



Republic of the Marshall Islands
Public School System
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INDIVIDUALS WITH DISABILITIES EDUCATION ACT PUBLIC NOTICE

The Marshall Islands Ministry of Education (MOE) receives federal funds under U.S. Public Law 108-446, the Individuals With Disabilities Education Act (IDEA), to provide and to ensure that free, appropriate public education (FAPE) is provided to children with disabilities, ages 3 through 21.

The law requires the MOE as the State Education Agency (SEA) to report in its Annual Performance Report (APR) to the U.S. Department of Education (USDOE) information on the state's performance in meeting special education targets established in its IDEA State Performance Plan (SPP). The law requires the USDOE to make annual determinations of whether a state meets the requirements and purposes of IDEA, needs assistance, needs intervention, or needs significant intervention in implementing the requirements of IDEA. The law also requires that the performance information and the annual determination be reported annually to the public.

On June 30, 2015, the Office of Special Education Programs, USDOE, issued its RMI determination. The message to Minister of Education Hilda Heine said:

The Department has determined that the Republic of the Marshall Islands (RMI) meets the requirements and purposes of Part B of the IDEA. This determination is based on the totality of RMI's data and information, including the Federal fiscal year (FFY) 2013 State Performance Plan/Annual Performance Report (SPP/APR), other State-reported data, and other publicly available information.

Copies of the Marshall Islands SPP/APR for the FFY 2013 (July 1, 2013 to June 30, 2014) are available for review in public schools. Highlights from the report follows.

- 11.11% or 2 of the 18 students with disabilities who entered high school in September 2009 graduated from high school with a regular diploma in June 2013.
- No student with disabilities in high school with an IEP dropped out or was suspended or expelled in the 2012-2013 school year.
- 48.92% or 113 of 231 students with IEPs in grades 3, 6, and 8 participated in the Marshall Islands Standard Achievement Test (MISAT). 17.7% or 20 of 113 scored proficient or higher in the MISAT math and reading assessments.
- Of the 673 students with IEPs, ages 6 through 21, 594 or 88.27% were provided FAPE inside regular class 80% or more of a day; 65 or 9.65% were served inside a regular class less than 40% of the day; and 14 or 2.08% were provided homebound or hospital services.
- 100% or 24 of 24 children ages 3 through 5 with IEPs improved in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors to meet their needs.
- 95.41% of parents or 104 of 109 responding to parent surveys conducted during school monitoring and workshops indicated that schools facilitated parent involvement as a means of improving services and results for children with disabilities.
- 100% of 47 children referred during this period were evaluated and eligibility determined within 60 days of parental consent for evaluation.
- 100% of 111 IEPs for youth with disabilities aged 16 and older included coordinated, measurable, annual IEP goals and transition services that would reasonably enable students to meet post-secondary goals.
- None of the 12 students with IEPs who left school in June 2012 are competitively employed, enrolled in some type of postsecondary school, or both. However, 2 youth are enrolled in some other postsecondary education or training program and 10 are in some other employment within one year of leaving high school

- 100% of noncompliance (in 8 priority areas during the 2011-2012 school year) were identified and corrected within one year of identification. Individual cases of noncompliance were corrected as soon as possible and correction of noncompliance verified.

- No hearing requests were received that went to resolution and no mediations were held that resulted in mediation agreements during the report period.

The MOE also submitted its State Systemic Improvement Plan (SSIP) Phase I report as Indicator 17 of the APR. From data analysis and stakeholder involvement, the following State-identified Measureable Result (SiMR) statement was submitted for Phase II improvement planning: increase the percent of students with disabilities who graduate with a high school diploma in Majuro and Ebeye public schools.

The USDOE determination letter of June 30, 2015 indicated: OSEP has reviewed RMI's SPP/APR, including Phase I of the SSIP, and determined that it meets the requirements of IDEA section 616(b) to include measurable and rigorous targets, including targets for FFY 2018 that reflect improvement over RMI's baseline data. OSEP appreciates RMI's work on Phase I of its SSIP. This represents a significant effort to improve results for students with disabilities

In continuing to meet the requirements of the law, RMI remains eligible to continue to receive special education funding without conditions under Part B of IDEA.

For additional information on RMI's SPP/APR or on special education and related services for students with disabilities in the Marshall Islands, please contact the MOE Special Education Office at (692) 625-4043.