Part B Special Education State Performance Plan (SPP) and

Annual Performance Report (APR)

Reporting Period: July 1 of the prior year through

June 30 of the current year

# **Instructions for Reporting Indicators 4A and 4B Data**

Revised March 2022

Pursuant to Sections 616(d) and 642 of the *Individuals with Disabilities Education Act* (IDEA), the United States Department of Education (USED) requires each State to collect Part B Special Education Annual Performance Report (APR) data. The Single Sign-on for Web Systems (SSWS) Special Education Indicators Application was designed to streamline the submission process and reduce the paperwork burden of school division staff. This application includes a system for school division personnel to review, verify, and approve data submitted to the Virginia Department of Education (VDOE).

The VDOE is required to report to the USED all identified noncompliance and verification of corrections each year in the State’s APR for Special Education. Data provided in the State’s APR determines if the State: Meets Requirements, Needs Assistance, Needs Intervention, or Needs Substantial Intervention. In turn, data submitted by school divisions to the VDOE is used to develop their Report to the Public and Local Determination Accountability Matrix.

In order to comply with the reporting requirements for Indicator 4 (significant discrepancy in the rates of suspensions and expulsions of greater than ten days in a school year for special education students), the Virginia Department of Education (VDOE) analyzes data submitted by school divisions. A risk ratio is computed using your annual Discipline, Crime, and Violence submission data.

For Indicator 4A, data is analyzed to determine if special education students are at a higher risk of being suspended or expelled for greater than ten days in a school year when compared with non-special education peers. For Indicator 4B, data is analyzed to determine if special education students, based on a specific race and ethnicity, are at a higher risk of being suspended or expelled for greater than ten days compared to their special education peers in all other racial groups.

A review of policies, practices, and procedures is required relating to the development and implementation of individualized education programs (IEPs), and the use of positive behavioral interventions and supports, and procedural safeguards using the Indicator 4 self-assessment in the Single Sign-on for Web Systems (SSWS) Special Education Indicators Application to complete your review. The person or persons responsible for submitting data for the school division will need to request access to the application from your local SSWS administrator. The self-assessment must be submitted along with the other indicators via the SSWS Special Education Indicator Application by August 15. (Note: If **this date falls on a weekend, it is due the following Monday).**

## COVID-19 Special Considerations

**To ensure team participation, committees may participate remotely using alternative means of communication such as Zoom Conferencing, telephone conferencing, Google Hangouts, etc. If reviewing IEPs, it is acceptable to conduct an electronic student file review, which may not contain a parent’s signature. The director of special education’s and superintendent’s electronic signatures in the application will serve as assurance that the division has secured all required signatures on documents under review for this indicator.**

### Examples of documents to review:

* Policies: School board policies, student handbook, and state special education regulations;
* Procedures: Guidance through the local educational agency’s (LEA’s) special education handbook, annual special education plan, other locally developed procedures, and state special education regulations; and
* Practices: Implementation through student IEPs and disciplinary records and/or documentation of practices related to behavioral interventions and supports.

### Focus of the review:

* For divisions identified for Indicator 4A, please complete the self-assessment as it relates to special education students.
* For divisions identified for Indicator 4B, please complete the self-assessment as it relates to special education students in the specific race/ethnicity category/categories in which the division was identified.
* For divisions identified for both Indicators 4A and 4B, complete the self-assessment as it relates to special education students as well as in the specific race/ethnicity category/categories in which the division was identified (the division must only submit one self-assessment).

### Instructions for the review:

* Establish a committee to review the school division’s policies, procedures, and practices relating to discipline. The committee should include at least one representative from general education;
* Gather written policies, procedures, and documentation of practices relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards;
* Review a sampling of IEPs of students who were suspended or expelled;
* Review the IDEA requirements in the self-assessment and determine whether or not the school division is in compliance (Sections I-III);
* Complete the hard copy of the self-assessment;
* Use the comment section to provide an explanation for a “No” or “NA” (not applicable) response;
* Review the LEA’s use of positive behavioral interventions and supports (Section IV);
* Examine the reason(s) for the LEA’s high rates of suspension and expulsion of special education students (Section V);
* Maintain the hard copy of the self-assessment for your records; and
* Submit the completed web-based self-assessment via the SSWS Special Education Indicator Application by **August 15**. **(Note: If this date falls on a weekend, it is due the following Monday.)**