

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

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, 2017.

Examples of documents to review:

- Policies: School board policies, student handbook, and state special education regulations;
- Procedures: Guidance through the LEA's special education handbook, annual special education plan, other locally developed procedures and state special education regulations;
- Practices: Implementation through student IEPs and disciplinary records, documentation of practices related to behavior 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 Indicator 4A and 4B, please 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 (Section I-III);
- Complete the hard copy of the self-assessment;
- Use the comment section to provide an explanation for a "No" or "NA" response;
- Review the LEA's use of positive behavior interventions and supports (Section IV);
- Examine the reason(s) for the LEAs 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, 2017.