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Part IV

Department of Education

Office of Special Education and Rehabilitative Services; Assistance to States for the Education of Individuals With Disabilities; Notice

DEPARTMENT OF EDUCATION

Office of Special Education and Rehabilitative Services; Assistance to States for the Education of Individuals With Disabilities

AGENCY: Department of Education.

ACTION: Notice of Written Findings and Decision and Compliance Agreement.

SUMMARY: Section 457 of the General Education Provisions Act (GEPA), 20 U.S.C. 1234f, authorizes the Secretary to enter into Compliance Agreements with recipients that are failing to comply substantially with Federal program requirements. In order to enter into a Compliance Agreement, the Secretary must determine, in Written Findings and Decision, that the recipient cannot comply, until a future date, with the applicable program requirements, and that a Compliance Agreement is a viable means of bringing about such compliance. On December 10, 1999, the Secretary entered into a Compliance Agreement with the Virgin Islands Department of Education (VIDE) and issued Written Findings and Decision on that matter. Under section 457(b)(2) of GEPA, 20 U.S.C. 1234f(b)(2), the Written Findings and Decision and Compliance Agreement are to be published in the **Federal Register**.

FOR FURTHER INFORMATION CONTACT: Maral Taylor, U.S. Department of Education, Office of Special Education Programs, Mary E. Switzer Building, 400 Maryland Avenue SW, Washington DC, 20202. Telephone: (202) 205–9181. Individuals who use a telecommunications device for the deaf (TDD) may call the TDD number at (202) 205–5388.

Individual with disabilities may obtain this document in an alternate format (e.g., Braille, large print, audiotape, or computer diskette) on request to the contact person listed in the preceding paragraph.

SUPPLEMENTARY INFORMATION: Section 454 of GEPA, 20 U.S.C. 1234c, sets out the remedies available to the Department when it determines that a recipient ''is failing to comply substantially with any requirement of law applicable'' to the Federal program funds administered by this agency. Specifically, the Department is authorized to:

(1) Withhold funds,

(2) Obtain compliance through a cease and desist order,

(3) Enter into a compliance agreement with the recipient, or,

(4) Take any other action authorized by law, 20 U.S.C. 1234c(a)(1)–(4).

The Department's Office of Special Education Programs (OSEP) has been working with VIDE to address their compliance with the requirements of Part B of the Individuals with Disabilities Education Act (IDEA).

I. Introduction

The United States Department of Education (the Department) has determined, pursuant to 20 U.S.C. 1234c, that the Virgin Islands Department of Education (VIDE) has failed to comply substantially with the requirements of Part B of the Individuals with Disabilities Education Act (Part B), 20 U.S.C. 1401, 1411–1419.[1]

On June 29, 1998, the Department issued a final monitoring report that documented serious problems with respect to the VIDE's compliance with Part B on the provision of a free appropriate public education in the least restrictive environment to children with disabilities in the Virgin Islands. As a result of these findings, the Department declared VIDE a ''high risk'' grantee and imposed special conditions on its fiscal year 1998 grant award.[2] The Department found that VIDE:

> continues not to ensure provision of a free appropriate public education in the least restrictive environment to students with disabilities. Specifically, VIDE has exhibited a continued failure (1) to provide needed related services as set forth on individualized education programs (IEPs); (2) to ensure personnel in needed service areas; (3) to provide triennial evaluations in a timely manner; and (4) to ensure due process protections. *August 28, 1998 Letter from Judith Heumann, Assistant Secretary for Special Education and Rehabilitative Services, to Liston Davis, Commission of Education, VIDE (August 28, 1998 Letter).*

The special conditions required VIDE to provide the Department, among other things, with monthly reports on the Virgin Islands' efforts to come into compliance with Part B. Those reports did not demonstrate significant progress by VIDE in meeting the requirements of Part B. As a consequence, the Department concluded, pursuant to 20 U.S.C. 1234c, that VIDE is not complying with Part B. On April 8, 1999, the Department proposed to VIDE a voluntary Compliance Agreement as a means of ensuring a continued flow of Part B funds to the Virgin Islands while a structured plan to come into full compliance with that statute is implemented.

April 8, 1999 letter from Thomas Hehir, then Director of the Office of Special Education Programs, to Ruby Simmonds, D.A., then Acting Commissioner of Education, Virgin Islands Department of Education (April 8, 1999 Letter).

The purpose of a Compliance Agreement is to bring a ''recipient into full compliance with the applicable requirements of law as soon as feasible.'' 20 U.S.C. 1234f(a). In accordance with the requirements of 20 U.S.C. 1234f(b), public hearings were conducted by Department officials in the Virgin Islands at St. Thomas, on May 18, 1999, and St. Croix, on May 19, 1999. Witnesses representing VIDE, affected students and parents, and other concerned organizations testified at this hearing on the question of whether the Department should grant VIDE's request to enter into a Compliance Agreement. The Department has reviewed this testimony, the Compliance Agreement VIDE has signed, and other relevant materials.[3] On the basis of this evidence, the Department concludes, and issues written findings as required by 20 U.S.C. 1234f(b)(2), that VIDE has met its burden of establishing the following: (1) That compliance by VIDE with Part B is not feasible until a future date, and (2) that VIDE will be able to carry out the terms and conditions of the Compliance Agreement it has agreed to sign and come into full compliance with Part B within three years of the date of this decision. During the effective period of the Compliance Agreement, three years from the date of this decision, VIDE will be eligible to receive Part B funds as long as it complies with all the terms and conditions of the Agreement. Any failure by VIDE to meet these conditions will authorize the Department to consider the Compliance Agreement no longer in effect. Under such circumstances, the Department may take any action authorized under the law, including the withholding of Part B funds from VIDE or referral to the Department of Justice. At the end of the effective period of the Compliance Agreement, VIDE must be in full compliance with Part B in order to

[1] Under the Department of Education Organization Act (DEOA), Congress transfers administration of Part B from the Commissioner of Education to the Secretary of Education 20 U.S.C. 3441(a)(1) and (a)(2)(H). Section 20, of the DEOA, 20 U.S.C. 3417, in turn delegates responsibility for Part B to the Assistant Secretary for Special Education and Rehabilitative Services. The Office of Special Education Programs (OSEP), which is part of Office of Special Education and Rehabilitative Services, in the office within the Department is primarily responsible for administering Part B 20 U.S.C. 1402(a).

[2] The Department's authority to declare a grantee ''high risk'' and impose special conditions is set out at 34 80.12.

[3] A copy of the Compliance Agreement, which was prepared by VIDE in conjunction with representatives of the Department, is appended to this decision as Appendix A.

maintain its eligibility to receive funds under that program. 20 U.S.C. 1234c.

II. Relevant Statutory and Regulatory Provisions

A. Part B of the Individuals With Disabilities Education Act

Part B, formerly Part B of the Education of the Handicapped Act, was passed in response to Congress' finding that a majority of children with disabilities in the United States ''were either totally excluded from schools or (were) sitting idly in regular classrooms awaiting the time when they were old enough to drop out.'' H. Rep. No. 332, 94th Cong., 1st Sess. 2 (1975), quoted in *Board of Education* v. *Rowley,* 458 U.S. 176, 181 (1982).[4] Part B provides Federal financial assistance to those State educational agencies (SEAs) that have in effect a policy to ensure that ''(a) free appropriate public education (FADE) is available to all children with disabilities residing in the State between the ages of three and twenty-one * * *'' 20 U.S.C. 1412(a)(1).[5] FAPE is defined as special education and related services that:

(a) Are provided at public expense, under public supervision and direction, and without charge;

(b) Meet the standards of the SEA, including the requirements of this part;

(c) Include preschool, elementary school, or secondary school education in the State; and

(d) Are provided in conformity with an individualized education program (IEP) that meets the requirements of §§ 300.340–300.350.

34 CFR 300.13.

In order to ensure that FAPE is provided, a State must ensure that the Part B requirements regarding evaluation, reevaluation, related services, timeliness and implementation of due process decisions, child find, and the least restrictive environment are met. Part B requires VIDE to ensure that:

All children with disabilities residing in the State (or territory), including children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated * * *

20 U.S.C. 1412(a)(3)(A). Moreover, a child with a disability cannot receive an initial special education placement until an initial evaluation has been performed in accordance with section 614(a)(1) (B) and (C) of Part B. 20 U.S.C. 1414(a)(1)(A).[6] All children with disabilities must be placed in the least restrictive environment appropriate to their individual needs. 20 U.S.C. 1412(a)(5)(A) and 34 CFR §§ 300.500–300.556. After initial evaluation and placement, children with disabilities must be reevaluated at least every three years. 20 U.S.C. 1414(a)(2).

Related services is defined to mean: transportation and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

20 U.S.C. 1401(22). The IEP for each child with a disability must specify the related services that are to be provided. 34 CFR 300.347(a)(3).

VIDE must also ensure that its due process system, which is a critical component of IDEA designed to protect the rights of children and their parents, meets the requirements of Part B. Because VIDE has a single tier due process system, a final decision must be issued no later than 45 days after receipt of a request for a due process hearing. 34 CFR 300.511.

Finally, VIDE is responsible for ensuring that the requirements of Part B are carried out by exercising general supervisory authority over the provision of special education and related services in the Virgin Islands. The Part B regulations specifically provide that:

(a) The SEA is responsible for ensuring—

(1) That the requirements of this part are carried out; and

(2) That each educational program for children with disabilities administered within the State, including each program administered by any other State or local agency—

(i) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the SEA; and

(ii) Meets the education standards of the SEA (including the requirements of this part).

34 CFR 300.600. This requirement must be read in conjunction with VIDE's responsibility under the General Education Provisions Act (GEPA), at 20 U.S.C. 1232d(b)(3), to adopt and use proper methods of administering the Part B program, including, among other requirements: (1) Monitoring of agencies, institutions, and organizations responsible for carrying out Part B; (2) the enforcement of the obligations imposed on those agencies, institutions, and organizations under Part B; (3) providing technical assistance, where necessary, to such agencies, institutions, and organizations; and (4) the correction of deficiencies in program operations that are identified through monitoring or evaluation.

B. Department's Authority To Enter Into a Compliance Agreement

Part B authorizes the Department, if a State fails to comply substantially with the requirements of that statute, either to withhold funds from that State or

[4] Congress first addressed the problem of educating individuals with disabilities in 1966 when it amended the Elementary and Secondary Education Act of 1965 for the purpose of ''assisting the States in the initiation, expansion, and improvement of programs and projects for the education of handicapped children.'' Pub. L. 89–750, section 161, 80 Stat. 1204. The program was repealed in 1970 by the Education of the Handicapped Act, Pub. L. 91–230, 84 Stat. 175, Part B of which established a grant program similar in purpose to that of the repealed legislation. Spurred by two district court decisions holding that children with disabilities should be given access to a public education, *Mills* v. *District of Columbia Board of Education*, 348 F. Supp. 866 (D.D.C. 1972), and *Pennsylvania Ass'n for Retarded Children* v. *Commonwealth of Pennsylvania*, 334 F. Supp. 1257 (E.D. Pa. 1971), in 1974 Congress greatly increased Federal funding for education of individuals with disabilities and for the first time required recipient States to adopt a ''goal of providing full educational opportunities to all handicapped children.'' Pub. L. 93–380, 88 Stat. 579, 583. This statute was recognized as an interim measure only, giving Congress an ''additional year in which to study what if any additional Federal assistance (was) required to enable the States to meet the needs of handicapped children.'' H.R. Rep. No. 94–332, at 4. The study led to the enactment of Part B. Part B was recently amended by the Individuals with Disabilities Education Act Amendments of 1997, Pub. L. 105–17.

[5] Part B defines ''child with disabilities'' to mean a child with ''mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (hereinafter referred to as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities; and who, by reason thereof, needs special education and related services.'' 20 U.S.C. 1401(3)(A). For a child aged 3 through 9, the term ''child with disabilities * * * may, at the discretion of the State and the local educational agency, include a child experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development or adaptive development; and who, by reason thereof, needs special education and related services.'' 20 U.S.C. 1401(3)(B).

[6] Part B does not set forth a specific standard for conducting initial evaluations within a reasonable period of time, the determination or such standard is reserved to individual States, Commonwealths, and territories, and each of these entities must ensure that each educational program for their children with disabilities meets the education standards of the State, commonwealth, or territory. VIDE commits itself in the Compliance Agreement to providing a child with an initial evaluation and a determination of eligibility for special education and related services within 45 school days of referral. *See Appendix A*, Compliance Goal Statement 1.1a (Expected Outcomes).

refer the matter to the Department of Justice. 20 U.S.C. 1416(a). GEPA provides the Department with additional options for dealing with a grant recipient that it concludes is ''failing to comply substantially with any requirements of law applicable to such funds.'' 20 U.S.C. 1234c. These remedies include issuing a cease and desist order. 20 U.S.C. 1234c. As an alternative to withholding funds issuing a cease and desist order, or referral to the Department of Justice, the Department may enter into a Compliance Agreement with a recipient that is failing to comply substantially with specific program requirements. 20 U.S.C. 1234f. In this instance, the Department has decided to address VIDE's failure to comply substantially with the requirements of Part B through a Compliance Agreement.

The purpose of a Compliance Agreement is ''to bring the recipient into full compliance with the applicable requirements of the law as soon as feasible and not to excuse or remedy past violations of such requirements.'' 20 U.S.C. 1234f(a). Before entering into a Compliance Agreement, the Department must hold a hearing at which the recipient, affected students and parents or their representatives, and other interested parties are invited to participate. In that hearing, the recipient has the burden of persuading the Department that full compliance with the applicable requirements of law is not feasible until a future date and that a Compliance Agreement is a viable means for bringing about such compliance. 20 U.S.C. 1234f(b)(1). If, on the basis of all the evidence available to it, the Secretary determines that compliance is genuinely not feasible until a future date and that a Compliance Agreement is a viable means for bringing about such compliance, he is to make written findings to that effect and publish those findings, together with the substance of any Compliance Agreement, in the **Federal Register**. 20 U.S.C. 1234f(b)(2).

A Compliance Agreement must set forth an expiration date, not later than, 3 years from the date of the Secretary's written findings under 20 U.S.C. 1234f(b)(2), by which time the recipient must be in full compliance with all program requirements. In addition, the Compliance Agreement must contain the terms and conditions with which the recipient must comply during the period that the Agreement is in effect. 20 U.S.C. 1234f(c). If the recipient fails to comply with any of the terms and conditions of the Compliance Agreement, the Department may consider the Agreement no longer in effect and may take any action authorized by law, including withholding of funds, issuing of a cease and desist order, or referring the matter to the Department of Justice. 20 U.S.C. 1234f(d).

III. Analysis

A. Overview of Issues To Be Resolved in Determining Whether a Compliance Agreement is Appropriate

The Department, in deciding whether it is appropriate to enter a Compliance Agreement with VIDE, must first determine whether compliance by VIDE with Part B, including the requirements concerning evaluations, reevaluations, provision of special education and related services, timeliness of due process decisions, and general supervision is not feasible until a future date. 20 U.S.C. 1234f(b). If immediate compliance with these requirements is possible, then VIDE's continued receipt of Part B funds must be based on its coming into full compliance now, rather than its attaining compliance under the terms of an Agreement that can last up to three years. The second issue that must be resolved is whether VIDE will be able, within a period of up to three years, to come into compliance with Part B. Moreover, not only must VIDE come into full compliance by the end of the effective period of the Compliance Agreement, it must also make steady and measurable progress toward that objective while the Compliance Agreement is in effect. If such an outcome is not possible, then a Compliance Agreement between the Department and VIDE would not be appropriate under 20 U.S.C. 1234f.

B. The Noncompliance of VIDE With the Part B Requirements Identified in the Compliance Agreement Cannot Be Corrected Immediately

VIDE's failure to comply with the requirements of Part B is long-standing, caused by a number of complex facts, and, as a result, cannot be corrected immediately. The witnesses who testified at the public hearings and the Department's experience in monitoring VIDE's special education program during the past decade provide compelling support for this conclusion.

Amelia Headley Lamont, counsel for the plaintiffs in *Jones* v. *the Government of the Virgin Islands,* Civil Action No. 1984–47 (D.V.I.)—a class action lawsuit brought on behalf of the parents of children with disabilities—stated that:

> The first complaint (filed in the class action lawsuit)* * * dealt with four specific issues* * * (1) a denial of transportation services; (2) denial of related services; (3) denial of administrative due process; and (4) denial of an appropriate educational placement. All of these issues that gave rise to the filing of this action back in 1984 (are still at issue)* * *today. *U.S. Department of Education Compliance Agreement hearing, May 19, 1999, St. Croix, Virgin Islands (May 19, 1999 hearing).*

Eleanor Hirsch, Assistant Director of the Virgin Islands University Affiliate Program, provided a litany of frustrations and barriers that parents of children with disabilities in the Virgin Islands have experienced. Ms. Hirsch noted:

> a fifteen-year class action suit for lack of related services; lack of qualified teachers and other professionals, shortage of assistive technology devices; lack of inclusion with the supports and services necessary for success; no real line of authority for compliance within individual schools, unmet timelines for evaluation and assessment, IEP process, and placement; creation and implementation of individual transition plans; lack of due process; lack of Advisory Panels; and inaccessibility of buildings and programs. *Id.*

Information gathered by the Department confirms the views of these witnesses that VIDE are not in substantial compliance with Part B. In issuing its 1998 Part B monitoring report on VIDE, the Department noted a lack of progress in implementing a corrective action plan to deal with problems—identified in a 1993 monitoring report—concerning the provision of related services, personnel in needed service areas, and timely triennial evaluations. *June 29, 1998 Letter from Thomas Hehir, then Director of OSEP to Liston Davis then Commissioner of Education, VIDE.* That 1998 monitoring report also delineates specific Part B requirements that VIDE is failing to meet.

According to that report, VIDE is not providing required related services to 207 of the 1771 students with disabilities it is responsible for serving. *Enclosure B to OSEP's 1998 Monitoring Report on the Virgin Islands.* Because of transportation problems, students with disabilities in the Virgin Islands frequently are not in school for six hours, a full school day as defined by VIDE's established standards. According to the report:

> a building administrator stated that every day, students from five to eight classes in the school come to school from 30 to 40 minutes late; when buses break down (which frequently occurs) the children do not come to school at all. *Id.*
>
> OSEP was informed by a teacher at this same school: that the students in her class lose up to 45 minutes each day, at least four days per week due to problems with transportation. *Id.*

Consequently, VIDE is not, as required, by 34 CFR 300.13, ensuring that students with disabilities receive a free appropriate public education that meets the standards of the SEA. OSEP's monitors also found that VIDE is not ensuring, as required by 34 CFR 300.550(b)(2), that students with disabilities are educated in the regular educational environment unless the nature or severity of their disability justifies a more restrictive environment. *Id.*

The validity of this finding—and the substantial nature of VIDE's noncompliance—is confirmed by data provided by VIDE to the Department which indicates that, in December 1998, there were no students with disabilities in the Virgin Islands being served solely in the regular education setting. Finally, the 1998 report finds that VIDE is not, as required by Part B, including a statement of needed transition services for students with disabilities that have reached the age of sixteen. (Where appropriate, this statement is also required to be a part of the IEPs for younger students). *Id.*

After the monitoring report was issued, VIDE informed the Department that the IEP's of 246 students, who are covered by this requirement, did not contain a statement of transition services. Overall, OSEP has found that VIDE is not in substantial compliance with Part B and that this is a long-standing problem.

VIDE acknowledges that it is not complying with Part B. During the public hearings, VIDE pointed out that 196 children in the Virgin Islands have not been provided with timely initial evaluations and that 697—out of a total population of students with disabilities being serviced by VIDE of 1771—have not received timely reevaluations. *VIDE's Position Statement for the Compliance Agreement Public Hearing*. In addition, VIDE conceded in the hearings that it does not have a due process hearing officer and that, as a consequence, could not resolve the 23 due process complaints that were pending as of March 1999. *May 19, 1999 Public Hearing*. Finally, VIDE admitted, during the public hearings, that it does not have the policies and procedures needed to carry out its general supervision responsibilities. *VIDE's Position Statement for the Compliance Agreement Public Hearings*. The one effort VIDE made to monitor its special education program failed to identify and require correction of many important violations of Part B. *May 14, 1999 VIDE Office of Special Education Program, Monitoring Report*. Given the substantial noncompliance with Part B identified by OSEP through its monitoring, and VIDE's own acknowledgement of these problems, we conclude that VIDE has failed to meet its obligation, under 34 CFR 300.600, to ensure that the requirements of Part B are being met in the Virgin Islands.

There are a number of complex causes for VIDE's long-term failure to comply with Part B. One of the barriers to immediate compliance is a financial crisis that the Virgin Islands is currently facing. VIDE's Commissioner of Education, Ruby Simmonds, explained that these financial problems make it difficult for VIDE to obtain access to funds to pay for the equipment, services, and personnel needed to meet Part B. *May 19, 1999 Public Hearing*. The validity of this concern is confirmed by a Department of Interior audit report that concluded that certain agencies of the Virgin Islands have systemic financial management weaknesses. These financial weaknesses include violating the Cash Management Improvement Act by drawing down Federal funds and not promptly spending those funds and making improper interfund transfers between various Federal accounts. *Audit Report of the U.S. Department of Interior, Office of Inspector General*, No. 98-I–670 (September 1998). These actions affected funds of the VIDE and have led this Department to declare VIDE a ''high risk'' grantee for fiscal management reasons.[7]

Another barrier which affects the ability of VIDE to comply with Part B is a lack of qualified related service personnel. *VIDE Position Statement for Part B Compliance Agreement Public Hearings*. Even if access to funds were not an issue, VIDE could not, acting on its own, rapidly resolve this personnel shortage. First, VIDE's collective bargaining agreement with its employee unions provides that related services providers, such as speech/language therapists, occupational therapists and physical therapists, have to be paid on the teacher's salary scale. That salary scale, however, is not adequate to attract qualified related services personnel. The result is that VIDE has found that it is ''next to impossible'' to hire new staff. *Department of Education 1998 Part B Monitoring Resort on VIDE, Attachment B* at 6. In addition, efforts to contract for the services of related services providers—as an alternative to hiring them as employees—have been challenged by VIDE's employee unions. *May 19, 1999 Pubic Hearing*. Finally, even when a qualified person who is willing to work for VIDE is found, a time consuming and cumbersome hiring process that is not under the control of VIDE must be completed before this person can start working. *Id.*

Removing all these barriers to obtaining needed personnel will require a long-term and systematic effort on VIDE's part that will involve working with its employee union and other agencies of the Virgin Islands to change existing policies and practices so that an effective strategy for training and recruiting qualified related services providers can be implemented. Similar efforts will be needed to remove barriers that prevent VIDE from obtaining, among other things, reliable transportation for students with disabilities and timely resolution of due process hearings.

The evidence gathered by the Department at the public hearings and through its monitoring of VIDE's special education program clearly establishes an extensive failure to meet the requirements of Part B. This failure is comprehensive, affecting, among other things, the provision of timely evaluations and reevaluations, special education and related services, serving students with disabilities in the least restrictive environment, transportation of students, timely resolution of due process, and VIDE's exercise of its responsibility to provide general supervision of services for students with disabilities. These problems are not isolated examples of noncompliance that can be quickly or easily corrected, but the outgrowth of long-term and systemic failures. As such, and as illustrated by the difficulties VIDE faces in hiring qualified related services providers, VIDE's failure to comply with Part B cannot be easily resolved but can only be effectively dealt with through a comprehensive and long-term process of change. The Department, therefore, concludes that VIDE cannot come into immediate compliance with the requirements of Part B.

C. VIDE Can Meet the Terms and Conditions of a Compliance Agreement and Come Into Full Compliance With the Requirements of Part B Within Three Years

The Department has concluded that VIDE can meet the terms and conditions of the attached Compliance Agreement and come into full compliance with Part B within three years. New leadership at the VIDE, which recognizes the

[7] This designation of VIDE as a ''high risk'' grantee because of the fiscal management weaknesses identified by the Department of Interior audit report is distinct from the Departments designation of VIDE as a ''high risk'' grantee in August 1998 because of that agency's problems with meeting Part B. *See* pages 1–2 of this memorandum, August 28, 1998, *supra*.

problems with the Virgin Islands' special education system, has been working with this Department to devise and implement appropriate remedies. This constructive and proactive approach on the part of VIDE's leadership is a critical first step to bringing the Virgin Islands into compliance with Part B. Moreover, the terms and conditions of the Compliance Agreement and special conditions that the Department will be imposing on VIDE's Part B grant award address the financial management and other problems that have undermined the ability of the Virgin Islands to meet its obligations under Part B.

In January 1999, Governor Charles W. Turnbull took office in the Virgin Islands and, during the past year, has appointed new officials to lead VIDE. VIDE's new leadership team has been willing to acknowledge that students with disabilities in the Virgin Islands are not being properly served and take responsibility for identifying the causes of that problem and possible solutions. During the public hearings, VIDE's Commissioner stated:

> I'm not making excuses for us. I know that there have been problems. I know that in some instances [VIDE] has messed up. But we are now in the process of revisiting where we are and making an effort to change those things. Since I've been on board, I've appointed a new director for the Special Education Division (who) has been reviewing the budget, the State plan and those things, beginning to make a difference in terms of how the program is run. Additionally our Assistant Commissioner has just come on board. She has joined us on Thursday, Dr. Noreen Michael * * * She is going to have oversight for special education among some other responsibilities. And because of Dr. Michael's background in educational psychology and other things she is going to be * * * able to assist us pulling this Division in shape. I ask you to give us a chance to do the work that is necessary to make Special Education work for you and your children. *May 18, 1999 Public Hearing.*

VIDE's new Commissioner and other top administrators have agreed to take responsibility for reforming the Virgin Islands' special education system. Because of the difficulty of this task, the dedication of VIDE's leadership to its attainment is a critical element to successful implementation of the Compliance Agreement.

The Department, in deciding whether VIDE can successfully implement a Compliance Agreement, has also taken into account the level of funding that VIDE receives under Part B. As an outlying area, VIDE receives its Part B award from the one percent set aside for outlying areas and freely associated States. 20 U.S.C. 1411(b). Under this provision, VIDE's Part B grant award for fiscal year 1999 will be $8,852,007, $4,998 per student. By contrast, the 50 States, the District of Columbia, and Puerto Rico receive $690 per student. This level of Federal support, even if local economic problems prevent the Virgin Islands from increasing its expenditure of its own funds on students with disabilities, provides VIDE with substantial financial resources needed to carry out the Compliance Agreement.

As noted earlier, however, financial management weaknesses of the Virgin Islands government have had an adverse impact on VIDE's capacity to gain access to those Part B funds to pay for needed personnel, equipment and services. *See* page 11 of this memorandum. Special financial management conditions that the Department will impose on VIDE's Part B grant awards, starting this fiscal year, are designed to address this problem. These special conditions are incorporated by reference into the Compliance Agreement. *See* Compliance Goal 7 of the Compliance Agreement. Under those special conditions, VIDE will have to establish a separate account for its Part B grant. Commingling of the Part B funds with other State, local, or Federal funds will be prohibited. The special Part B account will be limited to being used for purposes allowable under that program. Finally, VIDE will have to provide the Department with periodic reports on its expenditure of Part B funds, including the date of the expenditure and the number of days between drawdown of the Part B funds and their actual disbursement. All of these special financial management conditions will help to make Part B funds readily available to VIDE and help to remove one of the barriers to an improved special education system for the Virgin Islands' children with disabilities.

Finally, the Compliance Agreement itself sets out a realistic and detailed plan—that can be effectively monitored by the Department—for bringing VIDE into compliance with Part B. At the heart of the Compliance Agreement are seven Compliance goal statements that address the major areas of VIDE's noncompliance with Part B; timely evaluations and eligibility determinations, providing FADE to students with disabilities in the Virgin Islands, least restrictive environment, obtaining sufficient personnel, complaint resolution, general supervision, and fiscal accountability. Under each of these Compliance goal statements, VIDE sets out the specific steps that it will take to overcome the barriers that have prevented it from meeting the particular requirement in question in the past. For example, under Compliance goal 4, obtaining sufficient qualified personnel, VIDE sets out 19 ''Strategies/Key activities'' that it will undertake to meet this goal. These activities address the specific barriers noted above to obtaining qualified personnel: the noncompetitive salary scale for related services personnel, the slow and cumbersome hiring process, and employee union challenges to contracting for needed personnel. In addition, VIDE commits itself to working with universities in the Virgin Islands and establishing a tuition assistance program in order to increase the supply of qualified related services personnel. The Compliance Agreement also identifies the VIDE official responsible for carrying out each of the ''Strategies/Key Activities.'' Thus, a specific official can be held accountable if an activity delineated in the Compliance Agreement is not properly implemented.

In addition to specifying overall compliance goals, a plan for meeting them, and the VIDE official responsible for implementing the specific actions steps, the Compliance Agreement also sets out interim goals that VIDE must meet during the next three years in attaining compliance with Part B. *See* Tables A—G of the Compliance Agreement. Therefore, VIDE is committed not only to being in full compliance with Part B within three years, but to meeting a stringent, but reasonable, schedule for reducing the number of students not being properly served in the Virgin Islands. The Compliance Agreement also sets out data collection and reporting procedures that VIDE must follow. These provisions will allow the Department to ascertain promptly whether or not VIDE is meeting each of its commitments under the Compliance Agreement. The Compliance Agreement, because of the obligations it imposes on VIDE, will provide the Department with the information and authority it needs to protect the Part B rights of the Virgin Islands' students.

VIDE has developed a thorough and reasonable plan for addressing the underlying causes of its failure to comply with Part B. Moreover, because of the level of funding it receives under Part B, and special financial management conditions that will be imposed on its Part B grant award, VIDE should have access to the financial resources needed to implement that plan. For these reasons, the Department concludes that VIDE can meet all the terms and conditions of the Compliance Agreement and come into full

compliance with Part B within three years.

IV. Conclusion

For the foregoing reasons, the Department finds that: (1) Full compliance by VIDE with the requirements of Part B is not feasible until a future date, and (2) VIDE can meet the terms and conditions of the attached Compliance Agreement and come into full compliance with the requirements of Part B within three years of the date of this decision. Therefore, the Department determines that it is appropriate for this agency to enter into a Compliance Agreement with VIDE. Under the terms of 20 U.S.C. 1234f, this Compliance Agreement becomes effective on the date of this decision.

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Authority: 20 U.S.C. 1234c and 1234f and 20 U.S.C. 1401, 1411–1420.

Dated: February 16, 2000.

Richard W. Riley,

Secretary of Education.

BILLING CODE 4000–01–U

APPENDIX A—COMPLIANCE AGREEMENT

Pages 1 through 29

SPECIAL EDUCATION COMPLIANCE AGREEMENT BETWEEN THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION (VIDE) AND THE UNITED STATES DEPARTMENT OF EDUCATION (ED)

INTRODUCTION

On June 29, 1998, the United States Department of Education (ED) issued a final monitoring report that documented serious problems with respect to the Virgin Islands Department of Education's (VIDE's) compliance with Part B of the Individuals with Disabilities Education Act (Part B of the IDEA). As a result of these findings, ED declared -- pursuant to 34 C.F.R. § 80.12 -- VIDE a "high risk" grantee and imposed special conditions on its fiscal year 1998 grant award. The special conditions required VIDE to provide ED with monthly reports on that jurisdiction's efforts to come into compliance with Part B of the IDEA. Those reports did not demonstrate significant progress by VIDE in meeting the requirements of Part B of the IDEA. As a consequence, ED concluded, pursuant to 20 U.S.C. § 1234c, that VIDE is not complying with Part B of the IDEA. On April 8, 1999, ED proposed to VIDE a voluntary Compliance Agreement as a means of ensuring a continued flow of Part B of the IDEA funds to that jurisdiction while a structured plan to come into full compliance with that statute is implemented. April 8, 1999 letter from Thomas Hehir, then Director of the Office of Special Education, to Ruby Simmonds, D.A., then VIDE's Acting Commission of Education. VIDE accepted this proposal and has, in conjunction with ED officials, prepared this Compliance Agreement.

Pursuant to the Compliance Agreement under 20 U.S.C. § 1234f, VIDE must be in full compliance with the requirements of Part B of the IDEA no later than three years from the date of ED's written findings, a copy of which is attached to, and incorporated by reference into, this Agreement. Specifically, VIDE must ensure and document that no later than three years after the effective date of this Agreement, the following compliance goals are achieved:

1. Timely Evaluations and Eligibility Determinations: The VIDE will eliminate the number of overdue initial evaluations and triennial evaluations. The VIDE will eliminate delays in eligibility determinations and in the developments of Individualized Education Programs. The VIDE will develop and implement a system to process initial evaluations and reevaluations and determine eligibility and/or continued eligibility in a timely manner, including, but not limited to, ensuring an adequate supply of qualified evaluators.

2. Free Appropriate Public Education: The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school day and full school year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs; and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

3. Least Restrictive Environment: The VIDE will ensure that access to a full continuum of placement options, including, but not limited to the general curriculum, and access to facilities and programs is available to students in all disability classifications and that services and programs are provided in the Least Restrictive Environment (LRE).

4. Sufficient Qualified Personnel: The VIDE will ensure an adequate supply of qualified, prepared, and trained special education, regular education and related services personnel that meet State standards. The VIDE will also ensure that all vacancies for the above-referenced positions are filled.

5. Complaint Resolution: The VIDE will ensure that parents are fully informed of their due process rights. The VIDE also will ensure that complaints filed by parents or the public are resolved in a timely manner pursuant to the requirements for due process State complaint procedures and/or mediation, including, but not limited to, the hiring and training of qualified complaint investigators, qualified mediators and qualified hearing officers and a system for logging and tracking complaints, mediation, and hearing requests and decisions. The VIDE will eliminate the backlog of complaints and hearing requests and ensure the timely implementation of all unappealed decisions and mediation agreements.

6. General Supervision: The VIDE will develop, submit and implement policies and procedures that are consistent with IDEA 1997, including, but not limited to the implementation of a comprehensive and effective monitoring system.

7. Fiscal Accountability: The VIDE will establish, maintain and submit fiscal policies and procedures to ensure that the funds that are paid to the Virgin Islands under Part B of the IDEA, are spent in accordance with the provisions of Part B of the IDEA, including, but not limited to a centralized accounting system.

During the period that this Compliance Agreement is in effect, VIDE is eligible to receive Part B of the IDEA funds if it complies with the terms and conditions of this Agreement and other applicable Federal statutory and regulatory requirements. Specifically, the Compliance Agreement sets forth commitments and timetables for VIDE to meet in coming into compliance with its Part B of the IDEA obligations. Any failure by VIDE to comply with the goals, timetables, documentation, or other provisions of the Compliance Agreement, including the reporting requirements, will authorize the Department to consider the Agreement no longer in effect. Under such circumstances, the Department may take any action authorized under the law, including the withholdings of Part B of the IDEA funds from VIDE or referral to the Department of Justice. This Agreement will take effect on the day the Department issues its written findings of fact, pursuant to the requirements of 20 U.S.C. § 1234f, and will expire three years from that date.

OTHER CONDITIONS

In addition to all of the terms and conditions set forth above, VIDE agrees that its continued eligibility to receive Part B of the IDEA funds is predicated upon compliance with statutory and regulatory requirements of that program that have not been addressed by this Agreement. If VIDE fails to comply with any of the terns and conditions of the Compliance Agreement, the Department may consider the Agreement no longer in effect and may take any actions authorized by law, including the withholding of funds or referral to the Department of Justice. 20 U.S.C. § 1234f(d).

For the Virgins Islands Department of Education:

11/12/99

Honorable Ruby Simmonds, D.A. Date
Commissioner of Education

For the United States Department of Education:

12/10/99

Honorable Richard W. Riley Date
Secretary

Date this Compliance Agreement becomes effective
(Date of Secretary Riley's Written Decisions and Findings): 12/10/99

Expiration Date of this Agreement: 12/10/02

1. Compliance Goal Statement: Timely Evaluations and Eligibility Determinations - The VIDE will eliminate the number of overdue initial evaluations and triennial evaluations. The VIDE will eliminate delays in eligibility determinations and in the development of Individualized Education Programs. The VIDE will develop and implement a system to process initial evaluations and reevaluations and determine eligibility and/or continued eligibility in a timely manner, including, but not limited to, ensuring an adequate supply of qualified evaluators.

OBJECTIVES Initial Evaluations and Placements	EXPECTED OUTCOMES	STRATEGIES/ KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
1.1 VIDE will ensure that timely initial evaluations and reevaluations that meet the requirements of section 614 of Part B of IDEA are completed for all children suspected of having disabilities and eligibility determinations, IEPs and placements are made.	**1.1a** **Initial Evaluations and IEP's**: For children with initial evaluations due **before** October 1, 1999: (A) VIDE will, in accordance with time lines set out in **Table A**, reduce to zero the number of children whose initial evaluation is not conducted and eligibility determined within 45 school days of the referral date. (B) VIDE will, in accordance with time lines set out in **Table A**, reduce to zero the number of children whose IEP is not developed within 30 school days of an eligibility determination	**1.1a1**- EDC will generate a list of all students who are awaiting evaluations, eligibility determinations, IEP's and placement. **1.1a2** - Diagnostic staff will complete evaluation reports within the 45 school day time frame. **1.1a3**- EDC conferences will be held to determine eligibility, develop IEP's for placements of students. **1.1a4**- EDC Coordinator, District Director/ District Coordinators (of Special Education) will submit monthly status reports to the State regarding evaluations that were completed and eligibility determinations, IEP's and placements that were made. **1.1a5**- State will submit quarterly status reports to OSEP regarding evaluations that were completed and eligibility determinations, IEPs and placements that were made. **1.1a6**- Continue to allocate funds and utilize various measures to recruit, advertise for, contract with and hire additional diagnostic staff to complete initial and triennial evaluations.	**1.1a1** 11/99 and throughout this agreement **1.1a2** 11/99 and throughout this agreement **1.1a3** 11/99 and throughout this agreement **1.1a4** 11/99 and throughout this agreement **1.1a5** 1/15/00 and throughout this agreement **1.1a6** 11/99 and throughout this agreement	**1.1a1- (Data Report A-1a) @** List of names of students **1.1a2** - Evaluation reports **1.1a3**- Names of students and placements -EDC conference notes, IEP's **1.1a4**- District monthly reports **1.1a5- Data Report A-1a, & A-1b @** **1.1a6 - Data Report F-1 @** -Copies of contracts, requisitions, RFP's, bids -Copies of advertisements - Names of additional diagnostic staff hired.	**1.1a1**- EDC Coordinators -District Coordinators -District Supervisors **1.1a2**- Diagnostic Staff **1.1a3**- District Supervisors, Diagnostic Staff, Teachers, Related Service Providers **1.1a4**- EDC coordinators - District Director of Special Education - District Coordinators of Special Education **1.1a5**- State Director of Special Education -Compliance Officer -FGPM **1.1a6**- State Director -District Directors/ Coordinators - Director of Personnel

1. Compliance Goal Statement: Timely Evaluations and Eligibility Determinations - The VIDE will eliminate the number of overdue initial evaluations and triennial evaluations. The VIDE will eliminate delays in eligibility determinations and in the development of Individualized Education Programs. The VIDE will develop and implement a system to process initial evaluations and reevaluations and determine eligibility and/or continued eligibility in a timely manner, including, but not limited to, ensuring an adequate supply of qualified evaluators.

OBJECTIVES Initial Evaluations and Placements	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
1.1(Contd) VIDE will ensure that timely initial evaluations and reevaluations that meet the requirements of section 614 of Part B of IDEA are completed for all children suspected of having disabilities and eligibility determinations, IEPs and placements are made.	**1.1a** (Contd) **Initial Evaluations and IEP's**: For children with initial evaluations due **before** October 1, 1999: (A) VIDE will, in accordance with time lines set out in **Table A**, reduce to zero the number of children whose initial evaluation is not conducted and eligibility determined within 45 school days of the referral date. (B) VIDE will, in accordance with time lines set out in **Table A**, reduce to zero the number of children whose IEP is not developed within 30 school days of an eligibility determination.	**1.1a7**- Establish and utilize an internal monthly reporting system(manual and computerized) to track the status of initial and triennial evaluations, eligibility determinations, IEPs and placements of students.	**1.1a7** 11/99 and throughout this agreement	**1.1a7- Documentation of computerized system @** - Documentation of manual system	**1.1a7**- EDC Coordinators - Diagnostic staff - SEA Staff - LEA Staff
		1.1a8- SEA will establish and submit to OSEP for approval, policies and procedures for initial and triennial evaluations, eligibility determination, IEP and placement process.	**1.1a8** 1/00	**1.1a8- Policies and procedures manual @**	**1.1a8**- SEA administrators -District Coordinators, -EDC Coordinators, -District Supervisors - Diagnostic Staff
		1.1a9- SEA will review, revise and submit to OSEP the prereferral process to expedite the identification of students suspected of having disabilities.	**1.1a9** 1/00	**1.1a9- Revised prereferral document @**	**1.1a9**- State Director -EDC Coordinators - Diagnostic staff - SEA Staff - LEA Staff
		1.1a10- Coordinate and conduct training for district staff (administrators and education personnel) on revised policies and procedures and new prereferral process.	**1.1a10** Beginning 3/2000 or upon approval by OSEP	**1.1a10- Staff Training Logs @**, Training materials, -Training attendance logs	**1.1a10** - State Training Supervisor

1. Compliance Goal Statement: Timely Evaluations and Eligibility Determinations - The VIDE will eliminate the number of overdue initial evaluations and triennial evaluations. The VIDE will eliminate delays in eligibility determinations and in the development of Individualized Education Programs. The VIDE will develop and implement a system to process initial evaluations and reevaluations and determine eligibility and/or continued eligibility in a timely manner, including, but not limited to, ensuring an adequate supply of qualified evaluators.

OBJECTIVES Initial Evaluations and Placements	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
1.1(Contd) VIDE will ensure that timely initial evaluations and reevaluations that meet the requirements of section 614 of Part B of IDEA are completed for all children suspected of having disabilities and eligibility determinations, IEPs and placements are made.	**1.1b** **Initial Evaluations and IEP's**: For children whose initial evaluation is due **on or after** October 1, 1999: (A) VIDE will, in accordance with time lines set out in **Table A**, reduce to zero the number of children whose initial evaluation is not conducted and eligibility determined within 45 school days of the referral date. (B) VIDE will, in accordance with time lines set out in **Table A**, reduce to zero the number of children whose IEP is not developed within 30 school days of an eligibility determination.	**1.1b1-** For students referred on or after October 1, 1999, VIDE will utilize Strategies/Key Activities for 1.1a1-1.1a10 to ensure that students receive initial evaluations, eligibility determinations, IEPs and placements within the 45 school day timeframe.	**1.1b1- See Due Dates for 1.1a1-1.1a10**	**1.1b1- See Indicators for 1.1a1- 1.1a10. Data Report A-1c will be used instead of indicators in 1.1a5@**	**1.1b1- See Responsible Persons for 1.1a1-1.1a10**
	1.1c **Triennial Evaluations**: For children whose most recent triennial was conducted prior to October 1, 1996, VIDE will in accordance with time lines set out in Table B, reduce to zero the number of those children whose triennial evaluation was not conducted within the required three calendar years and whose eligibility was not determined within 45 school days.	**1.1c1-** For students whose triennial evaluation was due before October 1, 1999, VIDE will utilize the strategies/key activities in 1.1a1-1.1a10(except 1.1a9) to ensure that students receive triennial evaluations, continued eligibility determinations, IEPs and placements within the 45 school day timeframe.	**1.1c1- See Due Dates for 1.1a1-1.1a10 (except 1.1a9)**	**1.1c1- See Indicators for 1.1a1- 1.1a10 (except 1.1a9) -Data Report B-1 will be used instead of indicators in 1.1a5 @.**	**1.1c1- See Responsible Persons for 1.1a1-1.1a10(except 1.1a9)**

1. Compliance Goal Statement: Timely Evaluations and Eligibility Determinations - The VIDE will eliminate the number of overdue initial evaluations and triennial evaluations. The VIDE will eliminate delays in eligibility determinations and in the development of Individualized Education Programs. The VIDE will develop and implement a system to process initial evaluations and reevaluations and determine eligibility and/or continued eligibility in a timely manner, including, but not limited to, ensuring an adequate supply of qualified evaluators.

OBJECTIVES Initial Evaluations and Placements	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS @= Submit to OSEP)	RESPONSIBLE PERSONS
1.1(Contd) VIDE will ensure that timely initial evaluations and reevaluations that meet the requirements of section 614 of Part B of IDEA are completed for all children suspected of having disabilities and eligibility determinations, IEPs and placements are made.	**1.1d** **Triennial Evaluations:** For children whose triennial will be due **on or after** October 1, 1999, VIDE will in accordance with time lines set out in Table B, reduce to zero the number of those children whose triennial evaluation is not conducted and eligibility determined within 45 school days of the referral date.	**1.1d1-** For students whose triennial evaluation will be due on or after October 1, 1999, VIDE will utilize the strategies/key activities in 1.1a1-1.1a10 (except 1.1a9) to ensure that students receive timely triennial evaluations.	**1.1d1- See Due Dates for 1.1a1-1.1a10 (except 1.1a9)**	**1.1d1- See Indicators for 1.1a1- 1.1a10 (except 1.1a9) -Data Report B-1 will be used instead of indicators in 1.1a5 @**	**1.1d1- See Responsible Persons for 1.1a1-1.1a10 (except 1.1a9)**

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs; and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@ = Submit to OSEP)	RESPONSIBLE PERSONS
2.1 VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	2.1a Interim Alternative Educational Settings (IAES) (As referenced in 34 CFR 300.520(a)(2); 300.521(d); 300.522(b)(2); 300.525(b)(2); 300.526(a), (b) and (c)) VIDE will, in accordance with the timelines in Table C-1, reduce to zero the number of children and youth with disabilities awaiting an appropriate placement in an interim alternative educational setting for: (A) those requiring an IAES prior to October 1, 1999; and (B) those requiring an IAES on or after October 1, 1999.	2.1a1 VIDE will establish an IAES committee to address the provision of IAES in the school districts.	2.1a1 11/99 and throughout this agreement	2.1a1-IAES Committee Report@ - Minutes of meetings - Goal and Objectives IAES	2.1a1- IAES Committee members (Asst. State Director, District Coordinator, EDC Coordinator, & State Coordinator of Curriculum Development)
		2.1a2 - VIDE will establish IAES that provide students with continued special education and related services	2.1a2 11/99 and throughout this agreement	2.1a2 - List of IAES in each school district@ - Data Report C-1 (IAES)@ -List of students placed in IAES	2.1a2 - District Superintendent, District Directors/Coordinators
		2.1a3 - VIDE will develop and submit to OSEP IAES policies and procedures that are consistent with IDEA 97.	2.1a3 1/00	2.1a3 - Policies and Procedures Manual@	2.1a3 - State Director, Asst. State Director
		2.1a4 - VIDE will establish and implement an interagency agreement with other agencies to pool funds to establish additional resources for students in need of IAES.	2.1a4 2/00	2.1a4 - Interagency Agreement@	2.1a4 - IAES Committee, Asst. State Director (Chairperson)
		2.1a5 - VIDE will provide training on IAES policies and procedures and proceed with implementation.	2.1a5 3/2000 or upon approval by OSEP	2.1a5 - Training materials, attendance logs	2.1a5 - State Training Supervisor

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs; and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@ = Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	2.1b Therapeutic Placements: (As referenced in 34 CFR 300.26 and 300.551) VIDE will, in accordance with the timelines in Table C-2, reduce to zero the number of children and youth with disabilities awaiting an appropriate placement in a therapeutic setting to implement his/her IEP for: (A) those requiring a therapeutic setting prior to October 1, 1999 (B) those requiring a therapeutic placement setting on or after October 1, 1999.	2.1b1 - Assistant State Director will gather information on various therapeutic placements and establish a list of placement options.	2.1b1 11/99 and throughout this agreement	2.1b1 - List of options@ - Program brochures - Application packages	2.1b1 - Assistant Director
		2.1b2 - The IEP team will determine students with disabilities who are eligible for therapeutic programs.	2.1b2 11/99 and throughout this agreement	2.1b2 - Data Report C-2 (Therapeutic Placements)@ - List of students in therapeutic programs - IEPs - Conference notes	2.1b2 - District Supervisors
		2.1b3 - District Coordinator will monitor students' progress in the therapeutic programs and provide quarterly reports to the SEA regarding student progress.	2.1b3 11/99 and throughout this agreement	2.1b3 - Quarterly Reports - Report Cards - Progress reports	2.1b3 - Assistant Director, District Coordinator
		2.1b4 - VIDE will continue to contract with on and off-island facilities to provide therapeutic services for students.	2.1b4 11/99 and throughout this agreement	2.1b4 - Copy of contracts@	2.1b4 - State Director
		2.1b5 - LEA and SEA staff will gather baseline data each year in order to project the needs and budget for the following year in terms of students, personnel, facilities and therapeutic programs.	2.1b5 3/2000 and annually	2.1b5 Projected baseline data	2.1b5 - District Coordinator, Assistant State Director

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs; and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@ = Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	2.1c Adjudicated Children and Youth: VIDE will, in accordance with the timelines in Table C-3, reduce to zero the number of eligible children and youth with disabilities in a juvenile or adult correctional or detention facility awaiting an appropriate placement or services to implement an IEP for: (A) those requiring special education and related services prior to October 1, 1999; and (B) those requiring special education and related services on or after October 1, 1999	2.1c1 - Initiate a memorandum of agreement/interagency agreement with appropriate agencies to coordinate service provision for students at juvenile/adult correctional facilities with IEPs or who may be suspected of having a disability. 2.1c2 - Meet with the agencies in 2.1c1 to develop a more effective method of tracking students with disabilities. 2.1c3 - Establish a current list of students with IEPs and provide services. 2.1c4 - Identify a basic screening instrument to be used by correctional facility staff to identify those students who may be in need of special education and related services. 2.1c5 - Train correctional facility staff on the use of the screening instrument 2.1c6 - Conduct evaluations, develop IEPs, and provide services to eligible students.	2.1c1 11/99 and throughout this agreement 2.1c2 11/99 2.1c3 11/99 2.1c4 11/99 2.1c5 11/99 and quarterly 2.1c6 11/99 and as required	2.1c1 - Memorandum of agreement@, Interagency agreement@ 2.1c2 - Meeting minutes, agendas 2.1c3 - Data Report C-3 (Adjudicated youth)@ - list of students 2.1c4 - Copy of screening instrument@ 2.1c5 - Training logs@ - Training attendance, dates 2.1c6 - List of students referred, Evaluation reports	2.1c1 - State Director - Asst. State Director - District Coordinator/Director - EDC Coordinators 2.1c2 - Asst. State Director - EDC Coordinators - District Coordinators 2.1c3 - District Coordinator - District Supervisor 2.1c4 - EDC Coordinator, Diagnostic Staff 2.1c5 - State Training Supervisor, EDC Coordinator, Diagnostic Staff 2.1c6 - Diagnostic Staff, District Coordinators, District Supervisors

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs: and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1d** **Extended School Year(ESY):** VIDE will ensure that, by May 15th of each year of this agreement, every child's IEP is reviewed to include a determination of the need for ESY services and that all students requiring ESY receive it during the summer of that school year.	**2.1d1-** SEA & LEA will gather and review ESY standards from other States to develop VIDE standards. **2.1d2-** SEA will submit ESY policies and procedures to OSEP for review and approval. **2.1d3-** IEP reviews will be conducted to determine students' needs for ESY services. **2.1d4-** District Supervisors and District Coordinators will submit to SEA names of students determined eligible for ESY services. **2.1d5-** LEA will provide ESY services as determined by an IEP team regardless of category and severity of disability.	**2.1d1** 11/99 **2.1d2** 1/00 **2.1d3** By 5/15/00 and May 15th of each year of this agreement **2.1d4** By 6/1/00 and annually on 6/1 for the duration of this agreement **2.1d5** 9/1/00 & annually on 9/1 for the duration of this agreement	**2.1d1-** ESY standards from other states **2.1d2- VIDE ESY policies and procedures@** **2.1d3-** IEP conference notes, IEP's **2.1d4-** List of students determined eligible for ESY **2.1d5- Data Report C-4 @** - List of students who received ESY	**2.1d1-** State Director of Special Education, - SEA Administrators, - LEA Administrators **2.1d2-** State Director of Special Education **2.1d3-** District Supervisors **2.1d4-** District Coordinators, - District Supervisors **2.1d5-** District Superintendents, - District Coordinator/ Director of Special Education, - Teaching and related service personnel

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs: and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1e** **Special Education and Related Services:** (A) For children and youth with disabilities who had related services in their IEP prior to October 1, 1999, VIDE will, in accordance with the timelines in Table D, reduce to zero the number of children and youth with disabilities not receiving all the related services(except transportation) as set forth in their IEPs. (B) For children and youth with disabilities who have related services in their IEP on or after October 1, 1999, VIDE will, in accordance with the timelines in Table D, reduce to zero the number of children and youth with disabilities not receiving all the related services (except transportation) identified in their IEPs.	**2.1e1**- Identify personnel vacancies and utilize the Strategies/Key Activities in Objectives 4.1 to recruit, contract and hire the necessary personnel to fill vacant positions. **2.1e2**- Submit quarterly reports of personnel vacancies to OSEP. **2.1e3**- School-based personnel will submit to District Supervisors monthly status reports of exact numbers of students not receiving special education/related services. **2.1e4**- District Supervisors will compile and submit this information to District Coordinators who will then submit to the SEA. **2.1e5**- SEA will submit this information to OSEP . **2.1e6**- Purchase and install computerized system and submit to OSEP documentation that system is operational. **2.1e7- Begin** to use computerized system to track student information and generate reports.	**2.1e1** See Due Dates for 4.1 **2.1e2** 1/15/00 and quarterly throughout agreement **2.1e3** 1/15/00 and quarterly throughout agreement **2.1e4** 11/99 and monthly **2.1e5** 1/15/00 and quarterly throughout this agreement **2.1e6** 12/31/99 **2.1e7** 12/31/99 and ongoing	**2.1e1**- See Indicators for 4.1 **2.1e2- Data Report F-1 (Related Services) @** **2.1e3**- School-based personnel reports **2.1e4**- Supervisors' reports - LEA (District) reports **2.1e5- Data Report D-1a @** **2.1e6- Documentation of System@**	**2.1e1**- See Responsible Persons for 4.1 **2.1e2**- State Director, -Compliance Officer/FGPM **2.1e3**- Teachers, -Special Education Chairpersons, -Related Service Providers **2.1e4**- District Supervisors, - District Coordinator **2.1e5**- State Director, - Compliance Officer, - FGPM **2.1e6**- State Director, Assistant State Director, **2.1e7**- SEA staff, - LEA staff

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs: and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1f** **Transportation Services:** (A) For children and youth with disabilities who had transportation services in their IEP prior to October 1, 1999, VIDE will, in accordance with the timelines in Table D, reduce to zero the number of children and youth with disabilities not receiving the transportation services as set forth in their IEPs. (B) For children and youth with disabilities who had transportation services in their IEP on or after October 1, 1999, VIDE will, in accordance with the timelines in Table D, reduce to zero the number of children and youth with disabilities not receiving the transportation services identified in their IEPs.	**2.1f1** - LEA will develop and implement a spot-check system/plan to verify and monitor that students are being dropped off and picked up at the appropriate times. **2.1f2**- LEA will provide the names of students requiring transportation to the Pupil Transportation Supervisor who will then submit to the LEA weekly reports of students who did not receive transportation, including dates and reasons why. **2.1f3**- LEA will submit to the SEA weekly reports of students not receiving transportation services and SEA will submit this information to OSEP quarterly. **2.1f4** - SEA will develop a bus log form to be utilized daily by bus drivers and bus aides to log student pick -ups and drop off. Logs will require signature from parties (parents, teachers/ school personnel) at the pick up and drop off points to verify times. **2.1f5** - Conduct a self-evaluation of its transportation policies, practices and procedures to determine why students are not consistently receiving transportation services.	**2.1f1** 11/99 **2.1f2** 11/99 data compiled weekly and reported quarterly through-out this agreement **2.1f3** 11/99 data compiled weekly and reported quarterly through-out this agreement **2.1f4** 11/99 **2.1f5** 11/99 and quarterly	**2.1f1- Spot-Check Plan@** **2.1f2**- List of student names who did not receive transportation, weekly reports **2.1f3**- LEA weekly report **- Data Report D-1b @** **2.1f4**- Bus log **2.1f5- Self evaluation report @**	**2.1f1**- Assistant Director, District Supervisors, Pupil Transportation Supervisor(PTS), Compliance Officer/ FGPM **2.1f2**- District Supervisors, -PTS **2.1f3**- District Coordinator/ Directors, State Director, Compliance Officer, FPGM **2.1f4**- SEA staff **2.1f5**- Same as 2.1f1

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OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1f** (Contd) **Transportation Services:** (A) For children and youth with disabilities who had transportation services in their IEP prior to October 1, 1999, VIDE will, in accordance with the timelines in Table D, reduce to zero the number of children and youth with disabilities not receiving the transportation services as set forth in their IEPs. (B) For children and youth with disabilities who had transportation services in their IEP on or after October 1, 1999, VIDE will, in accordance with the timelines in Table D, reduce to zero the number of children and youth with disabilities not receiving the transportation services identified in their IEPs.	**2.1f6**- Develop an improved system to closely monitor the current provision of transportation services to students with disabilities. **2.1f7**- Identify and utilize various means to provide transportation to students, including but not limited to purchasing additional vehicles, hiring additional bus drivers/aides, contracting with private vendors and utilizing community resources. **2.1f8**- Develop and submit to OSEP for approval transportation policies and procedures that are consistent with IDEA 97.	**2.1f6** 11/99 **2.1f7** 11/99 and throughout this agreement **2.1f8** 1/00	**2.1f6**- Documentation of system **2.1f7** - **Data Report D-1b** -Contracts/ Requisitions, Names of bus drivers/ aides -Buses **2.1f8- Transportation policies and procedures@**	**2.1f6**- Asst. Directors, District Insular Superintendent/ Coordinator/Supervisors, Pupil Transportation Supervisor (PTS) **2.1f7**- State Director, District Director/Coordinators **2.1f8**- State Director, SEA staff, PTS

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs; and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@ = Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	2.1g - Compensatory Services and/or Financial Reimbursement: Beginning October 1, 1999 and on a quarterly basis throughout the duration of this agreement, VIDE will ensure that the needs of: (A) Every child who has not received all the special education and related services on their IEP, the IEP is reviewed by the IEP team and a determination is made as to whether the child requires compensatory education services or financial reimbursement for parentally obtained services. (B) Every child who is determined to need compensatory services receives the compensatory services within the timeline determined by the IEP team. If no timeline is determined, then, no later than 30 days after the determination of the need for compensatory services, the services must commence. (C) Every parent for whom it is determined that financial reimbursement is appropriate receive reimbursement no later than 30 days after the determination.	2.1g1 - SEA will continue to allocate funds and process claims to reimburse parents. 2.1g2 - SEA will review data from LEA supervisors to determine which students/parents are in need of financial reimbursement and/or compensatory services. 2.1g3 - For those students who did not receive all special education and related services during the duration of this agreement beginning with November, 1999, the LEA will convene Educational Planning Committee (EPC) meetings to determine students' needs for compensatory services and appropriateness of financial reimbursement for special education and related services obtained and paid for by the parent(s). 2.1g4 - LEA will submit to the SEA a list of student names who received compensatory services and financial reimbursement and dates received. 2.1g5 - SEA will submit this information to OSEP.	2.1g1 11/99 and throughout this agreement 2.1g2 11/99 and throughout this agreement 2.1g3 11/99 and throughout this agreement 2.1g4 11/99 and monthly 2.1g5 1/15/00 & quarterly throughout this agreement	2.1g1 - Processed claims, Names of parents reimbursed 2.1g2 - LEA Supervisors' monthly reports 2.1g3 - EPC Conference notes, decisions 2.1g4 - List of students and compensatory services/financial reimbursement received 2.1g5 - Numbers of students who did not receive all special education and related services, broken down by services missed and reason(s) why these services were missed and listing how many of those students were provided reimbursement or compensatory services during each quarter.@	2.1g1 - State Director - Support Staff 2.1g2 - Assistant State Director or designee 2.1g3 - District Supervisors 2.1g4 - District Coordinator 2.1g5 - State Director, Compliance Officer/FGPM

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs: and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1h** **Transition Services:** VIDE will: (A) In accordance with the timelines in Table E, reduce to zero the number of students whose IEPs must include a statement of transition service needs prior to October 1, 1999, that do not have transition services needs stated on their IEPs. (B) In accordance with the timelines in Table E, reduce to zero the number of students whose IEPs must include a statement of transition service needs on or after October 1, 1999, that do not have transition services needs stated on their IEPs. (C) In accordance with the timelines in Table E, reduce to zero the number of students whose IEPs must include a statement of needed transition services prior to October 1, 1999, that do not have a statement of needed transition services on their IEPs and are not receiving those services. (D) In accordance with the timelines in Table E, reduce to zero the number of students whose IEPs must include a statement of needed transition services on or after October 1, 1999, that do not have a statement of needed transition services on their IEPs and are not receiving those services.	**2.1h1**- District administrative staff will review each IEP for students 14 and older and submit to the SEA monthly reports of the names and numbers of students who did not have transition statements and or were not receiving transition services included in their IEP. **2.1h2**- District Supervisors will reconvene IEP meetings to discuss transition services for those students with no transition statements and/or not receiving transition services. **2.1h3**- District administrative staff will submit to SEA monthly reports of students whose IEP's were reconvened for transition planning. **2.1h4** - SEA will prepare and submit quarterly Data Report E (Transition Services)to OSEP. **2.1h5**- Establish interagency agreements with other agencies involved in providing transition services to students.	**2.1h1** 11/99 and monthly **2.1h2** 11/99-12/99 and ongoing throughout this agreement **2.1h3** 11/99 and monthly **2.1h4** 1/15/00 and quarterly throughout agreement **2.1h5** 12/99	**2.1h1**- District monthly reports **2.1h2**- IEP conference notes, Transition statements **2.1h3**- District monthly reports **2.1h4- Data Report E-1a, E-1b, E-2a, E-2b @** **2.1h5- Interagency agreements @**	**2.1h1** - District Coordinator, District Supervisors **2.1h2**- District Supervisors **2.1h3**- District Coordinators/Directors **2.1h4**- State Director, -Compliance Officer/ FGPM **2.1h5**- State Director, -Asst. State Director -District Coordinator

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs: and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1i** **Full school day/year:** (A) By October 31, 1999, VIDE will reduce to zero the number of children and youth who do not receive a full school year of special education and related services. (B) By October 31, 2000, VIDE will reduce to zero the number of children and youth who do not receive a full school-day of special education and related services, unless otherwise indicated in their IEP.	**2.1i1-** Commissioner will send correspondence to the District Superintendents and each school directing the immediate cessation of shortened school day/school year practices for students in special education. **2.1i2-** District Superintendents and school administrators will enforce Commissioner's directive. **2.1i3-** VIDE will build into monitoring procedures and monitoring schedule a way to determine on an on-going basis whether or not students are receiving a full school day and/or full school year. **2.1i4-** VIDE will provide compensatory services or reimbursement pursuant to 2.1g to students who did not receive a full school day/year and submit to the SEA a list of student names who have received compensatory services or reimbursement. **2.1i5-** VIDE will submit to OSEP a list of student names who have received compensatory services or reimbursement pursuant to 2.1g as a result of a shortened school day/year.	**2.1i1** 11/99 and yearly throughout this agreement **2.1i2** 11/99 and throughout this agreement **2.1i3** 11/99 and throughout this agreement **2.1i4** 11/99 and throughout this agreement **2.1i5** 1/15/00 and quarterly throughout agreement	**2.1i1- Correspondence @** **2.1i2-** Follow-up correspondence **2.1i3-** Documentation of visits made, Findings **2.1i4-** District Monthly reports **2.1i5- See Data Report in 2.1g5 @**	**2.1i1-** Commissioner, Assistant Commissioner **2.1i2-** Insular Superintendents, School Administrators **2.1i3-** District Supervisors, Compliance Officer/FGPM **2.1i4-** District Coordinators/ Supervisors, Teaching/Related service staff **2.1i5-** State Director, Compliance Officer/FGPM

2. Compliance Goal Statement: Free Appropriate Public Education - The VIDE will ensure the timely provision of special education programs and related services as set forth in each child's Individualized Education Program (IEP). This includes, but is not limited to, involvement and progress in the general curriculum with appropriate supports and modifications, occupational therapy (OT), physical therapy (PT), speech and language therapy (SL), psychological counseling, and transportation services that allow for full school-day and full school-year of special education and related services. The VIDE will ensure that: 1) beginning at age 14 (or younger if determined appropriate by the IEP team) each student's IEP contains a statement of the transition service needs: and 2) beginning at age 16 (or younger if determined appropriate by the IEP team) the needed transition services are listed in the IEP and provided to each student.

OBJECTIVES Programs and Services	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
2.1 (Contd) VIDE will ensure that children and youth with disabilities are placed in an appropriate setting to allow them to receive special education and related services.	**2.1j** **Transition from Part C to B:** VIDE will ensure that by June 30, 2000, all toddlers, age 3, who are transitioning from early childhood intervention services (Part C) and who are eligible for Part B services, have IEPs/IFSPs and are receiving special education and related services under Part B of the IDEA by their third birthday.	**2.1j1** - Monitor the implementation of the formal interagency agreement with the Department of Health, Human Services and VIDE signed in August 1998 regarding transition of students from Part C to Part B programs. **2.1j2**- VIDE will meet on a quarterly basis with the V.I. Department of Health's Birth-to-Three Program and Human Services representatives to discuss the implementation of interagency agreement. **2.1j3**- VIDE will participate in the development of I.E.P.'s for students(by age 3) in Part C programs transitioning to Part B programs. **2.1j4**- VIDE will provide a list of students ages 3 and up who need and are receiving services under Part B in accordance with their I.E.P.'s.	**2.1j1** 11/99 **2.1j2** 11/99-1/00 and quarterly through-out this agreement **2.1j3** 11/99 and through-out this agreement **2.1j4** 11/99 and through-out this agreement	**2.1j1- Copy of Interagency Agreement@** **2.1j2**- Meeting dates, agendas, & minutes **2.1j3**- IEP conference notes, IEP's **2.1j4** -List of students receiving services	**2.1j1**- Commissioner, - Assistant Commissioner **2.1j2**- Assistant State Director(or designee) -Early Childhood Special Education staff **2.1j3- District** Supervisors, Early Childhood Special Education Staff **2.1j4- District** Supervisors, District Coordinators, Early Childhood Special Education staff

3. Compliance Goal Statement: Least Restrictive Environment - The VIDE will ensure that access to a full continuum of placement options, including, but not limited to, access to the general curriculum, and access to facilities and programs, is available to students in all disability classifications and that services and programs are provided in the Least Restrictive Environment (LRE).

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
3.1 VIDE will ensure that all children and youth with disabilities have available a full continuum of placement options, including access to the general curriculum and physical access to all facilities and programs.	**3.1a** **Continuum of Settings:** By November 30, 1999, VIDE will create and disseminate to all placement teams a list of: (A) school facilities and the special education and related services that are available at each facility; (B) a list of supplementary aids and services that are generally available at all facilities; (C) the degree of physical accessibility to all programs and facilities	**3.1a1**- Review existing placement and programs, establish a list of (A) (B) & (C), and disseminate to education personnel involved with placement decisions.	**3.1a1** 11/99	**3.1a1 - List of (A) (B) & (C) available at each school @**	**3.1a1**- SEA Administrators, -District Administrators
	3.1b **Placement Process Consistent with IDEA '97:** By February 1, 2000, VIDE will eliminate eligibility criteria for specific placements and develop a new process that is individualized for each child and is consistent with the least restrictive environment requirements of Part B (34 CFR 300.550-556.)	**3.1b1**- SEA and District staff will meet together to revise and develop a placement process which eliminates the use of eligibility criteria for programs/placements along the continuum. **3.1b2**- SEA will submit to OSEP for approval, documentation of revised placement process and procedures.	**3.1b1** 11-99-1/00 and ongoing throughout this agreement **3.1b2** 1/00	**3.1b1**- Meeting dates, Meeting minutes, list of attendees **3.1b2- Revised placement process and procedures for OSEP approval @.**	**3.1b1**- SEA Administrators, District Staff Administrators, Diagnostic staff, Teaching staff **3.1b2**- State Director (or designee)

3. Compliance Goal Statement: Least Restrictive Environment - The VIDE will ensure that access to a full continuum of placement options, including, but not limited to, access to the general curriculum, and access to facilities and programs, is available to students in all disability classifications and that services and programs are provided in the Least Restrictive Environment (LRE).

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
3.1 (Contd) VIDE will ensure that all children and youth with disabilities have available a full continuum of placement options, including access to the general curriculum and physical access to all facilities and programs.	**3.1c** **Training for Placement Personnel and Others:** By June 12, 2000, VIDE will train all relevant personnel on the new placement process so that placement decisions are individualized for each child and consistent with the least restrictive environment requirements of 34 CFR 300.550-556.	**3.1c1**- State Training Supervisor will coordinate, facilitate and conduct a series of training workshops on the new placement process for all personnel involved in making placement decisions for students with disabilities	**3.1c1** 2/00 or the date of OSEP approval of 3.1b2, and every six months thereafter throughout this agreement	**3.1c1** - Training materials, attendance logs, **Staff training logs@**	**3.1c1**- State Training Supervisor
	3.1d **Implement Placement Process Consistent with IDEA '97:** Beginning September 1, 2000 and throughout the duration of the agreement, VIDE will ensure that all annual placement reviews for students eligible for special education and related services are conducted with VIDE's newly revised placement process.	**3.1d1**- SEA will submit to OSEP an LRE summary report on a quarterly basis. **3.1d2**- District staff (involved in the placement process) will conduct IEP reviews utilizing the newly revised process.	**3.1d1** 1/15/00 and quarterly throughout agreement **3.1d2** 9/00 and throughout this agreement	**3.1d1- LRE Summary Report containing placement data using criteria specified in OSEP Memorandum 98-11@** **3.1d2-** IEP conference notes, IEPs, District monthly reports	**3.1d1**- State Director **3.1d2**- District Supervisors - Diagnostic Staff, Teaching/Related Service staff,
	3.1e **Broad Based Training on Least Restrictive Environment:** School administrators and regular educators will, by participating in training, identify ways to increase participation of children with disabilities with their nondisabled peers.	**3.1e1**- Provide joint training with the LEA for regular and special educators regarding the education of students with disabilities in the LRE. (Trainings will be made mandatory under the authority of the Commissioner and Insular Superintendents).	**3.1e1** 11/99 and throughout this agreement	**3.1e1**- Training materials, attendance logs, **Staff training logs@**	**3.1e1**- State Coordinator of Curriculum, State Training Supervisor, -Regular and Special Education District Coordinators, (Commissioner, Assistant Commissioner, Insular Superintendents)

3. Compliance Goal Statement: Least Restrictive Environment - The VIDE will ensure that access to a full continuum of placement options, including, but not limited to, access to the general curriculum, and access to facilities and programs, is available to students in all disability classifications and that services and programs are provided in the Least Restrictive Environment (LRE).

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
3.1 (Contd) VIDE will ensure that all children and youth with disabilities have available a full continuum of placement options, including access to the general curriculum and physical access to all facilities and programs.	**3.1f** **Physical Access to Facilities and Programs:** Devise a plan to ensure that those facilities (school buildings) and programs that have been designated as accessible, physically and programmatically, are in fact accessible to all students with disabilities.	**3.1f1**- VIDE administrators will meet to review the Office of Civil Rights'(OCR) 1999 Monitoring Report (of August 1998 visit) and results of September 1999 follow-up visit to VIDE' s schools that were designated as accessible.	**31f1** 11/99 and ongoing	**3.1f1**- Meeting minutes	**3.1f1** - Assistant Commissioner, State Director Special Education (or designee), DIstrict Superintendents, Director of Architectural Engineering (DAE), - Administrator of Plant & Maintenance (APM), Legal Counsel
		3.1f2- DAE and APM will make on-site assessments of the issues outlined in the OCR report and develop a corrective action plan with deadlines for corrections of each violation found.	**3.1f2** 11/99	**3.1f2-Corrective Action Plan @**	**3.1f2**- Director of Architectural Engineering - Administrator of Plant & Maintenance
		3.1f3- DAE and APM will submit quarterly reports to the SEA of violations corrected.	**3.1f3** 11/99 and quarterly	**3.1f3**- Quarterly Reports	**3.1f3**- Same as 3.1f2
		3.1f4 - SEA will forward those reports to OSEP on a quarterly basis.	**3.1f4** 1/15/00 and quarterly throughout agreement	**3.1f4- Quarterly Reports@**	**3.1f4**- State Director of Special Education, Compliance Officer
		3.1f5- All placements/programs along the least restrictive environment continuum will be made fully accessible to students with disabilities.	**3.1f5** 9/2000	**3.1f5- List of placements/ programs that are fully accessible @**	**3.1f5**- Insular Superintendents, District Coordinator/Director of Special Education, Director of Architectural Engineering, Administrator of Plant & Maintenance(APM)

4. Compliance Goal Statement: Sufficient Qualified Personnel - The VIDE will ensure an adequate supply of qualified, prepared, and trained special education, regular education and related services personnel that meet State standards. The VIDE will also ensure that all vacancies for the above-referenced positions are filled.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
4.1 VIDE will ensure an adequate supply of qualified, prepared, and trained special education and related services personnel, other services staff, complaint investigators, mediators and due process hearing officers that meets state standards.	**4.1a** **Sufficient Qualified Personnel:** VIDE will, in accordance with the timelines in Table F, reduce to zero the number of unfilled positions for special education and related services personnel, other services staff, complaint investigators, mediators and due process hearing officers by: (A) requesting from the appropriate legislative and/or executive agencies, special waiver authority, and/or expedited hiring authority, including, but not limited to financial and educational incentive (s) for person (s) filling the above listed positions.	**4.1a1** -All parties including the Commissioner of Education, Governor, Director of Personnel will develop, sign and enforce a Memorandum of Agreement to expedite the NOPA process for hiring special education personnel. (The 1988 court order in the Nadine Jones case which orders the expeditious processing of Sp. Ed. personnel NOPA's will be used to enforce.)	**4.1a 1** 11/99	**4.1a1- Copy of MOA @**	**4.1a1** - Commissioner -Asst. Commissioner
		4.1a2. - Commissioner will request from the appropriate legislative and/or executive agencies, special waiver authority, and/or expedited hiring authority, including, but not limited to financial and educational incentive for special education and other services staff.	**4.1a2** 11/99 and quarterly	**4.1a2- Letter of requests and quarterly reports on results of requests @.**	**4.1a2** - Commissioner -Asst. Commissioner -Legal Counsel
		4.1a3. - Commissioner will send correspondence to the Chief Negotiator requesting the initiation of negotiations for Special Education and related services personnel salaries/or bonuses/stipends.	**4.1a3** 11/99 and quarterly	**4.1a3- Letter of requests and quarterly reports on results of requests @.**	**4.1a3** - Commissioner -Asst. Commissioner
		4.1a4- Establish tuition assistance program to retrain existing personnel and offer scholarships for professionals interested in obtaining degrees in needed areas of expertise such as in related service fields.	**4.1a4** Beginning 1/00	**4.1a4- List of professionals who received tuition assistance @**	**4.1a4** - State Director - Asst. State Director

4. Compliance Goal Statement: Sufficient Qualified Personnel - The VIDE will ensure an adequate supply of qualified, prepared, and trained special education, regular education and related services personnel that meet State standards. The VIDE will also ensure that all vacancies for the above-referenced positions are filled.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
4.1 (Contd) VIDE will ensure an adequate supply of qualified, prepared, and trained special education and related services personnel that meet state standards.	**4.1b** **Sufficient Qualified Personnel:** VIDE will, in accordance with the timelines in Table F, reduce to zero the number of unfilled positions for special education and related services personnel, other services staff, complaint investigators, mediators and due process hearing officers by: (B) pursuing alternative hiring and staffing strategies, including, but not limited to, the use of contracted vendors and individuals who are in the process of attaining appropriate certification and/ or licensure.	**4.1b1**- Continue to budget, contract for and hire related service personnel, diagnostic staff and other personnel needed to provide services. **4.1b2**- Initiate a process to address certification and qualification standards of all teaching and administrative staff. **4.1b3**- Initiate memorandum of agreement(MOA) in order to have a streamlined process for processing all contracts for professional services. **4.1b4**- Conduct recruitment activities sponsored by the Division of Special Education and the Division of Personnel & Labor Relations. **4.1b5**- Advertise for special education personnel through the use of various media sources. **4.1b6**- Submit to OSEP quarterly reports of contracted hiring plan. **4.1b7**- Contact universities on and off-island to explore possible student internship programs. **4.1b8**- Division of Personnel and Division of Special Education will develop a comprehensive recruitment and hiring plan. **4.1b9** - Develop agreements with universities to supply the V.I. with student interns in special education and related services fields.	**4.1b1** 11/99 and as needed **4.1b2** 11/99 **4.1b3** 11/99 **4.1b4** 11/99 and and every six months thereafter during this agreement. **4.1b5** 11/99 and throughout this agreement **4.1b6** 1/15/00 and quarterly throughout agreement **4.1b7** 1/00 **4.1b8** 2/00 **4.1b9** 9/00 and every six months thereafter during this agreement.	**4.1b1- Data Report F-1 @** - Copies of Contracts **4.1b2**- Documentation of tracking process **4.1b3 - Copy of MOA for timely processing of contracts for professional services @** **4.1b4 - Copy of recruitment activity calendar @** **4.1b5 - Copy of advertisements @** **4.1b6- Data Report F-1@** **4.1b7** - Copy of correspondence to universities. **4.1b8- Copy of recruitment & hiring plan @** **4.1b9- Copy of agreements and six month reports of the results of the agreements@**	**4.1b1**- State Director, District Director/ Coordinators **4.1b2**- Director of Personnel, State Director **4.1b3**- Commissioner, Asst. Commissioner **4.1b4** - State Director, Director of Personnel **4.1b5** - Director of Personnel, State Director **4.1b6**- State Director(or designee) **4.1b7** - SEA administrative Staff, District Director/ Coordinator **4.1b8**- State Director, State Training Supervisor, Director of Personnel **4.1b9**- SEA administrative Staff, District Director/ Coordinator

4. Compliance Goal Statement: Sufficient Qualified Personnel - The VIDE will ensure an adequate supply of qualified, prepared and trained special education, regular education and related services personnel that meet State standards. The VIDE will also ensure that all vacancies for the above-referenced positions are filled.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@ = Submit to OSEP)	RESPONSIBLE PERSONS
4.1 (Contd) VIDE will ensure an adequate supply of qualified, prepared and trained special education and related services personnel that meet state standards.	4.1c Sufficient Qualified Personnel: VIDE will, in accordance with the timelines in Table F, reduce to zero the number of unfilled positions for special education and related services personnel, other services staff, complaint investigators, mediators and due process hearing officers by: (C)Providing staff development opportunities for regular education and related service personnel.	4.1c1 - Will conduct a comprehensive needs assessment to determine areas/topics of training to be offered to education personnel. 4.1c2 - Facilitate and conduct training, workshops and continuing education of educational personnel. 4.1c3 - Collaborate with various programs to explore staff development needs of the district and how these programs can help train in those areas of need.	4.1c1 11/99-12/99 4.1c2 11/99 and on going 4.1c3 11/99	4.1c1 - Needs assessment plan@; Documentation of results of needs assessment@ 4.1c2 - Staff training logs@; Training materials; Attendance logs 4.1c3 - Documentation of correspondence, copy of agreements	4.1c1- State Training Supervisor 4.1c2 - State Training Supervisor 4.1c3- State Training Supervisor, District Director/Coordinator
	4.1d Sufficient Qualified Personnel: VIDE will, in accordance with the timelines in Table F, reduce to zero the number of unfilled positions for special education and related services personnel, other services staff, complaint investigators, mediators and due process hearing officers by: (D) developing a Comprehensive System of Personnel Development (CSPD) by January 1, 2000 that is consistent with 34 CFR 300.380-382.	4.1d1 - State Training Supervisor and South East Regional Resource Center (SERRC) will collaborate to establish VIDE CSPD Plan, that at a minimum, includes periodic assessment of staffing needs. 4.1d2 - CSPD Committee will reconvene in Fall '99 to develop plan. 4.1d3 - CSPD plan will be compiled and completed by CSPD Committee with technical assistance from SERRC. CSPD plan will be submitted to OSEP.	4.1d1 11/99-1/00 4.1d2 11/99 4.1d3 1/00	4.1d1 - Copies of all correspondence with SERRC regarding CSPD 4.1d2 - Copies of agendas and minutes of CSPD committee meetings 4.1d3 - CSPD plan@; Periodic (quarterly) reports of staffing needs@	4.1d1 - State Training Supervisor, SERRC, CSPD Committee 4.1d2 - State Training Supervisor, CSPD Committee 4.1d3 - State Director, State Training Supervisor

5. Compliance Goal Statement: Complaint Resolution - The VIDE will ensure that parents are fully informed of their due process rights. The VIDE also will ensure that complaints filed by parents or the public are resolved in a timely manner pursuant to the requirements for due process hearings, State Complaint procedures and/or mediation, including, but not limited to, the hiring and training of qualified complaint investigators, qualified mediators and qualified hearing officers and a system for logging and tracking complaints, mediation, and hearing requests and decisions. The VIDE will eliminate the backlog of complaints and hearing requests and ensure the timely implementation of all unappealed decisions and mediation agreements.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
5.1 VIDE will ensure that all complaints and due process hearing requests are resolved in a timely manner, 60 and 45 days respectively.	**5.1a** **Complaints:**(34 CFR 300.660-662) (A) For complaint resolutions due before October 1, 1999, VIDE will investigate and issue written decisions immediately (34 CFR 300.661(4)(b)(1)). (B) For complaint resolutions due on or after October 1, 1999, VIDE will investigate and issue written decisions no later than 60 days from the date the complaint was filed unless an extension was granted only if exceptional circumstances exist with respect to a particular complaint.	**5.1a1** - Investigate and issue written decisions for complaints filed before October 1, 1999. **5.1a2**- Refine current complaint tracking system for state complaints so that complaints filed on or after October 1, 1999 are investigated and written decisions are issued within the 60 day timeframe. **5.1a3**- Hire additional staff to adequately handle and track SEA complaints. **5.1.a 4**- Revise and submit to OSEP SEA complaint procedures which are consistent with IDEA 97.	**5.1a1** 11/99 **5.1a2** 11/99 **5.1a3** 11/99 and quarterly throughout agreement **5.1a4** 11/99 and quarterly throughout agreement	**5.1a1- Copies of written decisions @** **5.1a2** - Documentation of refined system **5.1a3- Names of staff hired to address complaints @** **5.1a4- Policies and procedures regarding SEA complaints.@**	**5.1a1** - State Compliance Officer, FGPM **5.1a2** - SEA Staff **5.1a3** - State Director **5.1a4** - State Director
	5.1b **Due Process Hearing Complaints:** (34 CFR 300.511 and 300.528) (A) For due process hearing decisions due before October 1, 1999, VIDE will issue due process hearing decisions in accordance with the timelines in Table G. (B) For due process hearing decisions due on or after October 1, 1999, VIDE will issue due process hearing decisions in accordance with the timelines in Table G.	**5.1b1**- Identify and train local attorneys to be due process hearing officers. **5.1b2**- Provide an adequate pool of due process hearing officers. **5.1b3**- Schedule and conduct due process hearings and issue written decisions for those due before October 1, 1999. **5.1b4**- Conduct due process hearings and issue written decisions for those due on or after October 1, 1999. **5.1.b5**- Revise and submit to OSEP SEA due process procedures which are consistent with IDEA 97.	**5.1b1** 11/99 **5.1b2** 11/99 **5.1b3** 11/99-3/00 and quarterly throughout this agreement **5.1b4** 11/99 and quarterly throughout this agreement **5.1b5** 1/00	**5.1b1- Staff Training Logs @**, List of trainees, Training materials, attendance logs **5.1b2- List of due process hearing officers @** **5.1b3- Data Report G @** - Due Process Schedule, **5.1b4- Data Report G @** **5.1b5- Policies and procedures regarding due process complaints @**	**5.1b1**- Assistant State Director, SERRC **5.1b2**- Assistant State Director **5.1b3**- State Compliance Officer(facilitator) **5.1b4**- State Compliance Officer(facilitator) **5.1b5** - State Director

5. Compliance Goal Statement: Complaint Resolution - The VIDE will ensure that parents are fully informed of their due process rights. The VIDE also will ensure that complaints filed by parents or the public are resolved in a timely manner pursuant to the requirements for due process hearings, State Complaint procedures and/or mediation, including, but not limited to, the hiring and training of qualified complaint investigators, qualified mediators and qualified hearing officers and a system for logging and tracking complaints, mediation, and hearing requests and decisions. The VIDE will eliminate the backlog of complaints and hearing requests and ensure the timely implementation of all unappealed decisions and mediation agreements.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@=Submit to OSEP)	RESPONSIBLE PERSONS
5.1 (Contd) VIDE will ensure that all complaints and due process hearing requests are resolved in a timely manner, 60 and 45 days respectively.	**5.1c** **Adequate Supply of Mediators and Hearing Officers:** By December 31, 1999, VIDE will ensure that it has an adequate supply of qualified mediators and due process hearing officers to resolve requests for due process hearings consistent with timelines at 34 CFR 300.511 and 300.528.	**5.1c1**- Identify and train prospective candidates to be mediators. **5.1c2**- Provide an adequate pool of mediators and due process hearing officers.	**5.1c1** 11/99 and annually **5.1c2** 1/15/00 and biannually throughout agreement	**5.1c1** - List of candidates to be trained as mediators **5.1c2 -List of qualified mediators and due process hearing officers@**	**5.1c1**- Assistant State Director, SERRC **5.1c2**- Assistant State Director
	5.1d **Parent Training on Complaint Resolution, Mediation and Due Process:** As a result of VIDE parental notice, training, and outreach, parents will better understand the different complaint resolution, mediation and due process procedures.	**5.1d1**- Develop a better collaborative relationship with parent information centers and advocacy groups to increase ability to effectively outreach to parents. **5.1d2**- Develop training curriculum and provide training for parents and teachers on complaint resolution, mediation and due process requirements. **5.1d3**- Explore various and creative means of providing training to parents on due process requirements and on procedural safeguards.	**5.1d1** 11/99 and on going **5.1d2** 11/99 and on going throughout this agreement **5.1d3** 11/99 and on going	**5.1d1- Staff training logs @** - Copy of correspondence with PTI's and advocacy groups - Training materials, attendance logs **5.1d2 - Staff training logs@** -Copy of parent training schedule , Copy of parent training curriculum **5.1d3**- Documentation of parent training events	**5.1d1**- State Training Supervisor, SEA staff, LEA staff **5.1d2**- State Training Supervisor **5.1d3**- State Training Supervisor, SEA staff, LEA staff

6. Compliance Goal Statement: General Supervision - The VIDE will develop, submit and implement policies and procedures that are consistent with IDEA 1997, including, but not limited to, implementation of a comprehensive and effective monitoring system.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
6.1 VIDE will ensure that it has in place policies and procedures consistent with IDEA '97, including an effective and comprehensive monitoring system.	**6.1a** **Policies and Procedures Consistent with IDEA '97:** By January 31, 2000 VIDE will revise all policies and procedures consistent with IDEA '97 and submit to OSEP for approval	**6.1a1** - Work with SERRC staff to compile policies and procedures into one document/manual and submit to OSEP for review and approval. **6.1a2**- Revise and submit to OSEP for approval parental rights handbook. **6.1a3**- Provide training to education personnel and parents on the new policies and procedures. **6.1a4**- Districts will implement approved state policies and procedures.	**6.1a1** 11/99- 12/99 **6.1a2** 1/00 **6.1a3** Beginning 2/00 and on going **6.1a4** 2/00 or upon approval by OSEP	**6.1a1- Revised policies and procedures Manual @** Correspondence with SERRC, Meeting minutes **6.1a2- Parental Rights Handbook@** **6.1a3**- Staff Training logs@, Training materials, Attendance logs **6.1a4**- Documentation that policies are being implemented.	**6.1a1**- State Director of Special Education, Assistant State Director, Compliance Officer, FGPM **6.1a2**- SEA staff **6.1a3**- State Training Supervisor **6.1a4**- District Superintendents, District Directors/Coordinators, District Supervisors, Principals, Education Personnel
	6.1b **Improved Monitoring and Enforcement:** (A) By January 31, 2000, VIDE will revise its monitoring system to include (1) policies and procedures (2) monitoring cycle scheduled (3) monitoring instrument consistent with IDEA '97 requirements (4) corrective and enforcement actions. (B) By no later than March 1, 2000, VIDE will implement its revised monitoring system and submit quarterly reports to OSEP.	**6.1b1**- Collaborate and meet with (SERRC) who will provide technical assistance to refine the monitoring process to include new policies, instrument, cycle schedule, and corrective and enforcement actions. **6.1b2**- Begin training for the districts on draft monitoring system and manual pending approval by OSEP. **6.1b3**- SEA will begin conducting monitoring activities in the districts.	**6.1b1** 1/31/00 **6.1b2** 1/00- 3/00 **6.1b3** 3/00 and as scheduled	**6.1b1- Revised Monitoring Process Manual@** -Correspondence with SERRC, Meeting minutes, **6.1b2- Staff training logs@**, Training materials, attendance logs **6.1b3- Monitoring Reports and corrective action plans@**	**6.1b1**- State Compliance Officer, FGPM, Assistant State Director, SERRC, SEA staff **6.1b2**- State Training Supervisor, Compliance Officer **6.1b3**- Compliance Officer, FGPM, Monitoring Team

7. Compliance Goal Statement: Fiscal Accountability- The VIDE will establish, maintain and submit fiscal policies and procedures to ensure that funds that are paid to the Virgin Islands under Part B of the Act, are spent in accordance with the provisions of Part B, including but not limited to a centralized accounting system.

OBJECTIVES	EXPECTED OUTCOMES	STRATEGIES/KEY ACTIVITIES	DUE DATE	INDICATORS (@= Submit to OSEP)	RESPONSIBLE PERSONS
7. 1 VIDE will ensure that it has in place a fiscal accounting system and procedures that ensures that IDEA Part B funds are spent in accordance with the provisions of Part B.	**7.1a** **Special Conditions:** (A) VIDE will ensure compliance with the Special Conditions regarding fiscal accountability, if any, attached to its Federal Fiscal Year 1999 Part B grant award.	**7.1a1**- Adhere to all special conditions applied to VIDE for expenditure of IDEA Part B funding.	**7.1a1** Beginning 11/99 and throughout this agreement	**7.1a1**- Documentation that verifies adherence to Special Conditions	**7.1a1**- Commissioner, State Director
		7.1a2- Hire additional staff to handle fiscal accounting matters within the Division of Special Education.	**7.1a2** 11/99 and on going	**7.1a2- Names of additional staff hired @**	**7.1a2**- State Director
		7.1a3- Revise and submit to OSEP fiscal policy and procedures manual that is consistent with IDEA 97.	**7.1a3** 1/00 and on going	**7.1a3- Copy of fiscal policies and procedures manual@**	**7.1a3**- State Director(or designee)

APPENDIX B—TABLES

Pages 1 through 9

TABLE A: Initial Evaluations and Individualized Education Programs

Date of Reporting Period	Total number (#) of initial evaluations not completed (referred prior to 10/99)	Total number (#) of initial evaluations completed during reporting period (due prior to 10/99)	Total percent (%) of students determined eligible and awaiting an IEP (due prior to 10/99)	Total percent (%) of students awaiting completion of an initial evaluation (due on or after 10/99	Total percent (%) of students determined eligible and awaiting an IEP (due on or after 10/99)	Date Report Submitted to USDOED
10/1/99-12/31/99	200	70	75%	85%	85%	1/15/00
1/1/00-3/31/00	130	60	50%	75%	75%	4/15/00
4/1/00-6/30/00	70	45	25%	60%	60%	7/15/00
7/1/00-9/30/00	25	25	0	45%	45%	10/15/00
10/1/00-12/31/00	0	0	0	30%	30%	1/15/01
1/1/01-3/31/01	0	0	0	15%	15%	4/15/01
4/1/01-6/30/01	0	0	0	5%	5%	7/15/01
7/1/01-9/30/01	0	0	0	0	0	10/15/01
10/1/01-12/31/01	0	0	0	0	0	1/15/02
1/1/02-3/30/02	0	0	0	0	0	4/15/02
4/1/02-6/30/02	0	0	0	0	0	7/15/02
7/1/02-9/30/02	0	0	0	0	0	10/15/02

TABLE B: Triennial Evaluations

Date of Reporting Period	Total number (#) of outstanding triennials (due prior to 10/99[1])	Total number (#) of triennials completed during reporting period (due prior to 10/99[1])	Total percentage (%) of students awaiting a triennial evaluation (due 10/99 and after[2])	Date Report Submitted to USDOED
10/1/99-12/31/99	597	247	85%	1/15/00
1/1/00-3/31/00	450	200	75%	4/15/00
4/1/00-6/30/00	250	150	60%	7/15/00
7/1/00-9/30/00	100	100	45%	10/15/00
10/1/00-12/31/00	0	0	30%	1/15/01
1/1/01-3/31/01	0	0	15%	4/15/01
4/1/01-6/30/01	0	0	5%	7/15/01
7/1/01-9/30/01	0	0	0	10/15/01
10/1/01-12/31/01	0	0	0	1/15/02
1/1/02-3/30/02	0	0	0	4/15/02
4/1/02-6/30/02	0	0	0	7/15/02
7/1/02-9/30/02	0	0	0	10/15/02

[1]The most recent evaluation or reevaluation is dated prior to 10/96.

[2]The most recent evaluation or reevaluation is dated 10/96 or after.

TABLE C-1: FAPE - Interim Alternative Educational Settings (IAES)[3]

Date of Reporting Period	Percentage (%) of students requiring an IAES prior to 10/99, that are not receiving an IAES	Percentage (%) of students requiring an IAES on or after 10/99, that are not receiving an IAES	Date Report Submitted to USDOED
10/1/99-12/31/99	75%	85%	1/15/00
1/1/00-3/31/00	50%	60%	4/15/00
4/1/00-6/30/00	25%	35%	7/15/00
7/1/00-9/30/00	0	10%	10/15/00
10/1/00-12/31/00	0	0	1/15/01
1/1/01-3/31/01	0	0	4/15/01
4/1/01-6/30/01	0	0	7/15/01
7/1/01-9/30/01	0	0	10/15/01
10/1/01-12/31/01	0	0	1/15/02
1/1/02-3/30/02	0	0	4/15/02
4/1/02-6/30/02	0	0	7/15/02
7/1/02-9/30/02	0	0	10/15/02

[3] See references to IAES in 34 CFR §§300.520(a)(2); 300.521(d); 300.522(b)(2); 300.525(b)(2); 300.526(a),(b) and (c).

TABLE C-2: FAPE - Therapeutic Placements[4]

Date of Reporting Period	Percentage (%) of students requiring a therapeutic placement prior to 10/99, that are not receiving a therapeutic placement to implement their IEP	Percentage (%) of students requiring a therapeutic placement on or after 10/99, that are not receiving a therapeutic placement to implement their IEP	Date Report Submitted to USDOED
10/1/99-12/31/99	90%	95%	1/15/00
1/1/00-3/31/00	75%	85%	4/15/00
4/1/00-6/30/00	55%	70%	7/15/00
7/1/00-9/30/00	35%	55%	10/15/00
10/1/00-12/31/00	20%	40%	1/15/01
1/1/01-3/31/01	10%	25%	4/15/01
4/1/01-6/30/01	0	10%	7/15/01
7/1/01-9/30/01	0	0	10/15/01
10/1/01-12/31/01	0	0	1/15/02
1/1/02-3/30/02	0	0	4/15/02
4/1/02-6/30/02	0	0	7/15/02
7/1/02-9/30/02	0	0	10/15/02

[4] See 34 CFR §§300.26 and 300.551

Table - C-3: FAPE - Special Education and Related Services for Eligible Children and Youth in Juvenile or Adult Correctional Facilities

Date of Reporting Period	Percentage (%) of children and youth in juvenile or adult correctional facilities, eligible prior to 10/99, that are not receiving special education and related services	Percentage (%) children and youth in juvenile or adult correctional facilities, eligible on or after 10/99, that are not receiving special education and related services	Date Report Submitted to USDOED
10/1/99-12/31/99	90%	95%	1/15/00
1/1/00-3/31/00	80%	85%	4/15/00
4/1/00-6/30/00	70%	75%	7/15/00
7/1/00-9/30/00	60%	65%	10/15/00
10/1/00-12/31/00	50%	55%	1/15/01
1/1/01-3/31/01	40%	45%	4/15/01
4/1/01-6/30/01	30%	35%	7/15/01
7/1/01-9/30/01	20%	25%	10/15/01
10/1/01-12/31/01	10%	15%	1/15/02
1/1/02-3/30/02	0	5%	4/15/02
4/1/02-6/30/02	0	0	7/15/02
7/1/02-9/30/02	0	0	10/15/02

TABLE D: Provision of Related Services

Date of Reporting Period	Percentage (%) of students, who had **related services** in their IEP prior to 10/99, that are not receiving the **related services** identified on their IEPs (except transportation)	Percentage (%) of students, who have **related services** in their IEP on or after 10/99, that are not receiving **related services** identified on their IEPs (except transportation)	Percentage (%) of students, who had **transportation services** in their IEP prior to 10/99, that are not receiving **transportation services** identified on their IEPs	Percentage of students, who have **transportation services** in their IEP on or after 10/99, that are not receiving **transportation services** identified on their IEPs	Date Report Submitted to USDOED
10/1/99-12/31/99	90%	95%	65%	75%	1/15/00
1/1/00-3/31/00	75%	85%	50%	60%	4/15/00
4/1/00-6/30/00	55%	70%	35%	45%	7/15/00
7/1/00-9/30/00	35%	55%	20%	30%	10/15/00
10/1/00-12/31/00	20%	40%	0	15%	1/15/01
1/1/01-3/31/01	10%	25%	0	0	4/15/01
4/1/01-6/30/01	0	10%	0	0	7/15/01
7/1/01-9/30/01	0	0	0	0	10/15/01
10/1/01-12/31/01	0	0	0	0	1/15/02
1/1/02-3/30/02	0	0	0	0	4/15/02
4/1/02-6/30/02	0	0	0	0	7/15/02
7/1/02-9/30/02	0	0	0	0	10/15/02

TABLE E: Provision of Transition Services

Date of Reporting Period	Percentage of students eligible for a statement of transition service needs on their IEPs[5] prior to 10/99, that do not have a statement of transition service needs on their IEP	Percentage of students eligible for a statement of transition service needs on their IEPs on or after 10/99, that do not have a statement of transition service needs on their IEP	Percentage of students, eligible for a statement of needed transition services on their IEPs [6] prior to 10/99, that do not have a statement of needed transition services on their IEPs and are not receiving those services	Percentage of students, eligible for a statement of needed transition services on their IEPs on or after 10/99, that do not have a statement of needed transition services on their IEPs and are not receiving those services	Date Report Submitted to USDOED
10/1/99-12/31/99	75%	85%	75%	85%	1/15/00
1/1/00-3/31/00	50%	65%	50%	65%	4/15/00
4/1/00-6/30/00	25%	45%	25%	45%	7/15/00
7/1/00-9/30/00	0	25%	0	25%	10/15/00
10/1/00-12/31/00	0	5%	0	5%	1/15/01
1/1/01-3/31/01	0	0	0	0	4/15/01
4/1/01-6/30/01	0	0	0	0	7/15/01
7/1/01-9/30/01	0	0	0	0	10/15/01
10/1/01-12/31/01	0	0	0	0	1/15/02
1/1/02-3/30/02	0	0	0	0	4/15/02
4/1/02-6/30/02	0	0	0	0	7/15/02
7/1/02-9/30/02	0	0	0	0	10/15/02

[5] 34 CFR §300.347(b)(1).

[6] 34 CFR §300.347(b)(1) and (2).

TABLE F: Personnel Vacancies

Date of Reporting Period	Number of vacant positions (as of 10/1/99) still unfilled = **15**	For positions becoming vacant after 10/1/99, percentage remaining unfilled	Date Report Submitted to USDOED
10/1/99-12/31/99	14	95%	1/15/00
1/1/00-3/31/00	12	85%	4/15/00
4/1/00-6/30/00	11	75%	7/15/00
7/1/00-9/30/00	10	65%	10/15/00
10/1/00-12/31/00	8	55%	1/15/01
1/1/01-3/31/01	7	45%	4/15/01
4/1/01-6/30/01	5	35%	7/15/01
7/1/01-9/30/01	4	25%	10/15/01
10/1/01-12/31/01	2	15%	1/15/02
1/1/02-3/30/02	1	5%	4/15/02
4/1/02-6/30/02	0	0	7/15/02
7/1/02-9/30/02	0	0	10/15/02

TABLE G: Due Process Hearings

Date of Reporting Period	Total number (#) of due process hearing decisions due prior to 10/1/99, but the decision is still pending	Total number (#) of final decisions issued for due process hearings due prior to 10/1/99	Due process hearings requested where a decision is due on or after 10/1/99 and was not issued within the required timelines.[7]	Date Report Submitted to USDOED
10/1/99-12/31/99	15	10	75%	1/15/00
1/1/00-3/31/00	0	5	50%	4/15/00
4/1/00-6/30/00	0	0	25%	7/15/00
7/1/00-9/30/00	0	0	0	10/15/00
10/1/00-12/31/00	0	0	0	1/15/01
1/1/01-3/31/01	0	0	0	4/15/01
4/1/01-6/30/01	0	0	0	7/15/01
7/1/01-9/30/01	0	0	0	10/15/01
10/1/01-12/31/01	0	0	0	1/15/02
1/1/02-3/30/02	0	0	0	4/15/02
4/1/02-6/30/02	0	0	0	7/15/02
7/1/02-9/30/02	0	0	0	10/15/02

[7] The timelines are normally 45 calendar days unless a specific extension is granted. 34 CFR §300.511.

APPENDIX C—DATA REPORTS

Pages 1 through 42

VIDE will use the following Data Reports to report, on quarterly basis, to the U.S. Department of Education, Office of Special Eduction Programs. Each report will be submitted on a quarterly basis as follows:

Reporting Period	Date Due to USDOED/OSEP
10/1/99-12/31/99	1/15/00
1/1/00-3/31/00	4/15/00
4/1/00-6/30/00	7/15/00
7/1/00-9/30/00	10/15/00
10/1/00-12/31/00	1/15/01
1/1/01-3/31/01	4/15/01
4/1/01-6/30/01	7/15/01
7/1/01-9/30/01	10/15/01
10/1/01-12/31/01	1/15/02
1/1/02-3/30/02	4/15/02
4/1/02-6/30/02	7/15/02
7/1/02-9/30/02	10/15/02

OSEP Data Report	A-1-a: Initial Evaluations	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: For the first reporting period (10/1/99), the number is based on VIDE's submission. For subsequent reporting periods (beginning with 1/1/00-3/31/00), record the number from Column #4 of the previous reporting period.

Column #3: Record the number of those students that were counted in Column #2 and whose initial evaluation was completed during this reporting period. Include only actual numbers completed and not estimates/predicted numbers.

Column #4: Subtract the number in Column #3 from the number in Column #2 and report the result in Column #4. This number should be moved to Column #2 for the next reporting period.

Column #5: Record only the number of students referred for an initial evaluation during this reporting period.

Column #6: Record the total number of students from Column #9 of the prior reporting period.

Column #7: Record the total number of students whose initial evaluation became due this reporting period. Except for the first reporting period (10/1/99-12/31/00), this will be students who were referred either this reporting period or the previous reporting period.

Column #8: Record the total number of students from Column #6 and Column #7 whose initial evaluation was completed during this reporting period.

Column #9: Add the number from Column #6 to Column #7 and subtract from that total the number from Column #8. Report the result in Column #9. This number will be carried over to Column #6 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9
Reporting Period	Total # of students whose initial evaluation was due prior to 10/1/99 and has not been completed as of the beginning of this reporting period [carryover # from Col. #4]	Total # of students from Column #2 whose initial evaluation was completed during reporting period	Total # of students from Column #2 whose initial evaluation was not completed as of the end of this reporting period (Col. # 2 - Col.# 3 = Col. #4) [carryover # to Col. #2]	Total # of students referred for an initial evaluation during this reporting period	Total # of students from the prior reporting periods who still require an initial evaluation to be completed [carryover # from Col. #9]	Total # of students whose initial evaluation became due during this reporting period	Total # of students from Columns #6 & #7 whose initial evaluation was completed during this reporting period	Total # of students whose initial evaluation is due after 10/1/99 whose initial evaluation was not completed as of the end of this reporting period ((Col. #6 + Col. 7#) - Col. #8 = Col. # 9))
10/1/99-12/31/99	**200**				**0**			
1/1/00-3/31/00								
4/1/00-6/30/00								
7/1/00-9/30/00								
10/1/00-12/31/00								
1/1/01-3/31/01								
4/1/01-6/30/01								
7/1/01-9/30/01								
10/1/01-12/31/01								
1/1/02-3/30/02								
4/1/02-6/30/02								
7/1/02-9/30/02								

OSEP Data Report	A-1-b: Eligibility and IEP for students whose initial evaluation was due prior to 10-1-99	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students whose initial evaluation was due prior to 10-1-99 who were found eligible during this reporting period.

Column #3: Record the total number of students whose IEPs were due as of the end of the prior reporting period but were not completed. Record the number from Column #6 from the previous reporting period.

Column #4: Except for the first reporting period (10/1/99 through 12/31/99), record the total number of students from Column #2 who were found eligible during this reporting period or prior reporting period and whose IEP became due during this reporting period.

Example: A student found eligible on 3/02/00 (i.e. during the last 30 days of a reporting period) will have an IEP that becomes due 30 calendar days thereafter. This student would be counted when his/her IEP becomes due, i.e. during the next reporting period (4/01/00-6/30/00).

Column #5: Record the total number of students Columns #3 and #4 whose IEPs were completed as of the end of this reporting period.

Column #6: Record the total number of students from Columns #3 and #4 whose IEPs were not completed as of the end of this reporting period ((Column #3 + Column #4) minus Column #5). This number should be carried over to Column #3 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Reporting Period	Total # of students whose initial evaluation was due prior to 10-1-99 who were found eligible during this reporting period	Total # of students whose IEPs were due as of the end of the prior reporting period but were not completed [carryover # from Col. #6]	Total # of students from Column # 2 whose IEPs became due during this reporting period	Total # of students from Columns #3 and #4 whose IEPs were completed as of the end of this reporting period	Total # of students from Columns #3 and #4 whose IEPs were not completed as of the end of this reporting period ((column #3 + column #4) minus column #5 = column #6) [carryover to Column #3]
10/1/99-12/31/99		0			
1/1/00-3/31/00					
4/1/00-6/30/00					
7/1/00-9/30/00					
10/1/00-12/31/00					
1/1/01-3/31/01					
4/1/01-6/30/01					
7/1/01-9/30/01					
10/1/01-12/31/01					
1/1/02-3/30/02					
4/1/02-6/30/02					
7/1/02-9/30/02					

U.S. Department of Education Compliance Agreement Data Report: A-1-b

OSEP Data Report	A-1-c: Eligibility and IEP(s) for students referred on or after 10-1-99	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students whose initial evaluation is due on or after 10-1-99 who were found eligible during this reporting period.

Column #3: Record the total number of students whose IEPs were due as of the end of the prior reporting period but were not completed. Record the number from Column #6 from the previous reporting period.

Column #4: Except for the first reporting period (10/1/99 through 12/31/99), record the total number of students from Column #2 who were found eligible during this reporting period or prior reporting period and whose IEP became due during this reporting period.

Example: A student found eligible on 3/02/00 (i.e .during the last 30 days of a reporting period) will have an IEP that becomes due 30 calendar days thereafter. This student would be counted when his/her IEP becomes due, i.e. during the next reporting period (4/01/00 - 6/30/00).

Column #5: Record the total number of students from Columns #3 and #4 whose IEPs were completed as of the end of this reporting period.

Column #6: Record the total number of students from Columns #3 and #4 whose IEPs were not completed as of the end of this reporting period ((Column #3 + Column #4) minus Column #5). This number should be carried over to Column #3 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Reporting Period	Total # of students whose initial evaluation is due on or after 10-1-99 who were found eligible during this reporting period	Total # of students whose IEPs were due as of the end of the prior reporting period but were not completed [carryover # from Col. #6]	Total # of students from Column # 2 whose IEPs became due during this reporting period	Total # of students from Columns #3 and #4 whose IEPs were completed as of the end of this reporting period	Total # of students from Columns #3 and #4 whose IEPs were not completed as of the end of this reporting period ((Column #3 + Column #4) minus Column #5 = Column #6) [carryover to Column #3]
10/1/99-12/31/99		0			
1/1/00-3/31/00					
4/1/00-6/30/00					
7/1/00-9/30/00					
10/1/00-12/31/00					
1/1/01-3/31/01					
4/1/01-6/30/01					
7/1/01-9/30/01					
10/1/01-12/31/01					
1/1/02-3/30/02					
4/1/02-6/30/02					
7/1/02-9/30/02					

OSEP Data Report	B-1: Triennial Evaluations	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: For the first reporting period the number is based on VIDE's submission. For subsequent reporting periods (beginning with 1/1/00-3/31/00), record the number from Column #4 of previous reporting period.

Column #3: Record the total number of those students that were counted in Column #2 and whose triennial evaluation was completed during this reporting period. Include only actual numbers completed and not estimates/predicted numbers.

Column #4: Subtract the number in Column #3 from the number in Column #2 and report the result in Column #4. This same number should be moved to Column #2 for next reporting period.

Column #5: Record the total number of students from Column #8 from prior reporting period.

Column #6: Record the total number of students whose triennial evaluation became due this reporting period. This will be students (1) whose anniversary date of their triennial evaluation became due and/or (2) who referred for a triennial evaluation by a parent or teacher.

Column #7: Record the total number of students from Column #5 and Column #6 whose triennial evaluation was completed during this reporting period.

Column #8: Add the number from Column #5 to Column #6 and subtract from that sum the number from Column #7. Report the result in Column #8. This number will be carried over to Column #5 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing a triennial evaluation prior to 10/1/99 [carryover # from Col. #4]	Total # of students from Column #2 whose triennial evaluation was completed as of the end of this reporting period	Total # of students from Column #2 whose triennial evaluation was not completed as of the end the reporting period (Col. 2- Col. 3= Col. 4) [carryover # to Col. #2]	Total # of students from the prior reporting period who still require a triennial evaluation to be completed [carryover # from Col. #8]	Total # of students whose triennial evaluation became due during this reporting period	Total# of students from Columns #5 & #6 whose triennial evaluation was completed during this reporting period	Total # of students whose triennial evaluation is due after 10/1/99 who still require an triennial evaluation as of the end of this reporting period) ((Col. #5 + Col. #6) - Col. #7 = Col. #8)) [carryover to next period - Col. #5]
10/1/99-12/31/99	**697**			**0**			
1/1/00-3/31/00							
4/1/00-6/30/00							
7/1/00-9/30/00							
10/1/00-12/31/00							
1/1/01-3/31/01							
4/1/01-6/30/01							
7/1/01-9/30/01							
10/1/01-12/31/01							
1/1/02-3/30/02							
4/1/02-6/30/02							
7/1/02-9/30/02							

OSEP Data Report	C-1: FAPE - Interim Alternative Educational Settings (IAES)[1]	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students needing an IAES prior to 10/1/99 and still need an IAES during this reporting period

Column #3: Record total number of students from Column #2 who received an IAES during this period.

Column #4: Record the total number of students from Column #2 who needed an IAES, did not receive an IAES and who still need an IAES as of the end of this reporting period

Column #5: Record the number from Column #8 of the total number of students needing an IAES on or after 10/1/99 that did not receive an IAES and still need an IAES during this reporting period.

Column #6: Record the total number of students who needed an IAES during the prior reporting period and still need an IAES during this reporting period

Column #7: Record the combined number from Columns #5 and #6 of students who received an IAES during this reporting period.

Column #8: Record the combined number from Columns #5 and #6 of students that did not receive an IAES during this reporting period and still need an IAES as of the end of this reporting period.

[1] Until the timelines in VIDE's policies and procedures are approved by OSEP, still need (i.e. awaiting) means a delay beyond 5 school days.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing an IAES prior to 10/1/99 and who still need an IAES during this reporting period	Total # of students in column #2 who received an IAES during this reporting period	Total # of students in column #2 who needed an IAES, did not receive an IAES and who still need an IAES as of the end of this reporting period	Total # of students needing an IAES on or after 10/1/99 that did not receive an IAES and still need an IAES during this reporting period [carryover # from column #8]	Total # of students who needed an IAES during the prior reporting period and still need an IAES during this reporting period	Total # of students in Columns # 5 and #6 receiving an IAES during this reporting period	Total # of students from Columns #5 and #6 that did not receive an IAES during this reporting period and still need an IAES as of the end of this reporting period
10/1/99-12/31/99					**0**		
1/1/00-3/31/00							
4/1/00-6/30/00							
7/1/00-9/30/00							
10/1/00-12/31/00							
1/1/01-3/31/01							
4/1/01-6/30/01							
7/1/01-9/30/01							
10/1/01-12/31/01							
1/1/02-3/30/02							
4/1/02-6/30/02							
7/1/02-9/30/02							

U.S. Department of Education Compliance Agreement Data Report: C-1

OSEP Data Report	C-2: FAPE - Therapeutic Placements[1]	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students needing a therapeutic placement prior to 10/1/99 not receiving a therapeutic placement as of the beginning of this reporting period. For the reporting period beginning 1/1/00 and thereafter, this number will be carried over from the number in Column #4 of the previous reporting period.

Column #3: Record the total number of students in Column #2 that received a therapeutic placement during this reporting period.

Column #4: Record the total number of students in Column #2 that are still not receiving a therapeutic placement as of the end of this reporting period. Subtract the number in Column # 3 from the number in Column # 2 and record this number in Column # 4. This number should be reported in Column # 2 for the next reporting period.

Column #5: Record the total number of students who needed a therapeutic placement after 10/1/99 and still are not receiving a therapeutic placement as of the beginning of this reporting period. Record the number from Column # 8 of the previous reporting period.

Column #6: Record the additional number of students who needed a therapeutic placement during this reporting period.

Column #7: Record the number of students from Columns # 5 and # 6 receiving a therapeutic placement during this reporting period.

Column #8: This number represents the total number of students needing a therapeutic placement after 10/1/99 and not receiving a therapeutic placement as of the end of this reporting period. Add the number in Column #5 to the number in Column #6 and subtract from that sum, the number in Column #7. Report the result in Column #8. This number should be carried over to Column #5 for the next reporting period.

[1]Until the timelines in VIDE's policies and procedures are approved by OSEP, not receiving (i.e. awaiting) means a delay beyond 10 school days.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing a therapeutic placement prior to 10/1/99 not receiving a therapeutic placement as of beginning of this reporting period	Total # of students in Column #2 receiving a therapeutic placement during this reporting period	Total # of students in Column #2 still not receiving a therapeutic placement as of the end of this reporting period (Col. #2- Col. #3 = Col. #4) [carryover # to Col. #2]	Total # of students needing a therapeutic placement after 10/1/99 that still are not receiving a therapeutic placement as of the end of the previous reporting period (Column #8) [carryover # from Col. #8]	Total # of additional students needing a therapeutic placement during this reporting period	Total # of students in Columns # 5 and #6 receiving a therapeutic placement during this reporting period	Total # of students needing a therapeutic placement after 10/1/99 and not receiving a therapeutic placement as of the end of this reporting period ((Col.#5 + Col. 6 - Col. #7 = Col. 8) [carryover # to Col. #5]
10/1/99-12/31/99				0			
1/1/00-3/31/00							
4/1/00-6/30/00							
7/1/00-9/30/00							
10/1/00-12/31/00							
1/1/01-3/31/01							
4/1/01-6/30/01							
7/1/01-9/30/01							
10/1/01-12/31/01							
1/1/02-3/30/02							
4/1/02-6/30/02							
7/1/02-9/30/02							

U.S. Department of Education Compliance Agreement Data Report: C-2

OSEP Data Report	C-3: FAPE - Special Education and Related Services for Eligible Children and Youth in Juvenile and Adult Correctional Facilities[1]	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of eligible students in juvenile and adult correctional facilities needing special education and related services prior to 10/1/99 not receiving special education and related services as of the beginning of this reporting period. For the second reporting period and thereafter, this number will be carried over from the number Column 4 of the previous reporting period.

Column #3: Record the total number of students in Column #2 that received special education and related services during this reporting period.

Column #4: Record the total number of students in Column #2 that are still not receiving special education and related services as of the end of this reporting period. Subtract the number in Column # 3 from the number in Column # 2 and record this number in Column # 4. This number should be reported in Column # 2 for the next reporting period.

Column #5: Record the total number of eligible students in juvenile and adult correctional facilities needing special education and related services after 10/1/99 and still are not receiving special education and related services as of the beginning of this reporting period. Record the number from Column #8 of the previous reporting period.

Column #6: Record the additional number of eligible students in juvenile and adult correctional facilities needing special education and related services during this reporting period.

Column #7: Record the number of students from Columns # 5 and # 6 receiving special education and related services during this reporting period.

Column #8: This number represents the total number of eligible students in juvenile and adult correctional facilities needing special education and related services after 10/1/99 and not receiving special education and related services as of the end of this reporting period. Add the number in Column #5 to the number in Column #6 and subtract from that sum, the number in Column #7. Report the result in Column # 8 and this number should be carried over to Column #5 for the next reporting period.

[1] Until the timelines in VIDE's policies and procedures are approved by OSEP, not receiving (i.e. awaiting) means a delay beyond 10 school days.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of eligible students in juvenile and adult correctional facilities needing special education and related services prior to 10/1/99 not receiving special education and related services as of the beginning of this reporting period	Total # of eligible students in Column #2 receiving special education and related services at the end of this reporting period	Total # of eligible students in Column #2 still not receiving special education and related services at the end of this reporting period (Col. #2- Col. #3 = Col. #4) [carryover # to Col. #2]	Total # of eligible students from prior reporting period still requiring special education and related services (Column #8) [carryover # from Col. #3]	Total # of additional eligible students requiring special education and related services and not receiving them during this reporting period	Total # of eligible students in Columns # 5 and #6 receiving special education and related services at the end of this reporting period	Total # of students eligible after 10/1/99 requiring special education and related services that are are not receiving special education and related services at the end of this reporting period ((Col.#5 + Col. 6 - Col. #7 = Col. 8) [carryover # to Col. #5]
10/1/99-12/31/99				0			
1/1/00-3/31/00							
4/1/00-6/30/00							
7/1/00-9/30/00							
10/1/00-12/31/00							
1/1/01-3/31/01							
4/1/01-6/30/01							
7/1/01-9/30/01							
10/1/01-12/31/01							
1/1/02-3/30/02							
4/1/02-6/30/02							
7/1/02-9/30/02							

U.S. Department of Education Compliance Agreement Data Report: C-3

OSEP Data Report	C-4: FAPE - Provision of Extended School Year (ESY) Services	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period
Column #2: Record the total number of IEPs that were reviewed by the IEP team to determine whether or not a student is eligible for extended school year services (ESY)
Column #3: Record the total number of students determined eligible for ESY services (based on the number of IEPs reviewed in Column #2)
Column #4: Record the total number of students who received extended school year services (based on the number of students determined eligible in Column #3).

Column 1	Column 2	Column 3	Column 4
Reporting Period	Total number of IEPs reviewed during this reporting period to determine eligibility for Extended School Year Services (ESY).	Total number of students determined eligible for Extended School Year Services (ESY) during this reporting period.	Total number of students who received Extended School Year Services (ESY) during this reporting period
10/1/99-12/31/99			0
1/1/00-3/31/00			0
4/1/00-6/30/00			
7/1/00-9/30/00			
10/1/00-12/31/00			0
1/1/01-3/31/01			0
4/1/01-6/30/01			

U.S. Department of Education Compliance Agreement Data Report: C-4

Column 1	Column 2	Column 3	Column 4
Reporting Period	Total number of IEPs reviewed during this reporting period to determine eligibility for Extended School Year Services (ESY).	Total number of students determined eligible for Extended School Year Services (ESY) during this reporting period.	Total number of students who received Extended School Year Services (ESY) during this reporting period
7/1/01-9/30/01			
10/1/01-12/31/01			0
1/1/02-3/30/02			0
4/1/02-6/30/02			
7/1/02-9/30/02			

U.S. Department of Education Compliance Agreement Data Report: C-4

OSEP Data Report	D-1-a: Provision of Related Services (except transportation): Occupational Therapy, Physical Therapy, Speech/Language Therapy, Psychological Counseling, Other	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the number of students needing related services prior to 10/1/99 not receiving all their related services as of the beginning of this reporting period. This number will be carried over from the number in Column #4 of the previous reporting period.

Column #3: Record the number of students in Column #2 that received all their related services at the end of this reporting period.

Column #4: Record the number of students in Column #2 that are still not receiving all their related services as of the end of this reporting period. Subtract the number in Column # 3 from the number in Column # 2 and record this number in Column # 4. This number should be reported in Column # 2 for the next reporting period.

Column #5: Record the number of students from the prior reporting period who did not receive all their related services after 10/1/99 and still are not receiving their related services as of the beginning of this reporting period. Record the number from Column # 8 of the previous reporting period.

Column #6: Record the number of additional of students who required related services during this reporting period and did not receive these related services.

Column #7: Record the number of students from Columns # 5 and # 6 who received all their related services during this reporting period.

Column #8: This number represents the total # of students requiring related services after 10/1/99 and not receiving all their related services as of the end of this reporting period. Add the number in Column #5 to the number in Column #6 and subtract from that sum, the number in Column #7. Report the result in Column # 8. This number should be carried over to Column #5 for the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing related service(s) prior to 10/1/99 not receiving all their related service(s) as of beginning of reporting period [carryover # from Col. #4]	Total # of students in Column # 2 receiving all their related service(s) at the end of reporting period	Total # of students from Column #2 still not receiving all their related service(s) at the end of this reporting period (Col. #2 - Col. # 3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period that were not receiving all their related service(s) [carryover # from Col. #8]	Total # of additional students requiring related service(s) and not receiving them during this reporting period	Total # of students from Columns #5 and # 6 receiving all their related service(s) at the end of this reporting period	Total # of students eligible after 10/1/99 requiring related service(s) that are not receiving all their related service(s) at the end of the reporting period ((Col. #5 + Col. #6) - Col. #7 = Col. #8) [carryover # to Col. #5]
10/1/99-12/31/99	O. T.	O. T.	O. T.	O. T. 0	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T. 0	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech 0	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns. 0	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other 0	Other	Other	Other
1/1/00-3/31/00	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: D-1-a

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing related service(s) prior to 10/1/99 not receiving all their related service(s) as of beginning of reporting period [carryover # from Col. #4]	Total # of students in Column # 2 receiving all their related service(s) at the end of reporting period	Total # of students from Column #2 still not receiving all their related service(s) at the end of this reporting period (Col. #2 - Col. # 3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period that were not receiving all their related service(s) [carryover # from Col. #8]	Total # of additional students requiring related service(s) and not receiving them during this reporting period	Total # of students from Columns #5 and # 6 receiving all their related service(s) at the end of this reporting period	Total # of students eligible after 10/1/99 requiring related service(s) that are not receiving all their related service(s) at the end of the reporting period ((Col. #5 + Col. #6) - Col. #7 = Col. #8) [carryover # to Col. #5]
4/1/00-6/30/00	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other
7/1/00-9/30/00	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: D-1-a

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing related service(s) prior to 10/1/99 not receiving all their related service(s) as of beginning of reporting period [carryover # from Col. #4]	Total # of students in Column # 2 receiving all their related service(s) at the end of reporting period	Total # of students from Column #2 still not receiving all their related service(s) at the end of this reporting period (Col. #2 - Col. # 3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period that were not receiving all their related service(s) [carryover # from Col. #8]	Total # of additional students requiring related service(s) and not receiving them during this reporting period	Total # of students from Columns #5 and # 6 receiving all their related service(s) at the end of this reporting period	Total # of students eligible after 10/1/99 requiring related service(s) that are not receiving all their related service(s) at the end of the reporting period ((Col. #5 + Col. #6) - Col. #7 = Col. #8) [carryover # to Col. #5]
10/1/00-12/31/00	O. T.	O. T.	O.T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P.T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	O. T.	Other	Other	Other	Other
1/1/01-3/31/01	O. T.	O. T.	P. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	Speech	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Psych.Couns.	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: D-1-a

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing related service(s) prior to 10/1/99 not receiving all their related service(s) as of beginning of reporting period [carryover # from Col. #4]	Total # of students in Column # 2 receiving all their related service(s) at the end of reporting period	Total # of students from Column #2 still not receiving all their related service(s) at the end of this reporting period (Col. #2 - Col. # 3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period that were not receiving all their related service(s) [carryover # from Col. #8]	Total # of additional students requiring related service(s) and not receiving them during this reporting period	Total # of students from Columns #5 and # 6 receiving all their related service(s) at the end of this reporting period	Total # of students eligible after 10/1/99 requiring related service(s) that are not receiving all their related service(s) at the end of the reporting period ((Col. #5 + Col. #6) - Col. #7 = Col. #8) [carryover # to Col. #5]
4/1/01-6/30/01	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other
7/1/01-9/30/01	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: D-1-a

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing related service(s) prior to 10/1/99 not receiving all their related service(s) as of beginning of reporting period [carryover # from Col. #4]	Total # of students in Column # 2 receiving all their related service(s) at the end of reporting period	Total # of students from Column #2 still not receiving all their related service(s) at the end of this reporting period (Col. #2 - Col. # 3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period that were not receiving all their related service(s) [carryover # from Col. #8]	Total # of additional students requiring related service(s) and not receiving them during this reporting period	Total # of students from Columns #5 and # 6 receiving all their related service(s) at the end of this reporting period	Total # of students eligible after 10/1/99 requiring related service(s) that are not receiving all their related service(s) at the end of the reporting period ((Col. #5 + Col. #6) - Col. #7 = Col. #8) [carryover # to Col. #5]
10/1/01-12/31/01	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other
1/1/02-3/30/02	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: D-1-a

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing related service(s) prior to 10/1/99 not receiving all their related service(s) as of beginning of reporting period [carryover # from Col. #4]	Total # of students in Column # 2 receiving all their related service(s) at the end of reporting period	Total # of students from Column #2 still not receiving all their related service(s) at the end of this reporting period (Col. #2 - Col. # 3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period that were not receiving all their related service(s) [carryover # from Col. #8]	Total # of additional students requiring related service(s) and not receiving them during this reporting period	Total # of students from Columns #5 and # 6 receiving all their related service(s) at the end of this reporting period	Total # of students eligible after 10/1/99 requiring related service(s) that are not receiving all their related service(s) at the end of the reporting period ((Col. #5 + Col. #6) - Col. #7 = Col. #8) [carryover # to Col. #5]
4/1/02-6/30/02	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.
	Speech	Speech	Speech	Speech	Speech	Speech	Speech
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.
	Other	Other	Other	Other	Other	Other	Other
7/1/02-9/30/02	O. T.	O. T.	O. T.	O. T.	O. T.	O. T.	O. T. P. T. Speech Psych.Couns. Other
	P. T.	P. T.	P. T.	P. T.	P. T.	P. T.	
	Speech	Speech	Speech	Speech	Speech	Speech	
	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	Psych.Couns.	
	Other	Other	Other	Other	Other	Other	

U.S. Department of Education Compliance Agreement Data Report: D-1-a

OSEP Data Report	D-1-b: Provision of Transportation Services	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students needing transportation services prior to 10/1/99 not receiving transportation services as of the beginning of this reporting period. This number will be carried over from the number in Column #4 of the previous reporting period.

Column #3: Record the number of students in Column #2 that received all their transportation services at the end of this reporting period.

Column #4: Record the number of students in Column #2 that are still not receiving all their transportation services as of the end of this reporting period. Subtract the number in Column # 3 from the number in Column # 2 and record this number in Column # 4. This number should be reported in Column # 2 for the next reporting period.

Column #5: Record the number of students from the prior reporting period who did not receive all their transportation services after 10/1/99 and still are not receiving all their transportation services as of the beginning of this reporting period. Record the number from Column # 8 of the previous reporting period.

Column #6: Record the number of additional of students who required transportation services during this reporting period and did not receive these transportation services.

Column #7: Record the number of students from Columns # 5 and # 6 who received all their transportation services during this reporting period.

Column #8: This number represents the total # of students requiring transportation services after 10/1/99 and not receiving all their transportation services as of the end of this reporting period. Add the number in Column #5 to the number in Column #6 and subtract from that sum, the number in Column #7. Report the result in Column # 8. This number should be carried over to Column #5 for the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of students needing transportation services prior to 10/1/99 and not receiving transportation services as of the beginning of this reporting period	Total # of students from Column #2 receiving all their transportation services at the end of this reporting period	Total # of students from Column #2 still not receiving all their transportation services at the end of this reporting period (Col. #2- Col. #3 = Col. #4) [carryover # to Col. #2]	Total # of students from prior reporting period still requiring transportation services [carryover # from Col. #8]	Total # of additional students requiring transportation services and not receiving them during this reporting period	Total # of students from Columns # 5 and #6 receiving all their transportation services at the end of this reporting period	Total # of students eligible after 10/1/99 requiring transportation services that are not receiving transportation services at the end of this reporting period ((Col.#5 + Col. 6 - Col. #7 = Col. 8) [carryover # to Col. #5]
10/1/99-12/31/99				0			
1/1/00-3/31/00							
4/1/00-6/30/00							
7/1/00-9/30/00							
10/1/00-12/31/00							
1/1/01-3/31/01							
4/1/01-6/30/01							
7/1/01-9/30/01							
10/1/01-12/31/01							
1/1/02-3/30/02							
4/1/02-6/30/02							
7/1/02-9/30/02							

U.S. Department of Education Compliance Agreement Data Report: D-1-b

OSEP Data Report	E-1-a: Provision of Transition Services prior to 10-1-99 for students ages 14 and 15, requiring a statement of the transition service needs of the student	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students (ages 14 and 15) prior to 10/1/99, whose IEPs do not contain a statement of transition service needs. This number should be the number carried over from Column #5 in the previous reporting period.

Column #3: Record the total number of students from Column #2 whose IEPs were revised to include a statement of transition service needs during this reporting period.

Column #4: Record the total number of students in Column #2 who turned age 16 during this reporting period.

Column #5: Record the total number of 14 and 15 year old students still requiring a statement of transition service needs in their IEP. This number should be carried over to Column #2 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5
Reporting Period	Total # of students, ages 14 & 15 prior to 10/1/99, whose IEP docs not contain a statement of transition service needs [carryover # from Col. #5]	Total # of students from Column #2 whose IEPs were revised to include a statement of transition service needs during this reporting period	Total # of students in Column# 2 who turned 16 years old during this reporting period	Total # of 14-15 year olds still requiring a statement of transition service needs in their IEP [carryover # to Col.#2]
10/1/99-12/31/99				
1/1/00-3/31/00				
4/1/00-6/30/00				
7/1/00-9/30/00				
10/1/00-12/31/00				
1/1/01-3/31/01				
4/1/01-6/30/01				
7/1/01-9/30/01				
10/1/01-12/31/01				
1/1/02-3/30/02				
4/1/02-6/30/02				
7/1/02-9/30/02				

OSEP Data Report	E-1-b: Provision of Transition Services prior to 10-1-99 for students ages 16 and older, requiring a statement of needed transition services	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students ages 16 and older, prior to 10-1-99 requiring a statement of needed transition services and/or not receiving needed transition services. For reporting periods after (10/1/99-12/31/99), this number should be carried over from Column #5.

Column #3: Record the total number of students from Column #2 whose IEPs were revised to include a statement of needed transition services and are receiving needed transition services during this reporting period.

Column #4: Record the total number of students from Column #2 who became ineligible special education and related services under Part B of IDEA due to age or graduation during this reporting period.

Column #5: Record the total number of students age 16 and older, prior to 10-1-99 requiring a statement of needed transition services and/or not receiving needed transition services during this reporting period. This number should be the combined number from Column #3 and Column #4, subtracted from Column #2. Carry the total number over to Column #2 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5
Reporting Period	Total # of students 16 years and older, prior to 10-1-99, requiring a statement of needed transition services and/or not receiving needed transition services [carryover from Col. # 5]	Total # of students from Col. #2 whose IEPs were revised to include a statement of needed transition services and are receiving needed transition services during this reporting period	Total # of students from Col. # 2 who became ineligible under Part B of IDEA due to age or graduation during this reporting period	Total # of students 16 years and older, prior to 10-1-99, requiring a statement of needed transition services and/or not receiving needed transition services during this reporting period (Col. # 2 - (Col. # 3 + Col. # 4) = Col. # 5) [carryover # to Col.#2]
10/1/99-12/31/99				
1/1/00-3/31/00				
4/1/00-6/30/00				
7/1/00-9/30/00				
10/1/00-12/31/00				
1/1/01-3/31/01				
4/1/01-6/30/01				
7/1/01-9/30/01				
10/1/01-12/31/01				
1/1/02-3/30/02				
4/1/02-6/30/02				
7/1/02-9/30/02				

OSEP Data Report	E-2-a: Provision of Transition Services after 10-1-99 for students ages 14 and 15, requiring a statement of the transition service needs of the student	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students (ages 14 and 15) after 10/1/99, from the prior reporting period whose IEPs do not contain a statement of transition service needs. After the first reporting period, this number should be the number carried over from Column #6.

Column #3: Record the total number of additional students (ages 14 and 15) whose IEPs do not contain a statement of transition service needs.

Column #4: Record the total combined number of students from Columns #2 and #3 whose IEPs were revised to include a statemetn of transition service needs during this reporitng period.

Column #5: Record the total combined number of students in Columns #2 and #3 who turned 16 years old during this reporitng period.

Column #6: Record the total number of 14 and 15 year old students still reuiring a statement of transition service needs in their IEPs. Add Column #4 and Column #5. Subtract this number from the total in Column #2 and #3. This final number should be carried over to Column #2 in the next reporting period..

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Reporting Period	Total # of students, ages 14 & 15 after 10/1/99, from the prior reporting period whose IEP does not contain a statement of transition service needs [carryover # from Column #6]	Total # of additional students, ages 14 & 15, whose IEP does not contain a statement of transition service needs	Total # of students from Columns #2 and #3 whose IEPs were revised to include a statement of transition service needs during this reporting period	Total # of students in Columns # 2 and #3 who turned 16 years old during this reporting period	Total # of 14-15 year olds still requiring a statement of transition service needs in their IEP ((Column #2 + Column #3) - (Column #4 + Column # 5) = Column # 6) [carryover # to Column #2]
10/1/99-12/31/99					
1/1/00-3/31/00					
,4/1/00-6/30/00					
7/1/00-9/30/00					
10/1/00-12/31/00					
1/1/01-3/31/01					
4/1/01-6/30/01					
7/1/01-9/30/01					
10/1/01-12/31/01					
1/1/02-3/30/02					
4/1/02-6/30/02					
7/1/02-9/30/02					

OSEP Data Report	E-2-b: Provision of Transition Services after 10-1-99 for students ages 16 and older, requiring a statement of needed transition services	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of students ages 16 and older, after 10-1-99, from prior reporting period requiring a statement of needed transition services and/or not receiving needed transition services as of the beginning of this reporting period. After the first reporting period (10/1/99-12/31/99), this number should be the number carried over from Column #5 of the previous reporting period.

Column #3: Record the total number of additional students ages 16 and older, requiring a statement of needed transition services and/or not receiving the needed transition services during this reporting period.

Column #4: Record the total number of students from the combined number (obtained by adding Column #2 and Column #3) whose IEPs were revised to include a statement of needed transition services and are receiving needed transition services as of the end of this reporting period.

Column #5: Record the total number of students from Column #2 who became ineligible for special education and related services under Part B of the IDEA due to age or graduation during this reporting period.

Column #6: Record the total number of students ages 16 and older prior to 10-1-99 requiring a statement of needed transition services and/or not receiving needed transition services during this reporting period as of the as of the end of this reporting period. To obtain this number, add Column #3 and Column #4. Subtract this number from Column #2. The final number should be carried over to Column #2 in the next reporting period.

Column 1	Column #2	Column 3	Column 4	Column 5	Column 6
Reporting Period	Total # of students 16 years and older, after 10-1-99, from prior reporting period requiring a statement of needed transition services and/or not receiving needed transition services as of the beginning of this reporting period [carryover from Columns# 5]	Total # of additional students 16 years and older, requiring a statement of needed transition services and/or not receiving needed transition services during this reporting period	Total # of students from Columns #2 and # 3 whose IEPs were revised to include a statement of needed transition services and are receiving needed transition services as of the end of this reporting period	Total # of students from Column. # 2 who became ineligible under Part B of IDEA due to age or graduation during this reporting period	Total # of students 16 years and older, prior to 10-1-99, requiring a statement of needed transition services and/or not receiving needed transition services during this reporting period as of the end of this reporting period (Column # 2 - (Column # 3 + Column # 4) = Column # 5) [carryover # to Column #2]
10/1/99-12/31/99					
1/1/00-3/31/00					
4/1/00-6/30/00					
7/1/00-9/30/00					
10/1/00-12/31/00					
1/1/01-3/31/01					
4/1/01-6/30/01					
7/1/01-9/30/01					
10/1/01-12/31/01					
1/1/02-3/30/02					
4/1/02-6/30/02					
7/1/02-9/30/02					

U.S. Department of Education Compliance Agreement Data Report: E-2-b

OSEP Data Report	F-1: Personnel Vacancies	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of personnel vacancies as of 10-1-99 that are still vacant at the beginning of the reporting period. For the second reporting period (4/1/00-6/30/ 00) this number should be carried over from Column #4 of the previous reporting period.

Column #3: Record the total number of personnel vacancies (by category) filled during this reporting period.

Column #4: Record the total number of personnel vacancies (by category) as of 10-1-99 that remain vacant as of the end of the reporting period. This number should be obtained by subtracting the number in Column #3 from Column #2. This number should be carried over to Column #2 in the next reporting period.

Column #5: Record the total number of personnel vacancies (by category) from the prior reporting period that remain vacant. This number should be carried over from Column #8 in the previous reporting period.

Column #6: Record the total number of new personnel vacancies (by category) during this reporting period.

Column #7: Record the total number of personnel vacancies (by category) in the combined total number (Column #5 and Column #6) filled during this reporting period.

Column #8: Record the total number of new personnel vacancies (by category) still not filled as of the end of this reporting period. This number should be obtained by subtracting Column #7 from the combined number obtained by adding Column # 5 and #6. This number should be carried over to Column #5 in the next reporting period.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of personnel vacancies as of 10-1-99 and still vacant at the beginning of the reporting period [carryover # from Col. #4]	Total # personnel vacancies by category filled during the reporting period	Total # of personnel vacancies by category as of 10-1-99 and still vacant as of the end of reporting period (Column. #2 - Column #3 = Column #4) [carryover to Column #2]	Total # personnel vacancies by category from prior reporting period still vacant [carryover # from Column # 8]	Total # of new personnel vacancies by category during the reporting period	Total # of personnel vacancies by category in Columns #5 + #6 filled during the reporting period	Total # of new personnel vacancies by category not filled as of the end of reporting period ((Column # 5 + Column #6) - Column #7 = Column # 8) [carryover # to Column #5]
10/1/99-12/31/99	Administrators	Administrators	Administrators	Administrators 0	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers 0	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services 0	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals 0	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff 0	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers 0	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators 0	Mediators	Mediators	Mediators
	Other	Other	Other	Other 0	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: F-1

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of personnel vacancies as of 10-1-99 and still vacant at the beginning of the reporting period [carryover # from Col. #4]	Total # personnel vacancies by category filled during the reporting period	Total # of personnel vacancies by category as of 10-1-99 and still vacant as of the end of reporting period (Column. #2 - Column #3 = Column #4) [carryover to Column #2]	Total # personnel vacancies by category from prior reporting period still vacant [carryover # from Column # 8]	Total # of new personnel vacancies by category during the reporting period	Total # of personnel vacancies by category in Columns #5 + #6 filled during the reporting period	Total # of new personnel vacancies by category not filled as of the end of reporting period ((Column # 5 + Column #6) - Column #7 = Column # 8) [carryover # to Column #5]
4/1/00-6/30/00	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: F-1

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of personnel vacancies as of 10-1-99 and still vacant at the beginning of the reporting period [carryover # from Col. #4]	Total # personnel vacancies by category filled during the reporting period	Total # of personnel vacancies by category as of 10-1-99 and still vacant as of the end of reporting period (Column. #2 - Column #3 = Column #4) [carryover to Column #2]	Total # personnel vacancies by category from prior reporting period still vacant [carryover # from Column # 8]	Total # of new personnel vacancies by category during the reporting period	Total # of personnel vacancies by category in Columns #5 + #6 filled during the reporting period	Total # of new personnel vacancies by category not filled as of the end of reporting period ((Column # 5 + Column #6) - Column #7 = Column # 8) [carryover # to Column #5]
7/1/00-9/30/00	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other
10/1/00-12/31/00	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of personnel vacancies as of 10-1-99 and still vacant at the beginning of the reporting period [carryover # from Col. #4]	Total # personnel vacancies by category filled during the reporting period	Total # of personnel vacancies by category as of 10-1-99 and still vacant as of the end of reporting period (Column. #2 - Column #3 = Column #4) [carryover to Column #2]	Total # personnel vacancies by category from prior reporting period still vacant [carryover # from Column # 8]	Total # of new personnel vacancies by category during the reporting period	Total # of personnel vacancies by category in Columns #5 + #6 filled during the reporting period	Total # of new personnel vacancies by category not filled as of the end of reporting period ((Column # 5 + Column #6) - Column #7 = Column # 8) [carryover # to Column #5]
1/1/01-3/31/01	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other
4/1/01-6/30/01	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: F-1

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of personnel vacancies as of 10-1-99 and still vacant at the beginning of the reporting period [carryover # from Col. #4]	Total # personnel vacancies by category filled during the reporting period	Total # of personnel vacancies by category as of 10-1-99 and still vacant as of the end of reporting period (Column. #2 - Column #3 = Column #4) [carryover to Column #2]	Total # personnel vacancies by category from prior reporting period still vacant [carryover # from Column # 8]	Total # of new personnel vacancies by category during the reporting period	Total # of personnel vacancies by category in Columns #5 + #6 filled during the reporting period	Total # of new personnel vacancies by category not filled as of the end of reporting period ((Column # 5 + Column #6) - Column #7 = Column # 8) [carryover # to Column #5]
7/1/01-9/30/01	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other
10/1/01-12/31/01	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: F-1

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of personnel vacancies as of 10-1-99 and still vacant at the beginning of the reporting period [carryover # from Col. #4]	Total # personnel vacancies by category filled during the reporting period	Total # of personnel vacancies by category as of 10-1-99 and still vacant as of the end of reporting period (Column. #2 - Column #3 = Column #4) [carryover to Column #2]	Total # personnel vacancies by category from prior reporting period still vacant [carryover # from Column # 8]	Total # of new personnel vacancies by category during the reporting period	Total # of personnel vacancies by category in Columns #5 + #6 filled during the reporting period	Total # of new personnel vacancies by category not filled as of the end of reporting period ((Column # 5 + Column #6) - Column #7 = Column # 8) [carryover # to Column #5]
1/1/02-3/30/02	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other
4/1/02-6/30/02	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators	Administrators
	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers	Teachers
	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services	Related Services
	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals	Paraprofessionals
	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff	Evaluation Staff
	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers	Hearing Officers
	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators	Mediators
	Other	Other	Other	Other	Other	Other	Other

U.S. Department of Education Compliance Agreement Data Report: F-1

OSEP Data Report	G-1: Due Process Hearings	District: ( ) St. Croix ( ) St. Thomas ( ) St. John

Name of Person Completing Report: _____ **Position/Title:** _____
(Please Print)

Signature of Person Completing Report: _____ **Date Signed:** _____

My signature certifies and attests that the information contained in this report is accurate and complete to the best of my knowledge. I also understand that this report is submitted to the United States Department of Education as part of a compliance agreement and that any misrepresentations may be punishable by law.

DIRECTIONS

Column #1: Reporting Period

Column #2: Record the total number of due process decisions requested prior to 10-1-99 that have not been completed as of the beginning of this reporting period. This number should be the number carried over from Column #4 of the previous reporting period.

Column #3: Record the total number of due process decisions issued during the reporting period from Column #2.

Column #4: Record the total number of due process decisions (reported in Column #2 of the previous period) that have not been completed as of the beginning of this reporting period. This number should have been carried over from Column #4 in the previous reporting period.

Column #5: Record the total number of due process decisions that have not been issued from the prior reporting period. This number should be carried over from Column #8 of the previous reporting period.

Column #6: Record the total number of due process decisions that became due during this reporting period.

Column #7: Record the total number of due process decisions that were issued during this reporting period. This number should be the combined total from Column #5 and #6 of the previous reporting period.

Column #8: Record the total number of due process decisions (due after 10-1-99) that were not issued as of the end of this reporting period. This number should be obtained by subtracting the number in Column #7 from the combined total of Columns #5 and #6.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
Reporting Period	Total # of due process decisions prior to 10/1/99 and have not been completed as of the beginning of this reporting period [carryover # from Column #4]	Total # of due process decisions from Column #2 issued during reporting period	Total # of due process decisions from Column #2 not completed as of the end of this reporting period (Column # 2 - Column # 3 = Column #4) [carryover # to Column #2]	Total # of due process decisions from the prior reporting period that have not been issued [carryover # from Column #8]	Total # of due process decisions that became due during this reporting period	Total # of due process decisions from Columns #5 & #6 that were issued during this reporting period	Total # of due process decisions due after 10/1/99 that were not issued as of the end of this reporting period ((Column #5 + Column #6) - Column #7 = Column # 8))
10/1/99-12/31/99	**15**			**0**			
1/1/00-3/31/00							
4/1/00-6/30/00							
7/1/00-9/30/00							
10/1/00-12/31/00							
1/1/01-3/31/01							
4/1/01-6/30/01							
7/1/01-9/30/01							
10/1/01-12/31/01							
1/1/02-3/30/02							
4/1/02-6/30/02							
7/1/02-9/30/02							

U.S. Department of Education Compliance Agreement Data Report: G-1

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[FR Doc. 00–4085 Filed 2–22–00; 8:45 am]
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