </thead> <tbody> <tr> <td>07’</td> <td>6</td> <td>2</td> <td>5</td> <td>0</td> <td>1</td> <td>6</td> <td>0</td> <td>7</td> <td>0</td> <td>0</td> </tr> <tr> <td>08’</td> <td>15</td> <td>2</td> <td>12</td> <td>1</td> <td>13</td> <td>1</td> <td>1</td> <td>14</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	SY	Till	Employment Section			Education			Family/Comm. Contr.			yes	no	Not know n	ye s	n o	Not know n	yes	n o	Not known	07’	6	2	5	0	1	6	0	7	0	0	08’	15	2	12	1	13	1	1	14	0	1	
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FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	REPORTING QUARTER: 2nd Quarter (Jan. 1, 2009-Mar. 31, 2009)		DATE: 4/14/09
FSM National State Performance Plan (SPP) Indicator	LEA LPP Target & Improvement Activities	LEA Progress/Slippage on Implementation of Improvement Activities	NDOE Response to LEA reported Progress/Slippage
<p>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.</p> <p>Measurement: (A) Percent of noncompliance related to monitoring priority areas and indicators corrected within one year of identification; (B) Percent of noncompliance related to areas not included in the above monitoring priority areas and indicators corrected within one year of identification; (C) Percent of noncompliance identified through other mechanisms (complaints, due process hearings, mediations, etc.) corrected within one year of identification:</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. Indicate if any of the findings were as a result of the NDOE National-SEA monitoring.</p> <p>Calculate percentages for subcomponents of the Indicator measurement by using school monitoring data and other relevant sources following your state-level monitoring process.</p>	<p>Activity 1:Public Awareness Campaign – through public media (cable, radio program and disability day presentation Timeline:November 23, 2008 and every other month afterward Resources:Case Manager & Special Education coordinator</p> <p>Activity 2:Monitoring of Procurement Activities to ensure that purchase are directly related to special education needs (justifications with routing for review with appropriate offices) Timeline:Commence immediately and implemented throughout the fiscal year Resources:Program coordinator, division supervisor and director of education</p> <p>Activity 3:Program monitoring for compliance on IEP development process Timeline:Monthly – beginning fiscal year 2008-2009 to the end of the fiscal year Resources:Case Manager and Program Coordinator, Data person</p>	<p>1.1 Flyers and brochures on Complaint Procedures and Process, Mediation & Due Process were given out to all participants participated during the awareness campaign conducted by the program staff along with a delegation from Pohnpei on Feb 05-06, 2009.</p> <p>2.1 Currently the program is using the FSM Financial Management Regulation (FMR) Procedures and the department is working toward developing an interal policy for procurement routing process to ensure of proper documentation and compliance.</p> <p>2.2 A fuel procurement control record is in place and purchasing of fuel including vehicle License plate number and justification is provided.</p> <p>2.3 A Log Sheet is also in place for all off island calls; name of caller, time and date including reasons for the call is described in the log sheet.</p> <p>3.1 There were three (3) supervisor meetings held during this reporting period. People involved were the Acting Coodinator, Four Case Managers from ECE, RR, SMD, KHS RR.</p>	
<p>Indicator 16: Percent of signed written complaints with reports issued that were</p>	<p>Activity 1: Retrain principals and case managers with the</p>	<p>1.1 This activity was covered during the Procedural Guideline and Complaint Procedures Training conducted by the program staff with two Mediators.</p>	

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

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<p>Indicator 18: Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.</p> <p>Measurement: Calculate percentage from # of hearing resolutions held and # of hearing requests.</p>	<p>Activity 1: Provide training on the due process hearing and resolution session procedures to the program staff Timeline: January 2009 Resources: (hearing officer or legal counsel)</p>	<p>1.1 A training on Complaint Procedures and Process, Mediation & Due Process conducted along with the Procedural Guideline by two state Mediators and the program staff. The outcome data are as follows:</p> <table border="1" data-bbox="1066 558 1587 802"> <thead> <tr> <th>DATE</th> <th>SCHOOL</th> <th>TOTAL PARTIC.</th> </tr> </thead> <tbody> <tr><td>Jan 27, 2009</td><td>KHS</td><td>21</td></tr> <tr><td>Mar 02, 2009</td><td>UES</td><td>31</td></tr> <tr><td>Mar 04, 2009</td><td>MES</td><td>31</td></tr> <tr><td>Mar 06, 2009</td><td>LES</td><td>23</td></tr> <tr><td>Mar 09, 2009</td><td>TES</td><td>26</td></tr> <tr><td>Mar 10, 2009</td><td>SES</td><td>18</td></tr> <tr><td>Mar 13, 2009</td><td>WES</td><td>14</td></tr> <tr><td>Mar 13, 2009</td><td>COMFSM</td><td>10</td></tr> </tbody> </table>	DATE	SCHOOL	TOTAL PARTIC.	Jan 27, 2009	KHS	21	Mar 02, 2009	UES	31	Mar 04, 2009	MES	31	Mar 06, 2009	LES	23	Mar 09, 2009	TES	26	Mar 10, 2009	SES	18	Mar 13, 2009	WES	14	Mar 13, 2009	COMFSM	10	
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<p>Indicator 19: Percent of mediations held that resulted in mediation agreements.</p> <p>Measurement: Calculate percentage from # of mediation held and # that resulted in mediatiun agreements.</p>	<p>Activity 1: Provide training on the due process hearing and resolution session procedures to the program staff Timeline: January 2009 Resources: (hearing officer or legal counsel)</p>	<p>1.1 A training on Complaint Procedures and Process, Mediation & Due Process conducted along with the Procedural Guideline by two state Mediators and the program staff. The outcome data are as follows:</p> <table border="1" data-bbox="1066 932 1587 1175"> <thead> <tr> <th>DATE</th> <th>SCHOOL</th> <th>TOTAL PARTIC.</th> </tr> </thead> <tbody> <tr><td>Jan 27, 2009</td><td>KHS</td><td>21</td></tr> <tr><td>Mar 02, 2009</td><td>UES</td><td>31</td></tr> <tr><td>Mar 04, 2009</td><td>MES</td><td>31</td></tr> <tr><td>Mar 06, 2009</td><td>LES</td><td>23</td></tr> <tr><td>Mar 09, 2009</td><td>TES</td><td>26</td></tr> <tr><td>Mar 10, 2009</td><td>SES</td><td>18</td></tr> <tr><td>Mar 13, 2009</td><td>WES</td><td>14</td></tr> <tr><td>Mar 13, 2009</td><td>COMFSM</td><td>10</td></tr> </tbody> </table>	DATE	SCHOOL	TOTAL PARTIC.	Jan 27, 2009	KHS	21	Mar 02, 2009	UES	31	Mar 04, 2009	MES	31	Mar 06, 2009	LES	23	Mar 09, 2009	TES	26	Mar 10, 2009	SES	18	Mar 13, 2009	WES	14	Mar 13, 2009	COMFSM	10	
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<p>Indicator 20: State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.</p> <p>Measurement: Provide dates of quarterly progress reports and 618 data submitted to FSM-NDOE. Also, if appropriate, provide dates for corrective action plans as a result of monitoring findings or other related</p>	<p>Activity 1: Conduct training to site supervisors at each school on the requirements of when to submit accurate and reliable data during the Year. Timeline: January 2009 Resources: Central data managers, transportation</p>	<p>1.1 A SITS training was conducted on March 2009 by Miyai Keller from the National Gov't and a Consutant from San Diego (Mr. Jack B. Lakes) to the following individuals regarding SITS DataBase. [Coordinator/Data ~ Lee, Lugo Skilling ~ Tech Person].</p>																												

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	REPORTING QUARTER: 2nd Quarter (Jan. 1, 2009-Mar. 31, 2009)		DATE: 4/14/09
FSM National State Performance Plan (SPP) Indicator	LEA LPP Target & Improvement Activities	LEA Progress/Slippage on Implementation of Improvement Activities	NDOE Response to LEA reported Progress/Slippage
requirements submitted to FSM-NDOE.			

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 2ndQuarter (Jan. 1, 2009-Mar. 31, 2009)	DATE: 4/14/09
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Correction of Areas of Non Compliance

Introduction
 Each FSM LEA is required to provide Special Education programs and services consistent with the provisions of the FSM Special Education Handbook. The NDOE monitors the implementation of Special Education Programs in each State through annual on-site Monitoring Visits, review of Quarterly Progress Reports, and review of specific Corrective Actions a State takes to correct areas of non compliance that have been identified through Monitoring Visits. The NDOE may also schedule additional Verification Monitoring Visits if a State is not making adequate progress towards correcting areas of noncompliance. All areas of noncompliance that have been identified must be corrected within one year of the date of the Monitoring Report where the noncompliance was identified.

Directions
 Complete the following columns for the reporting quarter using information from implementation of your LPP Improvement Strategies, previous Quarterly Progress Reports, approved Budget Allocations, OSEP 618 Data Tables, and other relevant sources. Progress towards correcting areas of non compliance must be reported in the last Section of the Quarterly Progress Report.

Column 1: Area of Non Compliance – Identified in the current State Special Education Monitoring Report.

Column 2: Corrective Action – Identified in the current State Special Education Monitoring Report.

Column 3: Progress/Slippage – For the current quarter, report specific progress or slippage in meeting the corrective actions specified.

Column 4: NDOE Determination – Upon review of the Quarterly Progress Report, NDOE makes a determination of 1) non compliance corrected, 2)adequate progress being made toward correcting area of non compliance, 3) adequate progress not being made additional information needed.

Correction of Areas of Non Compliance			
Area of Non Compliance	Corrective Action	Progress/Slippage	NDOE Determination

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 1 st Quarter (Oct. 1, 2008-Dec. 30, 2008)	DATE:
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Correction of Areas of Non Compliance

Area of Non Compliance	Corrective Action	Progress/Slippage	NDOE Determination
K0703 - State Level Monitoring System	<p>Kosrae DOE must develop a written State Level Special Education Monitoring system consistent with the procedures contained within the Special Education Monitoring Manual. The written procedures must be implemented by the beginning of next school year. Evidence of completion of the procedures must be described within the Quarterly Progress Report.</p> <p>4.25.08 - The Special Education program staff must developed an internal monitoring and case review procedure that ensures IEPs are being completed in a timely manner. This procedure should include the utilization of supervisors to monitor school level practices, regular case review meeting with the special education coordinator, and regular reporting from the data manager. A written description of the internal monitoring procedures must be submitted within the next quarterly progress report.</p>	<p>The state has not developed any state level monitoring system yet, but the newly created position on Assistant Administrator for the Division of Special Services & Support directly oversees the program in providing technical assistance, conduct monitoring on the LPP activities implantation, attend the programs' monthly meeting, workshops and other activities that are directly related to the special education program and provide reports to the Division Administrator and the Director.</p> <p>The program is in the process of completing a draft internal monitoring procedure as stated, recommended in the FSM Monitoring Procedural guideline and also the recommendations from the internal monitoring that the program initiated for IEP case review, scheduling and observation on delivery of instruction base on the IEPs on February 11, and completed on February 19, 2009 in each of the elementary schools and the Kosrae High School.</p>	
K0705 - Education Assessments None of the folders reviewed contained signed Education Assessments required to make eligibility determinations. Reviewing the staffing pattern there were no diagnostician positions allocated. Currently, it does not appear that there is any capacity to conduct eligibility assessments for children referred for special education services.	<p>Kosrae DOE must develop a plan to ensure that all students referred to special education receive a comprehensive educational assessment to determine eligibility for special education services. The plan must provide for personnel, training, and timelines for implementation. The plan should be submitted with the next Quarterly Progress Report. Assistance should be requested from the National Special Education Office concerning full implementation of the Education Assessment training that was previously initiated.</p> <p>4.25.08 - The diagnostician must begin completing summary education assessments on all new special education referrals. The education assessment must summarize assessments provided as a result of the evaluation plan and provide data that assists in the determination of eligibility. The diagnostician should</p>	<p>A newly hired diagnostician (Vicki Mead) is now on board and working closely in providing mentoring and training to Marda Palsis, while doing the services for a 6 months period in the assessment process for determining special education eligibility.</p> <p>Currently the program provided comprehensive educational assessment to 13 new referrals during the quarter.</p>	

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 1st Quarter (Oct. 1, 2008-Dec. 30, 2008)	DATE:
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Correction of Areas of Non Compliance

Area of Non Compliance	Corrective Action	Progress/Slippage	NDOE Determination
	be able to assess between 8-10 students per week. Priority should be given to new referrals. Second priority should be given to scheduling students who need assessments as part of a scheduled re-evaluation. Kosrae Special Education needs to provide data to document the number of education assessments completed each month for a period of six months. The documentation must be reported in the quarterly progress report.		
<p>K0707 - Case Management Several pending cases were identified that were over 60 days old. This indicates that there is not effective case management to ensure that pending cases are being completed in a timely manner. Additionally, several forms were observed in folders with incorrect or missing information. This is also an indication that case managers are not being held accountable to submitting accurate and timely data and that the data generated through SITS was not be accurately entered or used for case management purposes.</p>	<ul style="list-style-type: none"> Kosrae DOE must ensure that the special education data manager fully implements procedures to ensure that accurate data is entered into the SITS data system and that all forms submitted for filing are completed accurately and in a timely manner. A description of the actions taken to ensure data is consistently and accurately entered need to be described within the next Quarterly Progress Report. 4.25.08 - The finding for case management is similar to the one for State Level Monitoring. The intention is to ensure all special education students receive services in a timely manner. The internal case review and monitoring procedure identified above must be implemented for this area of non compliance as well. 	The program is doing monthly meetings for all supervisors to ensure that accurate data is forwarded for the data manager to be entered into the SITS data system. Each Case Managers role is to make sure all forms are completed accurately and in a timely manner. A monthly visit of the data manager to each community school also helps in doing verifications for students files.	
<p>K0801 –Transportation 4.25.08 - The team found that students on homebound services and students in the SMD program were in jeopardy of not receiving a Free Appropriate Public</p>	4.25.08 - Kosrae special education must develop alternative plans to ensure that students requiring transportation receive timely and safe services. A plan must be developed to fix the vehicle currently broken. Additionally, there must be interim plans for providing transportation while the vehicle is being fixed. A	Two additional vehicles are in services now for transporting students to and from school, including the needed services that provided by the RSAs. In case one these van is down, the buses for the ECE program will be use as an alternative transportation provided with fuel for the SMD program, while the programs' pick-up truck will be use for related services that are provided by the RSAs and other related	Corrected

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 1st Quarter (Oct. 1, 2008-Dec. 30, 2008)	DATE:
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Correction of Areas of Non Compliance

Area of Non Compliance	Corrective Action	Progress/Slippage	NDOE Determination
<p>Education (FAPE) because of transportation issues. One of two mini vans were broken. This resulted in students having to do double trips and as a result there were at time up to ten students being transported in a single mini van. This was not safe. Additionally, as a result, RSAs were not able to fully deliver home services that were scheduled.</p>	<p>written report must be submitted within 30 days demonstrating that this area of non compliance has been corrected.</p>	<p>activities.</p>	
<p>K0802 – IEP 4.25.08 - Even though the team found significant improvements in the Kosrae State IEPs, there were areas of non compliance found. Out of 19 referrals received during SY 07-08, only one was completed in a timely manner. The sixty day timeline for completion of the eligibility process is not being met in most cases. Additionally, there are delays in completing the IEPs once eligibility has been determined. The team finds that there are insufficient case management systems in place to hold the special education supervisors accountable for timely completion of special</p>	<p>4.25.08 - The finding for IEPs is directly related to Case Management and State Level Monitoring. The required actions described for those two areas must be completed for this area of non compliance as well.</p>	<p>The Division on Special Support and Services is working closely with the program in attending monthly meetings, workshops, local trainings and closely monitoring of IEP development to ensure that initial IEPs are timely completed within the sixty day timeline.</p> <p>Therefore the program is tasked to provide a listing of all new referrals to the Assistant Administrator as an additional effort to closely monitor this activity.</p>	

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 1st Quarter (Oct. 1, 2008-Dec. 30, 2008)	DATE:
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Correction of Areas of Non Compliance

Area of Non Compliance	Corrective Action	Progress/Slippage	NDOE Determination
education referrals.			
<p>K0803 - Advisory Council 4.25.08 - The current Advisory Council does not have a representation that provides for 50% parents of children with disabilities. The team finds that the Advisory Council needs to be reappointed to ensure this requirement is met.</p>	<p>4.25.08 - Kosrae DOE must review the current composition of the Special Education Advisory Council to ensure that 50% of the membership is made up of parents of eligible children with disabilities. Completion of this corrective action must be reported within the next Quarterly Progress Report.</p>	<p>6.02.08 - Corrected; The total number of Advisory members reduced to fifteen members which include 50% Parents of eligible children with disabilities.</p>	
<p>K0804 – Fiscal Management 4.25.08 - A review of fiscal practices found areas that need improvement. The following areas need to be corrected to improve fiscal management practices within the special education program:</p> <ul style="list-style-type: none"> o Justification of requisitions and travel. There needs to be a complete justification for all requisitions and travel requests such that a clear connection is established between the proposed procurement and/or travel 	<p>4.25.08 - Kosrae Special Education program must initiate and implement a fiscal management workshop to provide additional training in State fiscal management procedures. The training must include the necessity of providing full justifications for all procurement and travel associated with special education funding. A report be submitted within the Quarterly Progress Report concerning the topics covered, dates, and attendees for the workshop.</p>	<p>A training conducted by the FSM National Finance personnel(Takiko) including National Special Education Fical Officer (Linda Phillip and Melisa), local National Finance personnel (Jonah Nena and Carmina Tulensru) to the Director of Education and the program staff (Coordinator, fiscal officer and the data person) on the last day of the scheduled Verification Monitoring Visit by the FSM Special Education Office. All the required procurement forms and documentations were covered including travel and required documentation. A similar training will be initiated later as soon as the position for a fical officer is filled. Currently the program is using the FSM Financial Management Regulation (FMR) procedures and the department is working toward developing an internal policy for procument routing process to ensure of proper documentation and compliance.</p> <p>A fuel procurement controls records is in place and purchasing of gas including vehicles number and justification is provided.</p>	

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 1st Quarter (Oct. 1, 2008-Dec. 30, 2008)	DATE:
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Correction of Areas of Non Compliance

Area of Non Compliance	Corrective Action	Progress/Slippage	NDOE Determination
<p>and the benefit for children with disabilities. The records reviewed lacked sufficient justifications to determine the benefit described.</p> <ul style="list-style-type: none"> oFuel procurement – there needs to be controls established to ensure that fuel being purchased for special education purposes is in fact placed into special education vehicles. The receipts reviewed did not indicate specific vehicles that were being gassed. oFixed assets – 7 out of 10 pieces of equipment had the necessary documentation and were located in a place indicated in the official inventory. 			
<p>K0805 – Inter Agency Agreement</p> <p>4.25.08 - The current Interagency Agreement is out of date and needs to be reviewed and signed by appropriate parties.</p>	<p>4.25.08 - The current Inter Agency Agreement must be reviewed and updated by the parties involved. A copy of the revised IA must be included in the next Quarterly Progress Report.</p>	<p>The Interagency agreement has been reviewed, updated and signed by both the Director of Health Services and Director of Education.</p>	

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

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CERTIFICATION

As the LEA Special Education Coordinator, I certify that I have prepared the Quarterly Progress Report with accurate data and information and have reviewed the Report with the local advisory panel/steering committee before submitting to FSM-NDOE, Special Education.

LEA SpEd Coordinator Signature & Date

As the Chairperson of the local advisory panel/steering committee, I certify that the Quarterly Progress Report has been reviewed by the local advisory panel/steering committee and represents accurate data and information on the progress made by the special education program in collaboration with the local advisory panel/steering committee.

Chairperson Signature & Date

As the Director of Education, I certify that the Quarterly Progress Report has been reviewed by the local advisory panel/steering committee and represents accurate data and information on the progress made by the special education program in collaboration with the local advisory panel/steering committee.

Director of Education Signature & Date

FSM STATE (LOCAL EDUCATION AGENCY - LEA) SPECIAL EDUCATION PROGRAM QUARTERLY PROGRESS REPORT

LEA: Kosrae	QUARTER: 1st Quarter (Oct. 1, 2008-Dec. 30, 2008)	DATE:
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