

## Fast Facts

- Gear-UP has unfortunately lost its grant for continued service
- Upward Bound and Talent Search Program are currently recruiting students for their programs
- October 17 is the 6th and 9th grade Essay Contest
- The PHSET is being revised—schools can expect two practice tests with answer sheets on October 31st
- Madolenihmw High School is getting a new gym courtesy of the Chinese Embassy

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# The Peluhs



## ECE Day 2017

September 14th was this year's Early Childhood Education (ECE) Day.

The ECE program was originally initiated under a US Department of Education program called HeadStart.

While HeadStart is no longer a part of the Pohnpei Department of Education's ECE program, staff and parents remain dedicated to the children enrolled.

Although it's not legally required for children to enroll in ECE programs, the Pohnpei Department

of Education strongly recommends it.

Children who join ECE programs in Pohnpei State are more likely to graduate from elementary and high schools.



## Director's Updates

Director Edward joined the JEMCO meeting to discuss accreditation issues. The resolution for the FSM Accreditation process to be given to a third party was put on hold.

Director Edward and

staff have sent PDOE's recommendation additions or alterations to the Education Act of 1999 to the Attorney General.

The Department is starting the FY 19 budget work in October to be prepared for the Gover-

nor's Budget Call.

In the meantime, we're working on our FY 18 unallocated projects, to hopefully include writing our own textbooks, increasing internet speed at schools, and retiring unnecessary positions.



Our jobs exist for one reason: to serve children

Got a story for *The Peluhs*?

We want to hear from you!

Call us at 320-2103



Students studying at Madolenihmw High School

## Auxiliary Services

One component of the PDOE’s Restructuring Plan is the development of an Auxiliary Services office, currently headed by Staylor Elidok.

This September, Staylor has completed two important documents for Pohnpei Department of Education.

The first is a PDOE Transportation Manual for all bus drivers, whether they’re assigned to ECE, SPED, or high schools.

The second is the PDOE Maintenance Manual, describing PDOE projects and the kinds of tools, equipment, and means for implementing various maintenance projects.

By the end of October, Staylor hopes to have compiled each school’s transportation survey, so that bus drivers can serve elementary school students in addition to ECE, SPED, and secondary students.

## Thought of the Month

Stephen Wolfram once said “The answers to essentially all of our traditional questions are available on the internet... What is not on the internet are the questions. The most important skill to teach students is to develop the most interesting questions.”

It’s not enough, for example, that a

student knows that Palikir is the capital of the FSM. **Rote** memorization won’t help our children to succeed. Learning to think independently, developing their own questions, and finding their own answers, is the key to having students that think critically and develop according to their own needs.

## One State, One Community, One Vision

The Pohnpei State Government, under the leadership of Marcello Peterson and Reed Oliver, has implemented Google Calendars to track all of their activities.

Chief of Staff Joseph Saimon has been tasked with capacity-building in this regard at all Cabinet-level Departments, including Pohnpei De-

partment of Education.

The first meeting regarding Google Calendars with Joseph Saimon occurred on Wednesday, September 20th. The Department looks forward to continuing its partnership with the rest of the State Government and increasing its accountability to its stakeholders.

## Vocational Education Updates

Three workshops have been conducted in September at the high schools to discuss the themes for the new Vocational Education Curriculum for Pohnpei DOE.

Mechanics, Construction, Business, and Agriculture components have been analyzed and worked upon

so far.

PDOE has developed teams who will be spearheading development in each of these specializations as well as the standards within each of these.

The rest of September through October includes comparing PDOE course

objectives to the [cteonline.org](http://cteonline.org) website and working with the Church of Latter Day Saints on a humanitarian aid grant.

The completion and implementation of our Vocational Education standards is part of our PDOE Integrated Plan for FY 18.

Have any questions, comments, or concerns about Vocational Education in Pohnpei State?

Contact Dennis Poll at [dpoll@pohnpeidoe.fm](mailto:dpoll@pohnpeidoe.fm)

## Professional Development Updates

September has seen professional development in each school district on the Lesson Plan template, with trainings in October focused on formal and informal observations using our adopted Pohnpei Depart-

ment of Education templates.

The newly adopted July 2017 Lesson Plan template differs from previous templates in some key areas.

For one, the new template

specifically includes a section for activities for IEP students, in line with FSM Accreditation standards.

For two, the new template defines key terms, such as Academic Language and others.

Contact Delihda Waltu at [dwaltu@pohnpeidoe.fm](mailto:dwaltu@pohnpeidoe.fm)



## PDOE's New Website

In partnership with National Department of Education, the Pohnpei Department of Education has a new website.

The website is live and can be accessed at [pohnpei.doe.fm](http://pohnpei.doe.fm). The website presently contains some teach-

ing resources, our newsletters, and links to external resources. More content will be added in the month of October, including books and sample lesson plans.

The Pohnpei Department of Education plans to upload every

School Improvement Plan and FSM Accreditation-related document to the website before the end of the calendar year.

Check back with the next Peluhs for more updates on the website and its contents.



## The Peluhs Restarting Kapingamarangi

Public Information

Every Friday at 5pm using their radio, Kapingamarangi School discusses the goings-on at their school, including the results of their weekly meetings. Below is a highly **condensed** snapshot of those updates.

### Friday, August 25th:

School started on August 23rd, two weeks later than main island schools. The school will not celebrate several public holidays to makeup days, including Pohnpei Liberation Day. All staff and students were on time and accounted for in the first few days of school. School starts at 8:15am and ends at 2:30pm. All bells were on time.

### September 1st:

Tutoring will begin next week. Kiosy Borong is considering merging the Music Club and Culture Club together, which staff and PTA approve of. The PTA has agreed to clear the water-logged trees surrounding the school to relieve the mosquito infestation, and will develop a plan to clean the school grounds on a regular basis. Stanley Mateak is brainstorming ideas for the Physical Education club. Textbook inventory and other administrative matters were discussed.

### September 8th:

Principal Andrew sent in lesson plan examples from all of the teachers for PDOE review earlier in the week, and today the lessons were discussed, including the exemplary components of some and the unacceptable components of others. Kapinga School staff have finalized their professional development internal calendar for Principal-lead and Lead Teacher-lead professional development activities, to include a lesson planning workshop next week. Music & Culture Club requests 20 Pohnrakiet-made ukuleles. An identified half a dozen students across grade levels have been absent one to two times so far, and the staff will discuss it with the PTA. The new water tank is nearly operational. The PTA created two semester-based daily cleanup teams to keep the school clean.

### September 15th:

“We have water!” exclaimed the principal, noting that the new blue tank is at 100% capacity and the green tank is at 50% capacity. Lead Teacher Amyleen Tom conducted a lesson planning workshop, including discussion on how each lesson requires differentiated instructional activities and that each objective should identify its Audience, Behavior, Condition, and Degree (ABCD). Staff questions were answered, including whether or not tests require lesson plans as well. (They do.) Informal Walkthrough Observations using the PDOE-adopted form begin next week, and Formal Observations using the PDOE adopted-form begin the first week of October. Principal Andrew received the Memorandum of Understanding draft with the Kapingamarangi Government and advised he would sign it upon his staff and PTA’s review. The lunch bell was ten minutes off on Wednesday, which was discussed at an informal meeting after tutoring.

### September 22nd:

All teachers were on time, but several students were sick this week. The principal will be meeting with the Health Assistant to see what they can do. The Music & Culture club has begun sessions, and every student in the school is involved. The initial discussions on local history were very well received. All bells rang on time. All teachers were observed using the Walkthrough Form, and all but one “did well.” The principal will be meeting with the teacher who did not meet most of the observed criteria. The principal requested that we build an additional classroom when we arrive for maintenance, as one classroom has multiple grades in it.

### Other Updates:

The solar batteries have an estimated time of arrival to Pohnpei on October 20th. Shortly thereafter we hope to return to Kapingamarangi to repair their solar system and complete major maintenance projects.

**It's a component of Kapingamarangi School's Restart Plan and School Improvement Plan that monthly updates on the school's progress are published in The Peluhs.**



## The Peluhs Standard 7: Student Performance

Public Information

Standard 7: Student Performance is an additional standard for Pohnpei Department of Education's implementation of the FSM Accreditation System Procedures. It covers additional means of answering the question "How are our students performing?" This article intends to inform the public on the contents of this standard before it becomes implemented. Please send us your feedback on its contents and structure.

### Is Standard 7: Student Performance Mandated by JEMCO or NDOE?

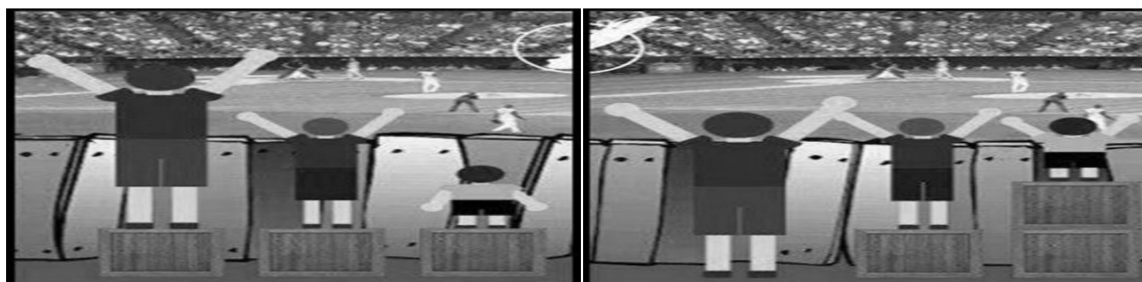
No. This standard was developed by Pohnpei Department of Education and as of September 2017 is only going to be used and implemented by our state, at least at this time.

### What's the broader goal for Standard 7?

To gather more, and superior, information on student achievement so that we can make better decisions that will improve educational **equity** system-wide.

### What is equity?

Equity is fairness. Educational equity is the idea that we treat children, and their schools, fairly, even if it means we do not treat all schools equally.



Notice above, on the left, that three people are watching a baseball game. They are being treated equally: each person has a box to stand on. However, this is not fair. The shortest person cannot see the game. The image above and to the right demonstrates equity. Although the resources being allocated are not equal for each person, everyone can see the game, and so the resources have been **allocated** fairly or equitably.

**23/24 criteria in the FSM Accreditation Systems Procedures talk about documentation, procedures, processes, and policies. Only one (4.2) specifically measures how our students are performing.**



**Lewetik School has fewer resources than other schools of its size.**

**Standard 7: Student Performance discusses PHSET & COMET scores, Student GPAs and drop-out rates, student success after school, and student opinions.**



# The Peluhs Standard 7: Student Performance

Public Information

## Student Performance 7.1

7.1 has three measurable statements. For a school to get a Level Four on 7.1, the school must be able to demonstrate that:

- **90-100% of students pass the PHSET or COMET.** Initial drafts stated this would be 100%, but all five out-reach meetings on Standard 7 resulted in a majority of teachers and principals in each meeting asking this to be lowered.
- **External high school or college placement exams are offered at the school.** For elementary schools, this means the Xavier Entrance Test and/or the OLMCHS Entrance Test. Students are not required to take these exams, but should be given information on what they are and how to take them. For high schools, this means the ASVAB, SAT, or ACT etc. are offered at the school. One or more external placement exams must be offered.
- **One or more students pass external high school or university requirements.** E.g., at least one student at Seinwar School passes the OLMCHS test. At least one PICS student doesn't go straight to COM-FSM, but to Tokyo University, Harvard University, University of Hawaii at Manoa, or any other non-FSM based institution of tertiary education.

Level Four	Level Three	Level Two	Level One
90-100% of students pass the PHSET or COMET.  External high school or college placement exams <b>are offered</b> at the school (e.g. OLMCHS Entrance Test or Xavier Entrance Test, SAT, ACT)  One or more students pass external high school or university requirements. (Attendance is not necessary).	75-89% of students pass the PHSET or COMET.  External high school or college placement exams <b>are offered</b> at the school (e.g. OLMCHS Entrance Test or Xavier Entrance Test, SAT, ACT)	40-74% of students pass the PHSET or COMET.  External high school or college placement exams <b>are not offered</b> at the school (e.g. OLMCHS Entrance Test or Xavier Entrance Test, SAT, ACT)  The SIP contains goals to increase PHSET and/or COMET scores.	0-39% of students <u>pass</u> the PHSET or COMET.  External high school or college placement exams <b>are not offered</b> at the school (e.g. OLMCHS Entrance Test or Xavier Entrance Test, SAT, ACT)  The SIP does not contain goals to increase PHSET and/or COMET scores.

## Student Performance 7.2

7.2 has one measurable statement. To be able to get a Level Four, a school must be able to demonstrate that:

- **One year after graduation, 100% of students are engaged in formal education, employment, or training programs.** Education refers to a graduating 8th grader going to 9th grade, or a graduating 12th grader going to college. Training programs refers to a graduating student joining alternative education or an apprenticeship, e.g. to become a carpenter or electrician. Employment is defined by PDOE, for this process, to mean working for a salary or hourly wage, full-time or part-time; OR to be self-employed (farming and fishing counts as employment); OR to be engaged in full-time parenting, such as a stay-at-home mother.

Level Four	Level Three	Level Two	Level One
One year after 8th or 12 <sup>th</sup> grade graduation, 100% of students are engaged in formal education, employment, or training programs.	One year after 8th or 12 <sup>th</sup> grade graduation, 75-99% of students are engaged in formal education, employment, or training programs.	One year after 8th or 12 <sup>th</sup> grade graduation, 40-74% of students are engaged in formal education, employment, or training programs.	One year after 8th or 12 <sup>th</sup> grade graduation, 0-39% of students are engaged in formal education, employment, or training programs.



# The Peluhs Standard 7: Student Performance

Public Information

## Student Performance 7.3

7.3 has one measurable statement. To reach a Level Four, a school must be able to demonstrate that:

- In annual student surveys opinions regarding instruction, extracurricular activities, facilities enhancements, and more, 75-100% of students have positive opinions.** This is specifically referring to annual PDOE-generated surveys to be disseminated starting this November 2017 with results in January 2018, and implementation in every November/January from now on. Schools can also generate their own surveys for analysis. Surveys *are* also part of Data Management 3.3, but that criterion does not specifically refer to student-based surveys. Currently, students have no voice in the FSM Accreditation process.

Level Four	Level Three	Level Two	Level One
In annual student surveys on opinions regarding instruction, extracurricular activities, facilities enhancements, and more...	In annual student surveys on opinions regarding instruction, extracurricular activities, facilities enhancements, and more...	In annual student surveys on opinions regarding instruction, extracurricular activities, facilities enhancements, and more...	In annual student surveys on opinions regarding instruction, extracurricular activities, facilities enhancements, and more...
75-100% of students have positive opinions on instruction.	51-74% of students have positive opinions on instruction.	25-50% of students have positive opinions on instruction.	0-24% of students have positive opinions on instruction.
75-100% of students have positive opinions on extracurricular activities.	51-74% of students have positive opinions on extracurricular activities.	25-50% of students have positive opinions on extracurricular activities.	0-24% of students have positive opinions on extracurricular activities.
75-100% of students have positive opinions on school facilities.	51-74% of students have positive opinions on school facilities.	25-50% of students have positive opinions on school facilities.	0-24% of students have positive opinions on school facilities.

## Student Performance 7.4

7.4 has two measurable statements. To reach a Level Four, a school must be able to demonstrate that:

- The average student GPA is 2.7 or higher.** This would be an aggregation of all students at a school, in all grades.
- No students between 6-16 years of age at the school drop out of formal education.** This is consistent with the Pohnpei State Education Act of 1999, which calls for compulsory education.

Level Four	Level Three	Level Two	Level One
The average student GPA is 2.7 or higher.	The average GPA is 2.0-2.69	The average GPA is less than 2.0	The average GPA is less than 2.0
No students between 6-16 years of age at the school drop out of formal education. (Transfers are okay).	No students between 6-16 years of age at the school drop out of formal education. (Transfers are okay).	Fewer than 5 or 1% of students between 6-16 years of age (whichever is more) of the school drop out of formal education.	More than 5 or 1% of students between 6-16 years of age (whichever is more) of the school drop out of formal education.

Standard 7: Student Performance’s draft has been shared in five community outreach sessions. The Pohnpei Department of Education welcomes—and is asking you to submit—any additional questions, concerns, comments, or input about the standard and its contents.





## The Peluhs Kapinga Chief Interview

Public Information

Caleb Gamule the Chief Magistrate for Kapingamarangi. On September 20th, he signed an MOU between the Pohnpei Department of Education and the Kapingamarangi Office of the Chief Magistrate, wherein the latter will help monitor Kapingamarangi School's daily activities and help the Pohnpei Department of Education in implementing maintenance work.

**PELUHS:** What role do you play for Kapingamarangi?

**CALEB:** I'm the Chief Magistrate for Kapingamarangi.

**PELUHS:** What does a Chief Magistrate do?

**CALEB:** After the government operations, I'm responsible for the local ordinances that the council puts up to be approved.

**PELUHS:** What do you think about the MOU with Pohnpei Department of Education?

**CALEB:** It's a great idea; I think it will be a great improvement for the education system and the Kapingamarangi people.

**PELUHS:** What's your vision for Kapingamarangi?

**CALEB:** My vision is dependent on the education system. Previously, the way I look at it, Kapinga School is falling—but with this upgrading system, I believe it's going to be improved a lot.

**PELUHS:** What do you want people on Pohnpei to know about Kapingamarangi?

**CALEB:** I guess I want the people of Pohnpei to have some idea that the people of Kapingamarangi are trying their best to achieve this new upgrading education system.

**PELUHS:** Do you have any questions for me or the PDOE?

**CALEB:** Yeah—one question is the level of the qualifications for the teachers hired in Kapingamarangi. What are they? At least college graduate? If we have college graduate qualifications we should replace those with the non-college degrees.

**PELUHS:** It's PDOE policy that all teachers who are hired have at least an AA or AS and its mandated that teachers become certified according to FSM National Department of Education guidelines. What that means in practice is that each teacher in Pohnpei State has at least an AA, has passed a competency test on teaching pedagogy, and a test in content knowledge. However, it remains the case that most of our teachers state-wide do not have a BA, many of our teachers do not have an AA in education, and most of our teachers need more—and have been asking for more—professional development in content for use in the classroom.

The new lead teacher at Kapingamarangi School, Amyleen Tom, is currently the only staff member at Kapinga School with a BA—but it's in Elementary Education and she has teaching experience in Palikir and Kolonia Schools.

With the increase in Kapingamarangi School's budget, we're hoping to get two more teachers for the school—partly so that the principal can focus on administrative duties, and partly so we can get more BA-certified teachers onsite.

**CALEB:** My other concern is, before—the teachers, especially the male teachers—it seems like they're open to entertain themselves during school hours, like drinking alcohol, stuff like this. Can we tighten up on the discipline for the teachers?

**PELUHS:** Under the school's Restart Plan, every teacher signs in and out every day at the exact time of arrival—i.e. not 8am to 5pm, but 7:46am to 4:58pm for example, and that the PTA has taken on additional means of monitoring the school. Further, the hope we have for our MOU with Kapingamarangi's local government is that, together, we can ensure our teachers are teaching and our students are learning.

**Kapingamarangi and Mwoakilloa are currently the two outer island municipal governments with MOUs with the Pohnpei Department of Education. PDOE is going to create MOUs for Pingelap, Nukuoro, and Sapwuahfik, too.**



# The Peluhs Nicole Solomon Interview

By Peace Corps & Public Information

Nicole Solomon has been interning at the Pohnpei Department of Education for the past six months.

**PELUHS:** What do you do at the PDOE?

**NICOLE:** I'm a trainee for WD&ST, and I help out with administrative work. I was really hired to help out the summer projects.

**PELUHS:** What kind of summer projects did you help out with? What kind of administrative work have you done?

**NICOLE:** The school facilities—they would make a scope of work, bring it to me, and I'd help log it. As for administrative work, I've been helping out Maylanda David. That includes answering the phone, making copies for the Director and whatever comes into his office, taking requisitions to finance and walking through their process.

**PELUHS:** You've been interning with PDOE for six months, and September 22<sup>nd</sup> is your last day. How has it been interning with the PDOE? What did you like, what do you think you'll miss?

**NICOLE:** It's been great! I like the people, everyone's nice—I'm going to miss all the good people.

**PELUHS:** What comes next for you?

**NICOLE:** I finished my Associates of Science but am working on my Bachelor of Science, so I'm returning as a third year student. I'm going to Walla Walla Community College in Washington State.

**PELUHS:** What's your degree focus in?

**NICOLE:** Civil Engineering. I want to become an engineering consultant, maybe get some experience in the United States and then come back to work here.

**PELUHS:** We have been blessed to have your assistance these past few months and we wish you the best of success in your studies at Walla Walla and beyond. Let us know if there's anything the PDOE can do to help you in the future!



Thanks to Red Cross, IOM, and our other partners for providing First Aid training for our teachers!



Congratulations to the recent high school and college graduates who have enlisted to join the United States military! We wish you well during your service abroad, and will welcome you home with open arms and warm hearts when you return.

Kolonia School developed a very well organized School Improvement Plan.

ACTIVITY PLANNING MATRIX					
ACCREDITATION STANDARDS 1: LEADERSHIP 1.1					
School Goal 1: BY EO SY 2017-2018, Kolonia School's Leadership Component SCORE will become a Level Four in the Accreditation System Procedures.					
Objective 1.1.1: The principal has very high expectations for students and teachers.					
Activities	Input	Timeline	Output	Outcomes	Performance Measure
Business expectations and inform PD meetings	Principal Vice-principal	September 2017 on before	All students, parents, community members, or a view	Principal and Vice have concrete ideas of expectations	Meetings notes from staff after the meeting
Task output from expectations, philosophy	Principal Vice-principal	September 2017 on before	Shared expectations in all classrooms and office	Students, parents, and staff have access	Individual classroom checklist shows expectations
Task post implementation, review, attendance and/or absence	Principal Vice-principal SIT Team	September 2017 on before	Staff will be set up at office	All faculty and staff will be informed and have access	Meetings notes from PD will reflect evidence to operations Principal review made of classroom and office.
Objective 2.1.1: By September 2017, the principal ensures that a minimum of 100 nonnational days are delivered and supported by necessary evidence					
Activities	Input	Timeline	Output	Outcomes	Performance Measure
General Assembly PD Meeting	Principal Vice-principal	August and September 2017	All students and teachers are aware of 100 nonnational days	Information sharing and dissemination	Cops of Program to monitor the reduction of nonnational days



Students eating lunch at Pohnpei Island Central School



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*Strengthening Our Schools!*

Dear Reader,

Do you know what a stakeholder is? A stakeholder is someone who has a stake—that is, an important interest—in something. Students want to learn; therefore, students have a stake in education. Parents want their children to succeed; therefore, parents have a stake in education. Businesses and Governments want people to make and spend money, something education can help with; therefore, businesses and governments have a stake in education.

Do **you** have a stake in education? Contact the Department of Education Central Office with any questions, comments, or concerns you may have. Everything we do is for our children.

**Vocabulary This Issue:**

**rote [noun]:** mechanical or habitual repetition

**condensed [adjective]:** compressed or concentrated

**equity [noun]:** the quality of being fair and impartial.

**allocated [verb]:** distribute (resources or duties) for a particular purpose

*The Peluhs*

## Student Interview

STUDENT A and STUDENT B are 11th graders at Pohnpei Island Central School. The Peluhs spoke to them on September 4th during the PDOE's visit with the Lieutenant Governor.

**PELUHS:** How's school this year?

**STUDENT A:** It's good. It's okay.

**PELUHS:** What makes it good or okay?

**STUDENT B:** The teachers are more strict this year.

**PELUHS:** Is it good that the teachers are strict?

**STUDENT B:** Yeah. Last year, there wasn't very many homeworks, but this year there are

plenty of them.

**PELUHS:** You like homework?

**STUDENT B:** Honestly I really do. I want to learn.

**STUDENT A:** My teacher keeps coming late. I hate it.

**PELUHS:** How often does your teacher come late?

**STUDENT A:** I don't know. A few times per week? Sometimes he doesn't show at all.

**STUDENT B:** But it's better than last year.

**STUDENT A:** I don't know. Not really?

**PELUHS:** If you could do anything to improve PICS, what would you do?

**STUDENT B:** I want a study center. Outside, it's loud. And a tablet! I want to study with a tablet.

**STUDENT A:** I like being outside with my friends.

**PELUHS:** So what would you improve at PICS?

**STUDENT A:** I don't know. Unlock the bathrooms?