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## Arizona Department of Education

### FY11 SAIS Changes Overview

#### Business Requirements

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Arizona Department of Education  
Information Technologies Department  
Business Analysis

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## Revision Log

Revision	Date	Description	Name
0.1	7/20/2010	Initial draft; compiled request requirements approved as of 7/20/10, with placeholders for incomplete requests.	C. Wasserman
0.2	8/2/2010	Compiled request requirements approved as of 8/2/2010, with placeholders for incomplete requests. Changed sections: 2.9; 4.1; and 4.6	B. Wellman
0.3	8/26/2010	Compiled request requirements approved as of 8/26/2010, with placeholders for incomplete requests. Changed sections: 2.4; 2.8; 4.3; 4.8; 4.10 Deleted sections: 4.11 and 4.12.	B. Wellman
0.4	9/15/10	1.1.2.1.4 updated with change to code 8, code 12 added.	C. Wasserman

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## 1 EARLY CHILDHOOD EDUCATION

### 1.1 *Early Childhood Program Participation Categories*

**Purpose:** Update the participation categories for Early Childhood Education (ECE) students in preschool, as follows.

#### 1.1.1 Transaction

*1.1.1.1 The participation categories for Early Childhood Education (ECE) students in preschool shall be updated as follows:*

1.1.1.1.1 Remove Early Childhood Block Grant (ECBG).

1.1.1.1.2 Remove State Family Literacy.

1.1.1.1.3 Add First Things First (FTF).

1.1.1.1.4 Add Career and Technical Education (CTE).

1.1.1.1.5 Add Home-Based Migrant.

1.1.1.1.6 Add Center-Based Migrant.

#### 1.1.2 Code Values: Preschool Program Type

Transaction: Early Childhood Preschool Program Participation

Element name: Preschool Program Type

*1.1.2.1 The Early Childhood Program Participation transaction shall have the following changes to the Preschool Program Type element.*

1.1.2.1.1 Early Childhood Block Grant ends.

1.1.2.1.2 State Family Literacy ends.

1.1.2.1.3 Migrant Education Event Start ends (as of end of FY 2008).

1.1.2.1.4 First Things First District Based and Partner Based (FTF) are added.

1.1.2.1.5 Career and Technical Education is added.

1.1.2.1.6 Home-Based Migrant is added.

1.1.2.1.7 Center-Based Migrant is added.

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**Table 1 Preschool Program Type Element**

Code in transaction	Short Description	Description	Effective Dates
1	Early Childhood Block Grant	Child enrolled in Early Childhood Block Grant preschool program and has met eligibility guidelines.	FY 2007 through FY 2010
2	State Family Literacy	State Family Literacy eligible child and family enrolled in a state funded Family Literacy program. Child receives services in a preschool setting in conjunction with family members receiving adult education.	FY 2007 through FY 2010
3	Title I Even Start	Even Start eligible child and family enrolled in a federally funded Even Start program. Child receives services in a preschool setting in conjunction with family member(s) receiving adult education.	FY 2007 to present
4	Migrant Education Even Start	Migrant eligible child and family enrolled in a family literacy program. Child receives services in a preschool setting in conjunction with family members receiving adult education.	FY 2007 through FY 2008
5	Title I Preschool	Child enrolled in a Title I targeted program or Title I school. Different from Title I Even Start.	FY 2007 to present
6	Tuition-Based Preschool or Early Childhood Program	Child enrolled in District administered program. Tuition or fee is paid by parent or family.	FY 2007 to present
7	Other Preschool or Early Childhood Program	Child enrolled in other program that does not meet preschool or early childhood programs previously described.	FY 2007 to present
8	First Things First District Based	Child enrolled in First Things First program at a District and has met eligibility guidelines.	FY 2011 to present

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Code in transaction	Short Description	Description	Effective Dates
9	Career and Technical Education	Child enrolled in Preschool or Early Childhood Program located at a Career and Technical Education site	FY 2011 to present
10	Home-Based Migrant Program	Child enrolled in a Home-Based Migrant Preschool or Early Childhood Program and has met eligibility guidelines.	FY 2011 to present
11	Center-Based Migrant Program	Child enrolled in Center-Based Migrant Preschool or Early Childhood Program and has met eligibility guidelines.	FY 2011 to present
12	First Things First Partner Based	Child enrolled in First Things First program based at a Partner site and has met eligibility guidelines.	FY 2011 to present

### 1.1.3 Code Values: Living in Household Indicator

Transaction: Early Childhood Preschool Program Participation  
Element name: Living in Household Indicator

The usage of the Living in Household Indicator is changing in fiscal year 2011. For fiscal years 2008 to 2010, this is a required element when the Preschool Program Type element equals Early Childhood Block Grant. For fiscal year 2011 forward, this element is required only if the Preschool Program Type equals First Things First.

### 1.1.4 Code Values: Exempt from PPVT III or PALS-PreK

*1.1.4.1 For each child participating in any Early Childhood Education preschool program, certain programs require the PPVT III and PALS-PreK assessments in addition to the usual progress-monitoring assessments.*

*1.1.4.2 In 2011, the program types that require the PPVT III or PALS-PreK assessments shall change as listed in this table.*

**Table 2 Preschool Program Type Assessments**

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Preschool Program Type	PPVT III and PALS-PreK required
Title 1 Even Start	In transactions for FY 2008 through present
State Family Literacy	In transactions for FY 2008 through FY 2010

## 1.1.5 Element Optionality

- R: the element is required
- X: any value in the submitted element shall be ignored
- {blank}: the element is optional; a valid value shall be captured in SAIS

**Table 3 Preschool Program Participation Transaction Element Optionality**

Element	Add	Change	Delete
Transaction ID	R	R	R
Vendor Defined Field	X	X	X
Operation Code	R	R	R
Entity ID	R	R	R
School Student ID	X	X	X
Student ID	R	R	R
Track Number	R	R	R
First Name on Legal Document	X	X	X
Middle Name on Legal Document	X	X	X
Last Name on Legal Document	X	X	X
Preschool Program Type	R	R	R
Program Entry Date	R	R	R
Program Exit Date		3	X
Program Partner ID		3	X
Family Income Indicator	4	3	X
Living in Household Indicator	1	3	X
Mother Employment Status	2	3	X
Father Employment Status	2	3	X
Adult Education ID	4	3	X
PPVT III or PALS-PreK Exempt	5	3	X

1 If Preschool Program Type is First Things First (or Early Childhood Block Grant prior to FY 2011), then this field is required, otherwise it shall be ignored.

2 If Living in Household Indicator is provided, these fields could be required depending on the value of the indicator.

3 At least one of these elements must be different on SAIS for this to be a valid change.

4 If Preschool Program Type is Title I Even Start (or State Family Literacy prior to FY 2011), then this field is required, otherwise it shall be ignored.

5 If Preschool Program Type is Title I Even Start (or State Family Literacy prior to FY 2011), then this field is optional, otherwise it shall be ignored.

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## 1.1.6 Transaction Validation

The following integrity check rule(s) shall be applied to the Early Childhood Program Participation transaction.

**Table 4 Integrity Check Rules**

Integrity Check Rule	Rule Description	Message(s)	Effective Dates	Existing / Change / New?
SD-TX023-ECP-001	If a Preschool student does not have a membership in SAIS, this transaction will not be accepted.	<b>ERROR: Message -38201:</b> Student must have a preschool membership in SAIS to participate in an Early Childhood Program.	FY 2008-present	Existing
SD-TX023-ECP-002	An Adult Education ID must be submitted when the Preschool Program type is either State Family Literacy or Title I Even Start.	<b>ERROR: Message -@@:</b> An Adult Education ID must be submitted when the Preschool Program type is either State Family Literacy or Title I Even Start.	FY 2008- FY2010	Change
SD-TX023-ECP-@@@	SAIS shall validate the use of exemption code 4 (age). To successfully submit an exemption code = 4, SAIS shall validate that the student is not 5 years old by September 1st of the following fiscal year.	<b>ERROR: Message -@@:</b> Student must not reach the age of 5 by September 1st of the following fiscal year to use the age exemption; (BirthDate).	FY 2008-present	Existing
SD-TX023-ECP-@@@	An Adult Education ID must be submitted when the Preschool Program type is Title I Even Start.	<b>ERROR: Message -@@:</b> An Adult Education ID must be submitted when the Preschool Program type is Title I Even Start.	Fy 2011 -present	New

## 1.1.7 Definitions

Following are definitions for data elements used in the Early Childhood Program Participation transaction.

**Table 5 Early Childhood Program Participation Transaction Element Definitions**

Element	Description
School CTDS (Required)	CTDS number of the school where the program is being provided. All HeadStart / private schools providing preschool services must apply to ADE to receive a CTDS number.
Program Type (Required)	This field would determine which PS programs a student is participating in, for example: Title I Even Start. <b>Note:</b> <i>A preschool Student may participate in multiple programs. An Early Childhood Program Participation transaction will need to be submitted to SAIS for each program.</i>

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Element	Description
Program Entry Date (Required)	The date that the student enters the program defined in Program Type
Program Exit Date (Optional)	The date that the student is exited/withdrawn from the program defined in Program Type
Family Income Indicator (Required, only if PS Program Type is Even Start or Family Literacy)	This shall be a Y/N (1, 0) indicator to list whether a family is at or below the poverty level (100%).
Living in Household Indicator (Required only if Program Type is Early Childhood Block Grant)	<p>This indicator is a required field if the Program Type is First things First (for FY 2011 to present) or Early Childhood Block Grant (for FY 2008-2010). If required, the values of this indicator can be:</p> <ul style="list-style-type: none"> <li>• Mother - If the indicator is marked as Mother, then the Mother Employment Status below becomes a required field and must be entered</li> <li>• Father - If the indicator is marked as Father, then the Father Employment Status below becomes a required field and must be entered</li> <li>• Both - If the indicator is marked as Both, then both the Mother Employment Status and the Father Employment Status fields must be entered</li> <li>• Not living with either parent - If the indicator is marked as Not living with either parent, then neither the Mother Employment Status nor Father Employment Status must be entered</li> </ul>
Mother Employment Status (Optional, depending on Living in Household Indicator above)	This is needed for Federal reporting for the First things First program (for FY 2011 to present) or Early Childhood Block Grant (for FY 2008-2010). This shall be a Yes / No indicator.
Father Employment Status (Optional, depending on Living in Household Indicator above)	This is needed for Federal reporting for the First things First program (for FY 2011 to present) or Early Childhood Block Grant (for FY 2008-2010) This shall be a Y/N (1, 0) indicator.
Program Partner ID (Optional)	<p>CTDS number of the district, charter, or other agency that is entering the data on behalf of the entity OR CTDS number of the district or charter with which the entity shares a relationship.</p> <p>This field shall be used in cases where:            A district, charter or other agency is designated to report data to SAIS on behalf of the entity, to ensure there is way to determine who submitted the data in SAIS, and for the submitting district, charter or other agency to be able to view the data. When an entity has a relationship with a district or charter school, this field should be used to report the CTDS of that district or charter.</p>
Adult Education ID	Identifier used by the Title 1 Even Start program

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Element	Description
Exempt from PPVT III or PALS-PreK	Child is exempt from assessment on the PPVT-III and the PALS PreK if the child is participating in Title I Even Start (for FY 2008 through present) or State Family Literacy (for FY 2008- FY2010), but does not meet the age requirement to be assessed, has not received 6 months of instruction, or is a child with a hearing impairment, a vision impairment or a language barrier.

## **1.2 Early Childhood Preschool Assessment**

**Purpose:** The Early Childhood Preschool Assessment transaction is designed to capture the elements that are directly related to the Assessment administered to Preschool children. This change shall be implemented by adding these program types to the Early Childhood Program Participation transaction (transaction 23) and do not require any rule changes to the Early Childhood Preschool Assessment transaction (transaction 24).

### 1.2.1 Transaction

*1.2.1.1 In fiscal year 2011, this transaction shall be available to the following new early childhood program types:*

1.2.1.1.1 First Things First (FTF)

1.2.1.1.2 Career and Technical Education

1.2.1.1.3 Home-Based Migrant

1.2.1.1.4 Center-Based Migrant

### 1.2.2 Integrity

N/A

### 1.2.3 Aggregation

N/A

### 1.2.4 Payments / Student Counts

N/A

### 1.2.5 Reports

N/A

## **2 EXCEPTIONAL STUDENT SERVICES**

### **2.1 Amend Tuition Payer Code 2 Definition**

**Purpose:** To update the definition of Tuition Payer Code 2 to include modifications directed by ARS §15-1182 and ARS §15-1204.

#### 2.1.1 Transaction

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2.1.1.1 *Modify the definition of Tuition Payer code 2 to include special education students who are receiving services from a state institution or an approved residential facility and are funded through the voucher system. The new definition reads as described in the following table.*

**Table 6 Transaction Payer Code 2 Definitions**

Code in transaction	Description	Note	Effective Dates
1	The "normal" setting for Arizona school children who generate state funding.	This includes students attending school in their own district of residence, as well as Tuition-in students (students attending school outside their district of residence as defined in Arizona statute, but whose tuition is paid by the district or ADE), and students with a special enrollment situation (see the subject "Special Enrollment" earlier in this document).	
2	Privately paid tuition, no tuition charged, or not eligible for state funding.	This includes students <ol style="list-style-type: none"> <li>1) Not eligible for state funding as defined in Arizona statute, e.g., students age 22 and older, students less than 3-years-old, and preschool children without disabilities, . It also includes students</li> <li>2) With private-paid tuition, e.g., tuition is paid by parents</li> <li>3) Special education students who are receiving services from a state institution or an approved residential facility <u>and</u> are funded through the voucher system.</li> </ol>	FY 2011 to present
3	Foreign exchange student	Student is a foreign exchange student. These students are not eligible for state funding.	FY2005 to present
4	Non-special education (NSE) students in residential treatment centers	Non-special education (NSE) students placed in approved private residential facilities; funding is paid through the voucher system, not ADM.	FY2008 to present

2.1.1.2 *This change in definition requires no SAIS system changes.*

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**Note:** The definition for Tuition Payer Code 2 has been further modified for FY 2011. Please see the change requirement entitled Remove Kindergarten Add-On Funding Category in Budget Report for the additional modifications.

2.1.2 Integrity

N/A

2.1.3 Aggregation

N/A

2.1.4 Payments/Student Counts

N/A

2.1.5 Reports

N/A

## **2.2 Charter Estimated Counts Application Modifications**

**Purpose:** To update the Charter Estimated Counts application to reflect the current SPED needs and service codes. This will allow the charter schools the ability to select the appropriate and current needs and service codes when entering their enrollment estimates data.

2.2.1 Transaction

N/A

2.2.2 Integrity

N/A

2.2.3 Aggregation

N/A

2.2.4 Payments/Student Counts

*2.2.4.1 Charter Estimated Counts Application*

2.2.4.1.1 The following changes shall be made to the user interface as well as to the file specifications for the uploaded file.

2.2.4.1.2 Synchronize the available need codes listed within the SPED Category field with the SPED needs currently available through SAIS for K – 12 grades. See Figure 1 for an example of the codes as they exist today.

2.2.4.1.2.1 *The current needs available for grades K-12 are: A, DD, ED, EDP, HI, MD, MDSSI, MIMR, MOMR, OHI, OI, SLD, SLI, SMR, TBI and VI.*

2.2.4.1.2.2 *The available needs shall be set up in such a way that if the special education needs change in the future, that the revised needs are automatically displayed within this application. This will result in the current needs being available within this application at all times.*

2.2.4.1.2.3 *Allow the DD need to be entered only for students who are less than 10 years of age prior to or on July 1 of the fiscal year for which the data is being entered.*

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**Figure 1 Charter Estimated Counts Application - SPED Category Field**

**Charter Estimated Counts - FY 2011**  
A Child's View School - Add Students

Charter Holders > Charter Schools > Student List > Add Upload Files :: 2010 / 20

Enter the requested information in the form below and click the Submit button to record the new student. Click the Cancel button to abort and return to the student list.

Last Name:

First Name:

Middle Initial:

Birth Date (MM/DD/YYYY):

Previous LEA:

Grade Level:

SPED Category: (None)

Service Type: (None)

ELL Status:

Cancel

2.2.4.1.3 Update the codes within the Service Type field to reflect the current codes available for this select group of students: grades K-12, attend a charter school (codes specific to secure care facilities are being excluded as secure care schools cannot be a charter school) and generate state aid. Service codes used for students generating funding through the voucher system shall not be included as they cannot generate state aid. See Figure 2 for an example of the existing codes and field placement within the application.

2.2.4.1.3.1 The codes to be included are A, B, C, D, H and I.

2.2.4.1.3.2 The available service codes shall be set up, if possible, in such a way that if the service codes change in the future, that the revised codes are automatically displayed within this application. This will result in the current codes being available within this application at all times.

2.2.4.1.4 Rename the 'Service Type' field name. It shall read 'Service Code'.

**Figure 2 Charter Estimated Counts - Service Type Field**

The screenshot shows a web browser window with the following content:

- Browser tabs: "Business Unit Issue Tracking ...", "Estimated Counts - Add S... X"
- Page Title: "Charter Estimated Counts - FY 2011"
- Sub-page: "A Child's View School - Add Students"
- Breadcrumbs: "Charter Holders > Charter Schools > Student List > Add"
- Buttons: "Upload Files"
- Instructions: "Enter the requested information in the form below and click the Submit button to record the new student. Click the Cancel button to abort and return to the student list."
- Form Fields:
  - Last Name:
  - First Name:
  - Middle Initial:
  - Birth Date (MM/DD/YYYY):
  - Previous LEA:
  - Grade Level:
  - SPED Category: (None)
  - Service Type: (None)
  - ELL Status: (None)  (Dropdown menu open showing A, B, C, D, E, F, G, H, I, J, L, S, V)
- Buttons: "Cancel"

2.2.5 Reports

N/A

### 2.3 Federal Primary Need Indicator (FPNI) Modifications

**Purpose:** To further define the FPNI business rules in order to generate more accurate results for the federal child count. Additional integrity checks shall be put into place to ensure that only one primary need exists at all times for a student with a SPED participation.

2.3.1 Transaction

N/A

2.3.2 Integrity

2.3.2.1 *Federal SPED integrity checks related to the Federal Primary Need Indicator (FPNI) field shall be run against each SPED participation when it is submitted, changed or when another SPED participation is submitted for the student anytime throughout the year.*

**Note:** SPED participations for a student are run through integrity numerous times throughout the year. Due to this fact, the Federal SPED integrity result for a student is subject to change based on the

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submission of new participations or modifications to existing participations.

- 2.3.2.2 *Business Rules and Scenarios included in Appendix A shall be incorporated into the logic of the Federal SPED Integrity checks defined in Table 7.*
- 2.3.2.3 *Federal SPED integrity checks and messages shall be modified as follows. By reference, they are also included in Table 7.*
- 2.3.2.3.1 SC-INT-SPD-001.19.1: A student receiving SPED services is required to have a primary need (FPNI of '1') each day they are receiving services.
- 2.3.2.3.1.1 *If the student has one or more SPED participations at any given point in time, each with an FPNI of '0' (zero, no or false), then the integrity check shall fail for each participation.*
- 2.3.2.3.1.2 *If the student has one or more participations at any given point in time (concurrent participations) with at least one containing an FPNI of '1', the integrity check shall pass.*
- 2.3.2.3.1.3 *If the student has more than one participation, each with an FPNI of '1', AND the participations do not overlap at all, then the integrity check shall pass.*
- 2.3.2.3.1.4 *Modify error message -44366 to read:*  
Student participating in SPED service(s) must have one Federal Primary Need Indicator.
- 2.3.2.3.1.5 *This check shall be effective for FY11 forward and shall not be validated against prior fiscal year data.*
- 2.3.2.3.2 SC-INT-SPD-001.19.2: A student receiving SPED services can have no more than one FPNI of '1' (one, yes or true), unless the need is identical, at any given point in time (i.e. overlapping participations).
- 2.3.2.3.2.1 *If the student has more than one SPED participation at any given point in time, with more than one having an FPNI of '1', AND the needs are different, then the integrity check shall fail for each participation.*
- 2.3.2.3.2.2 *If the student has more than one SPED participation at any given point in time, with more than one having an FPNI of '1', AND the need is identical, then the integrity check shall pass for each participation*
- 2.3.2.3.2.3 *If the student has more than one SPED participation with more than one having an FPNI of '1', AND the participations are not concurrent (do not overlap in time), then the integrity check shall pass.*
- 2.3.2.3.2.4 *Modify error message -44378 to read:*  
Student participating in SPED service(s) must have only one Federal Primary Need Indicator. The following need(s) are currently identified as primary by the listed school(s): {need(s), school name}.

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*2.3.2.3.2.5 This check shall be effective for FY11 forward and shall not be validated against prior fiscal year data.*

**Table 7 Federal SPED Integrity Modifications**

Rule ID	Integrity Check (Rule) Description	Message	Add or Change?	Effective Date
SC-INT-SPD-001.19.1	<p><b>SPED Federal Primary Need Indicator</b></p> <p><del>Perform the following Federal Integrity validations only from 12/1 of the fiscal year and forward:</del></p> <p>Each student with a SPED Service Participation <del>shall be</del> <b>is</b> required to have one <del>and only one</del> Federal Primary <b>Need</b> Indicator <del>on 12/1 of the fiscal year</del> <b>equaling '1' each day they are receiving SPED services.</b></p> <p><b>Integrity Error:</b></p> <ul style="list-style-type: none"> <li>• Federal SPED</li> </ul>	<p><b>ERROR Message -44366</b></p> <p>Student participating in SPED service(s) must have one Federal Primary <b>Need</b> Indicator.</p> <p><b>Solution:</b> Based on the student's IEP, identify the primary need and then update the appropriate participation(s).</p>	C	FY11 to Present
SC-INT-SPD-001.19.2	<p><b>SPED Federal Primary Need Indicator</b></p> <p>If a student has more than one Federal Primary <b>Need</b> Indicator <b>of '1' on any given day that they are receiving SPED services, and the needs are different</b> <del>on 12/1</del>, fail each participation.</p> <p><b>Integrity Error:</b></p> <ul style="list-style-type: none"> <li>• Federal SPED</li> </ul>	<p><b>ERROR Message -44378</b></p> <p>Student participating in SPED service(s) must have only one Federal Primary <b>Need</b> Indicator. The following need(s) are currently identified as primary by the listed school(s): {need(s), school name}. <del>return the existing SPED Need with Federal Primary Indicator}</del></p> <p><b>Solution:</b> Collaborate with the school(s) listed to determine which need is truly the primary need and update participations accordingly.</p>	C	FY11 to Present

2.3.3 Aggregation

N/A

2.3.4 Payments / Student Counts

N/A

2.3.5 Reports

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N/A

## **2.4 SPED Service Exit Code Matrix Modifications**

**Purpose:** The SPED Service Exit code matrix requires changes to align the SPED exit and membership code validity matrix with those of the ADE's Research and Evaluation department.

- 1) A student with regular membership withdrawal activity code {W3} and SPED exit code {W11} who re-enrolls with SPED service code {H} (no school membership) fails FED SPED integrity when withdrawn using SPED exit code {13}. Students without membership do not have to submit a membership withdrawal activity or yearend code and should pass FED SPED integrity.  
Further, according to business rule SD-INT-MEM-008.4.1 for integrity checking: "Every student must have EITHER a year end status OR a withdrawal that is not followed by a readmission." So, in this scenario, using SPED exit code {13} with SPED service code {H} should not cause a FED SPED integrity failure.
- 2) Students submitted with SPED service code {J} do not require school membership. Therefore, these students do not require a membership withdrawal or yearend code.
- 3) The current matrix shows SPED exit codes {1}, {7}, {9}, and {11} as valid for withdrawal code {W3}. Only SPED exit codes {7} and {11} are a valid for withdrawal code {W3}.

### 2.4.1 Transaction

2.4.1.1 N/A

### 2.4.2 Integrity

2.4.2.1 *Integrity checking for the FY11 SAIS SPED exit code matrix validation modifications shall only apply to FED SPED integrity.*

2.4.2.1.1 Students without school membership who are enrolled with SPED service code {H} shall not require a withdrawal activity code to pass FED SPED integrity.

2.4.2.1.2 Students without school membership who are enrolled with SPED service code {H} shall not require a yearend code to pass FED SPED integrity.

2.4.2.1.3 Students with service code {J} shall not be required to submit a membership withdrawal code to pass FED SPED integrity.

2.4.2.1.4 Students with service code {J} shall not be required to submit a yearend code to pass FED SPED integrity.

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2.4.2.2 *Integrity checking for Federal (FED) SPED shall validate each student's needs characteristics according to the integrity check rule described in the following table.*

**Note:** These are new integrity rule checks.

**Table 8 Integrity Check Rules for Federal SPED Exit Codes**

BR ID	Rule Description	Message(s)	New / change this yr?	Date Revised	Revisor
SC-INT-SPD-001.xxx.xxx	If the Service Code = H, then no withdrawal activity code required. <b>Integrity failure:</b> • Federal SPED		Y	8/10/2010	B.Wellman
SC-INT-SPD-001.xxx.xxx	If the Service Code = H, then no yearend code required. <b>Integrity failure:</b> • Federal SPED		Y	8/10/2010	B.Wellman
SC-INT-SPD-001.xxx.xxx	If the Service Code = J, no withdrawal activity code required. <b>Integrity failure:</b> • Federal SPED		Y	8/10/2010	B.Wellman
SC-INT-SPD-001.xxx.xxx	If the Service Code = J, then no yearend code required. <b>Integrity failure:</b> • Federal SPED		Y	8/10/2010	B.Wellman

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2.4.2.3 *Only SPED exit codes {7} and 11 shall be valid for regular membership withdrawal code {W3}.*

2.4.2.3.1 The SPED Exit code shall be associated with the student's regular membership withdrawal code according to the following table. Changes are denoted in red.

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**Table 9 SPED Exit Code Validity for Student Membership Withdrawal Codes**

		Withdrawal Codes												
		W1-Transfer	W2-Illness	W3-Expelled or long-term suspension	W4-Absence status unknown	W5-Dropout	W6-Age	W7-Graduated	W8-Deceased	W9-Transfer to be home-taught	W10-Transfer to detention	W11-GED	W12-Vocational school	W13-Completed (AIMS)
SPED Exit Codes	1-Transfer to regular education	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	2-Graduated	no	no	no	no	no	no	yes	no	no	no	no	no	no
	3-Reached maximum age	no	no	no	no	no	yes	no	no	no	no	no	no	no
	4-Died	no	no	no	no	no	no	no	yes	no	no	no	no	no
	5-Moved, known to be continuing	yes	no	no	no	no	no	no	no	yes	yes	no	no	no
	6-Dropout	no	yes	yes	yes	yes	no	no	no	no	no	yes	yes	yes
	7-Transition to kindergarten	yes	no	no	no	no	no	no	no	no	no	no	no	no
	8-Ends one SPED service but starts another	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	9-Withdrawn by parent request and no longer enrolled	no	yes	no	no	no	yes	no	no	yes	no	no	no	no
	10-Expelled but still receiving services	no	no	yes	no	no	no	no	no	no	no	no	no	no
	11-Exit from one need but continuing in another	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	12-End of school year	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note that service code J participations cannot be validated against withdrawal codes as they are private school students and do not receive ADM.

Matrix Changes

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## 2.4.3 Aggregation

2.4.3.1 N/A

## 2.4.4 Payments / Student Counts

2.4.4.1 N/A

## 2.4.5 Reports

2.4.5.1 N/A

## **2.5 Service Codes for Secure Care Facilities in Accommodation Districts**

**Purpose:** Secure care facilities can only submit specific service codes for their SPED students. While this is currently the case for most secure care facilities, it is not for those within accommodation districts. This change will validate the data submitted to ensure that the correct codes are used.

### 2.5.1 Transaction

N/A

### 2.5.2 Integrity

2.5.2.1 *SPED and Federal SPED integrity checks shall be modified as described in the following table.*

**Table 10 SPED and Federal SPED Integrity Check Modifications**

Rule ID	Integrity Rule Description	Message	Add or Change?	Effective Date
SC-INT-SPD-001.6	<p><b>Other Entity / Service Code Rules</b> Appendix C of this document specifies <b>additional</b> rules to be validated for entity/service code combinations.</p> <p>If service codes submitted for LEA types listed above do not match the decision matrix, report the discrepancy.</p> <p><b>Integrity failure:</b></p> <ul style="list-style-type: none"> <li>• State SPED</li> <li>• Federal SPED</li> </ul>	<p><b>ERROR</b> message - 44326</p> <p>Invalid DOA and/or DOR for this Service Code.</p>	C	FY 2011 to present

2.5.2.1.1 SC-INT-SPD-001.6: The matrix has been updated for FY 2011 to include the Secure Care Schools in Accommodation Districts. If a service code other than FA, FB or FC is submitted for one of these schools, then fail both SPED and Federal SPED integrity and generate the existing message.

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*2.5.2.1.1.1 The schools currently identified as a secure care school within an accommodation district are:*

- 78915 – Juvenile Detention Education Program
- 79010 – County Jail Education Program
- 6822 – Mesa Transitional Learning Center
- 6823 – Durango Transitional Learning Center
- 5654 – CAPE School - Detention
- 5656 – CAPE School - Jail

*2.5.2.1.1.2 These secure care schools are members of one of three accommodation districts, two of which serve both secure care and traditional schools. The districts are Coconino County Regional Accommodation District (CTD #030199), Maricopa County Regional School District (CTD #070199), and Pima County Accommodation District (CTD #100100). These changes apply only to the secure care schools. The traditional schools will continue to use the general service codes.*

*2.5.2.1.1.3 The changes to the matrix shall be effective for FY11 forward.*

2.5.3 Aggregation

N/A

2.5.4 Payments / Student Counts

N/A

2.5.5 Reports

N/A

## **2.6 SPED School Concurrency**

**Purpose:** To rename the data element so that it is more descriptive and to modify the Federal SPED integrity checks to ensure that submitted data will result in each child's appropriate inclusion in the annual federal child count. These changes will include modifications to Transaction 14 and SAIS Online, requiring a 'primary' SPED School Concurrency designation each day the student is receiving special education services as well as enhancing the integrity checks when multiple schools identify themselves as the 'primary' school responsible for determining and case managing the student's SPED needs and curriculum.

2.6.1 Transactions

2.6.1.1 *Transaction 14*

2.6.1.1.1 Retire the "SPED Concurrency Type " data element for FY11 forward. This element will no longer be collected as it is being replaced by the new data element "SPED School Concurrency". Beginning in FY 11, properly formatted values (length and data type) in the retired fields shall be ignored. For SDF files, no characters in the

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field is preferred. For XML files, no submittal of the element is preferred. Refer to the following table for the file layout.

- 2.6.1.1.2 Append a new data element called "SPED School Concurrency" to the end of the file beginning in FY 11. The definition and all other attributes remain the same as the previous SPED Concurrency Type field. Refer to the following table for the modified file layout.

**Table 11 Transaction 14 Modifications**

Field Name	Length	Data type	Description
Transaction ID	3	I	ID value = 014
Vendor Defined Field	50	S	Free field to be used for any purpose defined by the vendor or submitter (e.g., to hold a vendor-generated submission record identifier); this information will not be stored in SAIS
Operation Code	1	S	A = Add new SPED Service and, possibly, Need C = Change Special Education Service information D = Delete a SPED Service Participation
Entity ID	9	S	School identifier; CTDS code
School Student ID	12	S	School-generated student identifier
Student ID	10	I	ADE-generated student identifier
Track Number	4	I	For schools or districts with multiple tracks, identifies the track to which this enrollment applies. (If the school does not have its own calendar, it will use the district's calendar.)
First Name on Legal Document	30	S	Student first name as it appears on the legal document provided for registration
Middle Name on Legal Document	30	S	Student middle name as it appears on the legal document provided for registration
Last Name on Legal Document	40	S	Student last name as it appears on the legal document provided for registration
Need Code	5	C	Category of special education Need <i>See Transaction Requirements: Code Values – Need</i>

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Field Name	Length	Data type	Description
<i>empty field</i>	2	C	<i>This element is no longer collected. Properly formatted values (length and data type) in these fields shall be ignored. For SDF files, no characters in the field is preferred. For XML files, no submittal of the element is preferred.</i>
Need Entry Date	10	D	The date the student entered the state of having this Need. <i>Note: This element shall be used by SAIS only to determine the fiscal year in which the student receives services for this Need.</i>
<i>empty field</i>	10	D	<i>This element is no longer collected. Properly formatted values (length and data type) in these fields shall be ignored. For SDF files, no characters in the field is preferred. For XML files, no submittal of the element is preferred.</i>
SPED Service Code	2	C	Type of special education service <i>See Transaction Requirements: Code Values – Special Education Service</i>
SPED Service Entry Date	10	D	The date the student entered the program/service
SPED Service Exit Date	10	D	The date the student exited the program/service
SPED Exit Reason Code	2	C	Reason for exiting the SPED service <i>See Transaction Requirements: Code Values – Special Education Service Exit Reason</i>
SPED Grade	3	C	The student's grade placement. <i>(The SPED grade must be the same as the grade for the student's membership transaction.)</i> <i>See Transaction Requirements: Code Values – Grade</i>
Funded SPED Service DOR	9	S	The Funded school district in which student resides or to which student's residence is assigned for this SPED Service; CTDS code. The Funded SPED Service DOR can be changed using a 'change' operation beginning in FY06.

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Field Name	Length	Data type	Description
<i>Empty field: formerly SPED Neighborhood School Indicator: element no longer collected.</i>	1	L	<i>This element is no longer collected. Properly formatted values (length and data type) in these fields shall be ignored. For SDF files, no characters in the field is preferred. For XML files, no submittal of the element is preferred.</i>
SPED Special Enrollment Code	2	C	Special dispensation (e.g., CEC-B) granted for a single enrollment (or program/service) allowing the student to attend this school, which is outside his normal district of residence  <i>See Code Values – Special Enrollment</i>
SPED Federal Primary Indicator	1	L	Indicates if the SPED Need being serviced is the Primary Federal Need. If the student is found eligible in one or more disability category, it means the disability category that has the greatest adverse impact on the students' ability to access and progress through the general curriculum. This information should be found in the current multidisciplinary evaluation team report.
<i>Empty field: formerly SPED Concurrency Type.</i>	1	C	<i>This element will no longer be collected as it is being replaced by the new data element "SPED School Concurrency". Beginning in FY 11, properly formatted values (length and data type) in this field shall be ignored. For SDF files, no characters in the field is preferred. For XML files, no submittal of the element is preferred.</i>
SPED School Concurrency	1	C	Identifies the school's role in providing SPED services to the student. The 'P' (primary) and 'S' (secondary) indicators identify the extent of the school's responsibility for determining and case managing the student's SPED needs and curriculum.

### 2.6.1.2 SAIS Online

2.6.1.2.1 The "SPED Concurrency Type" field within the SPED Service Participation screen shall be renamed to read "SPED School Concurrency". Please refer to the following example.

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Application Menu :: LEA List | School List | Student List | Status | Reports | Help :: Fiscal Year: 2010

Enter the requested information in the form below and click the Submit button to record the new SPED Service Participation. Click the Cancel button to abort and return to the View Student Needs page.

**Student Personal Information** [Change Student Info](#)

SAIS ID:

Name (L,F,M): CD01, CD01  
 Goes By (L,F): CD01  
 Resp. Party (L,F): CD01, Mom  
 Birth Date: 9/9/1996  
 Country of Birth: US - United States of America  
 State of Birth: AZ - Arizona  
 Cohort Year:

Gender: F - Female  
 Ethnicity: Asian or Pacific Islander (A)  
 Home Language: 00 - English  
 Tribal Name:

**SPED Service Participation Information**

Track Number:

Grade:

Need Code:

SPED Service (Type) Code:

Service Entry Date:  (MM/DD/YYYY)

Service Exit Date:  (MM/DD/YYYY)

Program Exit Reason:

Funded DOR:

Special Enrollment Code:

Federal Primary Indicator: No

SPED School Concurrency:

**Figure 3 SAIS Online SPED Participation Modification**

2.6.1.2.2 Submitted data corresponds to the new SPED School Concurrency field in Transaction 14.

2.6.2 Integrity

2.6.2.1 *The Business Rules and Scenarios included in the shall be incorporated into the logic of the Federal SPED Integrity checks defined in Table 11.*

2.6.2.2 *SD-INT-SPD-001.20.1: Federal SPED integrity check “Primary SPED Concurrency Type” shall be renamed as “Primary SPED School Concurrency” (see Table 11).*

2.6.2.2.1 Modify the logic so that it fails and generates the modified error message only when there are two or more schools concurrently providing SPED services to a student with each designating themselves as the primary school.

2.6.2.2.1.1 **ERROR** message - **44380** shall be modified to read:

Only one primary school is allowed. The following school(s) also identified themselves as the primary school: {list of other ‘p’ schools}. Please collaborate with the school(s) to determine the correct SPED School Concurrency designation.

2.6.2.2.1.2 *SPED participations at multiple schools that do not overlap should not cause a failure.*

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2.6.2.3 *SD-INT-SPD-001.20.2: Federal SPED integrity check “Different SPED Concurrency Types” shall be renamed as “Different SPED School Concurrencies”.*

2.6.2.3.1 Modify the logic so that it fails and generates the modified error message only in the situation where multiple concurrent participations exist at the school and the SPED School Concurrency designations within those participations are not the same.

2.6.2.3.2 **ERROR** message - **44379** shall be modified to read:

The SPED School Concurrency designation must be identical for each overlapping service participation for this student.

2.6.2.4 *SD-INT-SPD-001.20.3: Add a new Federal SPED integrity check “Required ‘Primary’ SPED School Concurrency Type” (see Table 11 for additional information) that requires that there be a ‘Primary’ SPED School Concurrency designation each day a student is receiving special education services.*

2.6.2.4.1 The error messages generated from this integrity check vary based on the situation.

2.6.2.4.1.1 *In the situation where the ‘Primary’ designation ends and only ‘Secondary’ designation(s) exist, then fail Federal SPED integrity and generate this new error message:*

**ERROR** Message -@@:

Student no longer has a primary SPED School Concurrency designation. Please coordinate with {School name}, the previous primary school, to determine the correct SPED School Concurrency designation.

2.6.2.4.1.2 *For all other situations, including but not limited to, when only secondary designation(s) exist, then fail Federal SPED integrity and generate this new error message:*

**ERROR** Message -@@:

A ‘primary’ SPED School Concurrency designation does not exist for this student for this time period.

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**Table 12 Federal SPED Integrity Modifications**

Rule ID	Integrity Rule Description	Message	Add/Change?	Effective Date
SD-INT-SPD-001.20.1	<p><b>'Primary' <del>SPED School</del> <del>Concurrency</del> <del>SPED</del> <del>Concurrency Type</del></b>                      Only one school can have a 'primary' designation <u>at any given point in time</u>. When multiple schools have a <u>concurrent</u> 'primary' designations, then fail each one.  <b>Integrity failure:</b></p> <ul style="list-style-type: none"> <li>Federal SPED</li> </ul>	<p><b>ERROR</b> Message - 44380:                      Only one primary school is allowed. The following school(s) also identified themselves as the primary school: {list of other 'p' schools}. Please collaborate with the school(s) to determine the correct <del>SPED</del> <del>Concurrency Type</del> <u>SPED School Concurrency</u> designation.</p>	C	FY 2011 to Present
SD-INT-SPD-001.20.2	<p><b>Different <del>SPED School</del> <del>Concurrentcies</del> <del>SPED</del> <del>Concurrency Types</del></b>                      Per student, per school, only one <del>SPED concurrency type</del> <u>SPED School Concurrency designation</u> is allowed throughout all participation intervals <u>at any given point in time</u>.  <b>Integrity failure:</b></p> <ul style="list-style-type: none"> <li>Federal SPED</li> </ul>	<p><b>ERROR:</b> Message - 44379:                      The <del>SPED Concurrency Type</del> <u>SPED School Concurrency designation</u> must be identical for each <del>need overlapping service</del> participation for this student.   <b>Solution:</b> Adjust the entry and exit dates of the participations to eliminate any overlap in differing SPED School Concurrency designations.</p>	C	FY 2011 to Present
SD-INT-SPD-001.20.3	<p><b>Required 'Primary' SPED School Concurrency Type</b>                      A 'Primary' designation must exist each day a student is receiving special education services.  <b>Integrity failure:</b></p> <ul style="list-style-type: none"> <li>Federal SPED</li> </ul>	<p><b>When 'Primary' designation ends and 'Secondary' designation(s) continue:</b>  <b>ERROR</b> Message -@@:                      Student no longer has a primary SPED School Concurrency designation. Please coordinate with {School name}, the previous primary school, to determine the correct</p>	A	FY 2011 to Present

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Rule ID	Integrity Rule Description	Message	Add/Change?	Effective Date
		<p>SPED School Concurrency designation.  <b>Solution:</b> Contact the primary school to identify the exit date of their participation(s). If they will not be submitting a new participation with a primary designation beginning the day after the exit date, withdraw your 'secondary' service(s) as of the exit date and submit a new participation with a primary designation and an entry date after the primary school's exit date.</p> <p><b>For all other situations, including but not limited to, when only secondary designation(s) exist.</b>  <b>ERROR Message -@@:</b>                      A 'primary' SPED School Concurrency designation does not exist for this student for this time period.  <b>Solution:</b> If you are the primary school, then update each of the participations for the student with a 'primary' designation. If you are not the primary school, then contact the primary school and notify them that a 'primary' designation does not exist and request that they submit their participation(s) with a 'primary' designation.</p>		

## 2.6.3 Aggregation

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N/A

2.6.4 Payments/Student Counts

N/A

2.6.5 Reports

2.6.5.1 *The School column should continue to populate with the SPED School Concurrency data within the following reports:*

- SdSPED71-1
- SdSPED71-2

## **2.7 Private School Rules for SDSPED71-1 and SDSPED75-1 Reports**

**Purpose:** Modify the SdSPED71-1 and SdSPED75-1 reports to limit access to data of students attending a private SPED school. Only district of residences whose students are attending the private school should be able to see their students within these reports.

2.7.1 Transaction

N/A

2.7.2 Integrity

N/A

2.7.3 Aggregation

N/A

2.7.4 Payments / Student Counts

N/A

2.7.5 Reports

2.7.5.1 *Modify the filtering of the school level SdSPED71-1 and SdSPED75-1 reports for private SPED schools in the following way:*

2.7.5.1.1 Report shall be filtered by school of attendance (which is equal to the school requesting the report), where the district of residence equals the SPED DOR.

2.7.5.1.2 Private SPED schools are defined as Type 21 entities.

2.7.5.2 *Modify the filtering of the district level SdSPED71-1 and SdSPED75-1 reports for private SPED schools in the following way:*

2.7.5.2.1 Report shall be filtered by district of attendance (which is equal to the district requesting the report), where the district of residence equals the SPED DOR.

2.7.5.2.2 Private SPED schools are defined as Type 21 entities.

2.7.5.2.3 Filtering shall remain as-is for all non-private SPED schools.

## **2.8 Failing FED SPED Concurrent Multiple Needs Integrity Check Process**

**Purpose:** Integrity check rule SC-INT-SPED-001.15.2 reads:

“If the student is in more than one SPED service in the same district during a single point in time AND if more than one SPED service code is reported during that time”. When a student shows different service types for Federal SPED services occurring at the same time could result in misallocation of funding for a charter school or school district.

This integrity check rule was to have been changed in FY08 from an integrity warning rule to an integrity failure rule that generates an ERROR message (as documented in FP ticket #42177).

### 2.8.1 Transaction

2.8.1.1 N/A

### 2.8.2 Integrity

2.8.2.1 *A student shall not have multiple, concurrent SPED service types.*

2.8.2.2 *Submittal of multiple, concurrent SPED service types shall create an integrity checking process failure.*

2.8.2.3 *Integrity check rule SC-INT-SPED-001.15.2 shall be changed from an integrity warning rule to an integrity failure rule.*

2.8.2.4 *WARNING message (#244306) shall be changed to an ERROR message when integrity check rule SC-INT-SPED-001.15.2 fails.*

2.8.2.5 *Integrity checking for Federal (FED) SPED shall validate each student's needs characteristics according to the integrity check rule described in the following table.*

**Table 13 Integrity Check Rule for Concurrent Multiple FED SPED Needs**

BR ID	Rule Description	Message(s)	New / change this yr?	Date Revised	Revisor
SC-INT-SPD-001.15.2	If the student is in more than one <b>SPED service</b> in the same <b>district</b> during a single point of time <u>and</u> if more than one <b>SPED service code</b> is reported during that time.	<b>ERROR</b> Message -@@@ <u>This Student shows different service types for SPED services occurring at the same time. This could result in funding other than the district expects.</u>  <b>Solution:</b> Resubmit this transaction by reporting only one service code for each student, <u>during a specified time period</u> , regardless whether a student is eligible for multiple needs.	Y	8/23/2010	B.Wellman

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2.8.2.6 *Business Rules and Scenarios included in the Appendix D shall be incorporated into the logic of the Federal SPED Integrity checks defined in Table 1.*

2.8.3 Aggregation

2.8.3.1 N/A

2.8.4 Payments / Student Counts

2.8.4.1 N/A

2.8.5 Reports

2.8.5.1 N/A

## **2.9 Change SPED Exit Code 8 Definition: Transition to KG**

**Purpose:** SAIS requires that appropriate Exit Reason Codes be submitted for all Special Education students. The definition for SPED exit code 8, Transition to KG, requires updating.

2.9.1 Transaction

2.9.1.1 *The SPED Program Exit Reason Code for the following transaction is used to indicate why a student exited from a SPED service.*

2.9.1.1.1 Transaction: 014 SPED Service Participation; Element name: SPED Program Exit Reason Code

2.9.1.2 *The SPED Program Exit Reason Code '8' Description for this transaction shall be modified (as outlined in the following table). Changes are presented in red and underlined.*

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**Table 14 SPED Program Exit Reason Code Values**

Code in transaction	Short Description	Description	Valid for pre-school	Valid for stated ages	Effective Dates
1	Transferred to Regular Education	Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives of his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program. <b>NOTE: This student must be re-evaluated and determined no longer eligible for special education.</b>	yes	all valid ages	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>
2	Graduated with regular high school diploma	Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.	no	ages 16-21 on Dec 1	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>
3	Reached maximum age	Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma.	no	student age on SPED Service Exit Date must be 22 years minus one day	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>
4	Died	Student died.	yes	all valid ages	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>

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Code in transaction	Short Description	Description	Valid for pre-school	Valid for stated ages	Effective Dates
5	Moved, known to be continuing	Student moved out of the catchment area and is <i>KNOWN</i> to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities.	yes	all valid ages	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>
6	Moved, not known to be continuing.	<i>Student moved out of the catchment area and is NOT KNOWN to be continuing in another educational program. This includes students who have moved out of the catchment area and there is no evidence (e.g., record request) to indicate that they have enrolled in another educational program. <b>The use of this category requires that the LEA verify that the family is no longer at their last known address.</b></i>	yes	all valid ages	<ul style="list-style-type: none"> <li><i>This code is being removed in its entirety as we will no longer be using this code from FY2005 onward.</i></li> </ul>
7	Dropped out	Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any of the other basis described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another education program, and other exiters.	no	all valid ages	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>
8	Transition to kindergarten	A child remains eligible and still receiving SPED services. A child transitions to kindergarten and continues to receive SPED services under <u>the same or</u> different eligibility requirements.	yes	no	<ul style="list-style-type: none"> <li>starting FY2005 age/grade restriction specified</li> <li>through FY2004: no age or grade restrictions</li> </ul>
9	Exited due to intended change in SAIS data element(s) only	This code is used when the student is ends one SPED service participation and starts another. Student is not transferring to regular education.	yes	all valid ages	<ul style="list-style-type: none"> <li>FY 2007 to present</li> </ul>

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Code in transaction	Short Description	Description	Valid for pre-school	Valid for stated ages	Effective Dates
10	Withdrawn by Parent and no longer enrolled	This code is used when a parent withdraws a student with a SPED grade of PS, KG, or UE from the student's SPED Service Participation and the student is no longer enrolled.	PS, KG, and UE SPED grades only	PS, KG, and UE SPED grades only	<input type="checkbox"/> FY 2007 to present

## 2.9.2 Integrity

2.9.2.1 N/A

## 2.9.3 Aggregation

2.9.3.1 N/A

## 2.9.4 Payments / Student Counts

2.9.4.1 N/A

## 2.9.5 Reports

2.9.5.1 N/A

## 3 OFFICE OF ENGLISH LANGUAGE ACQUISITION SERVICES (OELAS)

### 3.1 AZELLA Cleanup via SAIS Online

**Purpose:** Addresses changes to SAIS Online for selected ADE staff to remedy AZELLA (Arizona English Language Learner Assessment) records as needed.

#### 3.1.1 Transaction

N/A

#### 3.1.2 Integrity

N/A

#### 3.1.3 Aggregation

N/A

#### 3.1.4 Payments / Student Counts

N/A

#### 3.1.5 Reports

N/A

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## 4 SCHOOL FINANCE

### 4.1 Exclude Funding for Readmitted Early Kindergarten Students

**Purpose:** Changes to SAIS and the associated SDDI reports are required to implement revised statutes that eliminate state funding for early kindergarten students who re-enroll in kindergarten the year after they initially enrolled in kindergarten.

The following requirements address recent changes to [Arizona Revised Statute 15-821\(C\)](#) (see underlined text below).

“C. If a kindergarten program is maintained, a child is eligible for admission to kindergarten if the child is five years of age. A child is deemed five years of age if the child reaches the age of five before September 1 of the current school year. A child is eligible for admission to first grade if the child is six years of age. A child is deemed six years of age if the child reaches the age of six before September 1 of the current school year. If a child who has not reached the age of five before September 1 of the current school year is admitted to kindergarten and is then readmitted to kindergarten in the following school year, a school district or charter school is not eligible to receive basic state aid on behalf of that child during the child's second year of kindergarten. A school district or charter school may charge tuition for any child who is ineligible for basic state aid pursuant to this subsection. The governing board may admit children who have not reached the required age as prescribed by this subsection if it is determined to be in the best interest of the children. For children entering the first grade, such determination shall be based upon one or more consultations with the parent, parents, guardian or guardians, the children, the teacher and the school principal. Such children must reach the required age of five for kindergarten and six for first grade by January 1 of the current school year.”

#### 4.1.1 Transaction

4.1.1.1 *The Tuition Payer code for the following transactions is used to determine which memberships generate State funding and which do not.*

4.1.1.1.1 Transaction: 001 Student Enrollment; Element name: Tuition Payer Code

4.1.1.1.2 Transaction: 002 Student Readmission; Element name: Tuition Payer Code

4.1.1.1.3 Transaction: 010 Student Payer Factors; Element name: Tuition Payer Code

4.1.1.2 *The definition of Tuition Payer Code '2' for these transactions shall be modified (as outlined in the following table) to include early<sup>1</sup> Kindergarten students who re-enroll in Kindergarten.*

---

<sup>1</sup> For the purposes of this document, “Early Kindergarten” defines a student who is admitted to Kindergarten before reaching five (5) years of age by September 1<sup>st</sup> of the school year for their first Kindergarten enrollment.

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**Table 15 Tuition Payer Code Values**

Code in Transaction	Short Description	Description	Effective Dates
1	The "normal" setting for Arizona school children who generate state funding.	This includes students attending school in their own district of residence, as well as Tuition-in students (students attending school outside their district of residence as defined in Arizona statute, but whose tuition is paid by the district or ADE), and students with a special enrollment situation.	Inception to present
2	Privately paid tuition, no tuition charged, or not eligible for state funding.	This includes students:  4) Not eligible for state funding as defined in Arizona statute, e.g., students age 22 and older, students less than 3-years-old, preschool children without disabilities, <u>and early kindergarten students who re-enroll in kindergarten for a second year.</u>  5) With private-paid tuition, e.g., tuition is paid by parents,  6) Special education students who are receiving services from a state institution or an approved residential facility <u>and</u> are funded through the voucher system.	FY 2011 to present
3	Foreign exchange student	Student is a foreign exchange student. These students are not eligible for state funding.	FY2005 to present
4	Non-special education (NSE) students in residential treatment centers	Non-special education (NSE) students placed in approved private residential facilities; funding is paid through the voucher system, not ADM.	FY2008 to present

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## 4.1.2 Integrity

4.1.2.1 *Integrity checking for membership shall validate each student's personal and membership characteristics according to the integrity check rule described in the following table. Please refer to the following scenario for an example of how this integrity rule will affect a Kindergarten to first grade membership change.*

**Scenario 1:** A student who is not age 5 by September 1, 2010 is enrolled and attends kindergarten using Tuition Payer code '1'. However, by September 1, 2011 it is determined that this student is not yet ready to enroll in first grade. This student can only re-enroll in Kindergarten using Tuition Payer code '2'.

**Table 16 Integrity Check Rule for Kindergarten Student Membership**

BR ID	Rule Description	Message(s)	New / change this yr?	Date Revised	Revisor
SD-INT-MEM-006.3	<p><b>Tuition Payer</b> Report an <b>ERROR</b> message if the Tuition Payer code equals '1' and:</p> <ol style="list-style-type: none"> <li>1) The enrollment is for KG, <u>and</u></li> <li>2) The student has a prior FY enrollment in KG, <u>and</u></li> <li>3) The student was not age 5 as of September 1<sup>st</sup> of prior FY.</li> </ol> <p><b>Integrity Failure:</b></p> <ul style="list-style-type: none"> <li>• If date =&lt; 40<sup>th</sup>: ADM 40<sup>th</sup>, ADM 100<sup>th</sup>, ADM 200<sup>th</sup>, ADM EOY. Annual Reporting Period.</li> <li>• If date &gt; 40<sup>th</sup> AND =&lt; 100<sup>th</sup>: ADM 100<sup>th</sup>, ADM 200<sup>th</sup>, ADM EOY, Annual Reporting Period.</li> <li>• If date &gt; 100<sup>th</sup>: ADM 200<sup>th</sup>, ADM EOY, Annual Reporting Period.</li> </ul>	<p><b>ERROR</b> Message -@@@ Student is not eligible for state funding of a second year of Kindergarten. Resubmit with Tuition Payer code 2 to re-enroll the student for a second year of Kindergarten. <b>Solution:</b> Resubmit this transaction with Tuition Payer code that does not equal 1.</p>	Y	7/26/2010	BMW

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4.1.2.2 *A student enrollment in Kindergarten is not eligible for funding (Tuition Payer Code '1') when all of the following are true:*

4.1.2.2.1 The student is enrolled with a grade level of Kindergarten.

4.1.2.2.2 The student was enrolled with a grade level of Kindergarten in an Arizona public school in the prior school year.

4.1.2.2.3 The student was less than five years of age before September 1<sup>st</sup> of the prior school year.

4.1.3 Aggregation

4.1.3.1 N/A

4.1.4 Payments/Student Counts

4.1.4.1 N/A

4.1.5 Reports

4.1.5.1 *Reports for Early Kindergarten students who re-enroll for a second year of Kindergarten shall contain the following information:*

4.1.5.1.1 Student membership with a Tuition Payer Code of "1", shall be listed on the Unadjusted ADM report (SdADMS72) with the applicable Code 4 note indicating that the student's data has failed integrity processing for Average Daily Membership (ADM) during a specific reporting period.

4.1.5.1.2 Early Kindergarten students shall not be listed on the Adjusted ADM Report . This applies the following SdADMS reports 75, 75-1, 75-2, and 75-3 .

4.1.5.1.3 Membership intervals associated with the portion of the current year enrollment with a grade level of Kindergarten shall appear on the ADMS76 report with the Excluded Category that corresponds to the Tuition Payer code submitted.

## **4.2 SdADMS76 ADM Non Funded Students Report Modifications**

4.2.1 **Purpose:** Identify non-fundable student memberships and report them on the SdADMS76 ADM Non Funded Students Transaction

N/A

4.2.2 Integrity

N/A

4.2.3 Aggregation

N/A

4.2.4 Payments / Student Counts

N/A

4.2.5 Reports

4.2.5.1 *Detailed business requirements are pending approval.*

## **4.3 Calendar System Modifications**

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**Purpose:** Modify the Calendar system to provide Local Education Agencies (LEA's) with the ability to choose absence reporting options and add notes and comments, outside of Student Details or SAIS Online.

4.3.1 Transaction

N/A

4.3.2 Integrity

N/A

4.3.3 Aggregation

N/A

4.3.4 Payments / Student Counts

N/A

4.3.5 Reports

N/A

**4.4 Joint Technological Education District ADM Modifications**

**Purpose:** Change the current business rules to allow up to 1.75 ADM (Average Daily Attendance) for students enrolled in both a Joint Technological Education District (JTED) main or centralized campus and a school district.

4.4.1 Transaction

4.4.1.1 N/A

4.4.2 Integrity

4.4.2.1 Detailed business requirements are pending approval.

4.4.3 Aggregation

4.4.3.1 Detailed business requirements are pending approval.

4.4.4 Payments / Student Counts

N/A

4.4.5 Reports

N/A

**4.5 Districts of Residence and Attendance for Tuition Out and Special Education ADM Reports**

**Purpose:** The District of Residence (DOR) and the District of Attendance (DOA) should always be the same for Special Education (SPED) students, unless a statutory or common schools tuition out scenario exist. Otherwise, all scenarios are not considered tuition out.

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4.5.1 Transaction

N/A

4.5.2 Integrity

N/A

4.5.3 Aggregation

4.5.3.1 *Detailed business requirements are pending approval.*

4.5.4 Payments / Student Counts

N/A

4.5.5 Reports

N/A

**4.6 Remove Kindergarten Add-On Funding Category from APOR and CHAR Payment Calculations and Reports**

Purpose: To document two required changes involving kindergarten add-on funding that are documented in HB 2008. These changes require modifications to the APOR and CHAR payments and reports.

- 1) The definition of "K" is removed from [A.R.S.§15-901\(B\)\(15\)](#).
- 2) "K" (kindergarten) is removed as a funding category from [A.R.S. §15-943\(2\)\(b\)](#).

4.6.1 Transaction

4.6.1.1 N/A

4.6.2 Integrity

4.6.2.1 N/A

4.6.3 Aggregation

4.6.3.1 N/A

4.6.4 Payments / Student Counts

4.6.4.1 *The Add-On funding category of 'K' shall not be included in the APOR payments.*

4.6.4.2 *The Add-On funding category of 'K' shall not be included in the CHAR payments.*

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## 4.6.5 Reports

4.6.5.1 *The Add-On funding category of 'K' shall be removed from the APOR55-1 report.*

Please refer to the following report example.

SAIS APOR55-1		Arizona Department Of Education Basic Calculations For Equalization Assistance				Apportionment Date: 03/01/2010 Run Date: 02/22/2010					
07-02-80 Chandler Unified District		FY 2009-2010				District Page: 1 of 4					
<b>Student Counts</b>		2008-09 Average Daily Membership (ADM)				2007-08 Average Daily Membership (ADM)					
		PSD	K-8	9-12	Total	PSD	K-8	9-12	Total		
Actual Student Count		142,690	24,742,567	10,364,596	35,249,853	146,860	23,734,585	9,935,108	33,816,553		
PY Student Count			23,734,585	9,935,108	33,669,693						
		Not Eligible For Rapid Decline									
Rapid Decline Count		0.000	0.000	0.000	0.000						
<b>Charter Counts</b>			K-8	9-12	Total	<b>District Counts</b>					
Estimated		0.000	0.000	0.000	0.000	PSD	K-8	9-12	Total		
40th Day		0.000	0.000	0.000	0.000	40th Day	0.000	0.000	0.000		
100th Day		0.000	0.000	0.000	0.000	100th Day	0.000	0.000	0.000		
<b>Weighted Student Counts</b>		Student Count				Support Level Weight		Weighted Student Count			
District PSD			142,690	x	1.450	=		206,900			
District K-8			24,742,567	x	1.158	=		28,651,893			
District 9-12			10,364,596	x	1.268	=		13,142,308			
Charter K-8			0.000	x	0.000	=		0.000			
Charter 9-12			0.000	x	0.000	=		0.000			
<b>SubTotal</b>			35,249,853					42,001,101			
<b>Add-Ons</b>		CY District Unweighted 40th Day	CY District Unweighted 100th Day	District Act Unwtd Student Count	CY DSCS Act Unwtd Student Count	Total Actual Unweighted Student Count	Support Level Weight	Add-On Weighted Student Count	Total Weighted Student Count		
K	0.000	0.000	1,717,060	+	0.000	=	1,717,060	x	1.352	=	2,321,465
K-3	0.000	0.000	10,763,599	+	0.000	=	10,763,599	x	0.060	=	645,816
ELL	0.000	0.000	2,107,000	+	0.000	=	2,107,000	x	0.115	=	242,305
HI	0.000	0.000	34,950	+	0.000	=	34,950	x	4.771	=	166,746
MD-R,A-R,SMR-R	0.000	0.000	145,625	+	0.000	=	145,625	x	6.024	=	877,245
MD-SC,A-SC,SMR-SC	0.000	0.000	160,400	+	0.000	=	160,400	x	5.833	=	935,613
MDSSI	0.000	0.000	20,350	+	0.000	=	20,350	x	7.947	=	161,721
OI R	0.000	0.000	13,500	+	0.000	=	13,500	x	3.158	=	42,633
OI SC	0.000	0.000	50,875	+	0.000	=	50,875	x	6.773	=	344,576
PS D	0.000	0.000	53,475	+	0.000	=	53,475	x	3.595	=	192,243
ED,MIMR,SLD,SLI,OHI	0.000	0.000	3,221,400	+	0.000	=	3,221,400	x	0.003	=	9,664
EDP	0.000	0.000	64,950	+	0.000	=	64,950	x	4.822	=	313,189
MOMR	0.000	0.000	56,000	+	0.000	=	56,000	x	4.421	=	247,576
VI	0.000	0.000	20,500	+	0.000	=	20,500	x	4.806	=	98,523
<b>Total Weighted Student Count Add-Ons</b>											<b>6,599,315</b>

Remove this category from report.

4.6.5.2 *The Add-On funding category of 'K' shall be removed from the CHAR55-1 report.*

Please refer to the following report example.

SAIS CHAR55-1		Arizona Department Of Education				Apportionment Date: 03/01/2010				
		Basic Calculations For Equalization Assistance				Run Date: 02/26/2010				
		For Charter Schools				Page: 1 of 2				
07-87-01 Acclaim Charter School		FY 2009-2010								
<b>Student Counts</b>										
		K-8	9-12	Total						
	FY 2008-09 Average Daily Membership (PY ADM)	385.417	0.000	385.417						
	* FY 2009-10 Estimated Student Count	378.500	0.000	378.500						
	40th Day Actual	0.000	0.000	0.000						
	100th Day Actual	0.000	0.000	0.000						
	Enrollment Cap							450		
<i>* Student count used to calculate equalization assistance</i>										
<b>Weighted Student Counts</b>		<b>Student Count</b>		<b>Support Level Weight</b>		<b>Weighted Student Count</b>				
	K-8	378.500	x	1.314	=	497.349				
	9-12	0.000	x	0.000	=	0.000				
	<b>SubTotal</b>	<b>378.500</b>				<b>497.349</b>				
<b>Add-Ons</b>	<b>* Current Year Unweighted Estimated</b>	<b>Current Year Unweighted 40th Day</b>	<b>Current Year Unweighted 100th Day</b>	<b>Support Level Weight</b>	<b>Current Year Weighted Estimated</b>	<b>Current Year Weighted 40th Day</b>	<b>Current Year Weighted 100th Day</b>	<b>Total Student</b>		
K	23.500	0.000	0.000	x	1.352	=	31.772	0.000	=	31.772
K-3	155.500	0.000	0.000	x	0.060	=	9.330	0.000	=	9.330
ELL	120.000	0.000	0.000	x	0.115	=	13.800	0.000	=	13.800
HI	0.000	0.000	0.000	x	4.771	=	0.000	0.000	=	0.000
MD-R,A-R,SMR-R	0.000	0.000	0.000	x	6.024	=	0.000	0.000	=	0.000
MD-SC,A-SC,SMR-SC	0.000	0.000	0.000	x	5.833	=	0.000	0.000	=	0.000
MDSSI	0.000	0.000	0.000	x	7.947	=	0.000	0.000	=	0.000
OI R	0.000	0.000	0.000	x	3.158	=	0.000	0.000	=	0.000
OI SC	0.000	0.000	0.000	x	6.773	=	0.000	0.000	=	0.000
ED,MIMR,SLD,SLI,OHI	17.000	0.000	0.000	x	0.003	=	0.051	0.000	=	0.051
EDP	0.000	0.000	0.000	x	4.822	=	0.000	0.000	=	0.000
MOMR	0.000	0.000	0.000	x	4.421	=	0.000	0.000	=	0.000
VI	0.000	0.000	0.000	x	4.806	=	0.000	0.000	=	0.000
<b>Total Weighted Add-On Count</b>									<b>54.953</b>	
ADE4325										

Remove this category from report.

### 4.7 AOI Run Date Implementation

**Purpose:** The Run Date is required for reporting purposes so that the AOI ADM is calculated correctly and can be reconciled on the 75 reports. The will prevent an LEA from being aggregated early.

4.7.1 Transaction

N/A

4.7.2 Integrity

N/A

4.7.3 Aggregation

4.7.3.1 *Detailed business requirements are pending approval.*

4.7.4 Payments / Student Counts

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4.7.4.1 *Detailed business requirements are pending approval.*

4.7.5 Reports

4.7.5.1 *Detailed business requirements are pending approval.*

**4.8 Remove Group B Wording from ELLS28-1**

**Purpose:** Modify the {Group B} references on the SAIS ELLS28-1 reports because the {Group B} statutory definition is different than the terminology used within the ELLS Count documentation. This is a source of confusion for the local education agencies (LEAs).

4.8.1 Transaction

4.8.1.1 N/A

4.8.2 Integrity

4.8.2.1 N/A

4.8.3 Aggregation

4.8.3.1 N/A

4.8.4 Payments / Student Counts

4.8.4.1 N/A

4.8.5 Reports

4.8.5.1 *The two references to 'Group B' within the title and body of the SAIS ELLS28-1 report shall be reworded. See the following figure for an example.*

4.8.5.1.1 Within the report title, 'ELL Group B Add-Ons' shall read 'ELL Add-On Student Count by District of Residence.'

4.8.5.1.2 Within the report body, the reference to 'ELL Group B Counts' shall read 'ELL Add-On Counts'.

**Figure 4 SAIS ELLS28-1 Report**

ARIZONA DEPARTMENT OF EDUCATION STUDENT COUNTS FOR USE IN BUDGET PREPARATION															Page : 1	
ELL <del>Group</del> Add-On Student Count by District of Residence															Report Date : 06/21/10	
Fiscal Year 2009 - 2010																
District of Residence: 070280 CHANDLER UNIFIED DISTRICT															Add-On	
Structured or Sheltered English Immersion (SEI)																
	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total	ELL <del>Group</del> Counts
40th Day	7822.500	8900.604	7721.192	6867.573	3094.142	2064.357	1163.000	2195.000	1760.462	0.000	1193.383	1485.000	1099.000	1309.512	46675.724	1166.893
100th Day	19524.500	22511.525	19349.501	17374.396	7739.229	4979.357	2856.000	5518.000	4517.615	0.000	2995.319	3843.000	2775.000	3147.791	117131.233	1171.312
Individual Language Learner Plan (ILLP)																
	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total	
40th Day	3824.500	5114.051	4438.661	2572.542	2290.462	2414.000	947.000	0.000	54.000	0.000	117.000	80.000	112.000	9.000	21973.215	549.330
100th Day	9786.500	12816.943	11136.671	6489.542	5486.812	6036.000	2479.000	0.000	195.000	0.000	272.000	171.000	292.000	128.000	55289.467	552.899
<b>TOTAL OF ALL PROGRAMS</b>																
	KG	1	2	3	4	5	6	7	8	UE	9	10	11	12	Total	
40th Day*	11647.000	14014.655	12159.853	9440.115	5384.603	4478.357	2110.000	2195.000	1814.462	0.000	1310.383	1565.000	1211.000	1318.512	68648.939	40th Day*
100th Day**	29311.000	35328.468	30486.171	23863.939	13226.041	11015.357	5335.000	5518.000	4712.615	0.000	3267.319	4014.000	3067.000	3275.791	172420.700	100th Day**

ADE4242      \* 40th Day includes days 1 - 40      \*\* 100th Day includes days 1 - 100

### 4.9 AOI Full-Time Equivalency FTE Rule Changes

**Purpose:** Per HB2129 and SB1284, FTE for AOI's .95 and .85 Base Support Level has been modified as well as the rule around which FTE (submitted or calculated) shall be used.

4.9.1 Transaction

N/A

4.9.2 Integrity

N/A

4.9.3 Aggregation

N/A

4.9.4 Payments / Student Counts

4.9.4.1 Detailed business requirements are pending approval.

4.9.5 Reports

4.9.5.1 Detailed business requirements are pending approval.

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**4.10 ISEP Tuition Payer Code**

**Purpose:** To automate the manual enrollment process for Indian School Equalization Program (ISEP) students to ensure that these students do not generate state funding. In schools where ISEP-eligible Indian students and non-ISEP eligible students are enrolled, data for both groups of students are submitted through SAIS with non-ISEP students identified with a Register ID of 7777. Through a manual process, for each of these schools, the payments for non-ISEP students are calculated and the counts are adjusted to reflect data only for students who are eligible to generate state aid (i.e., the non-ISEP students).

Students whose education is paid for through the federally funded Indian School Equalization Program (ISEP) are not eligible for generating state aid or add-on funding. Beginning in fiscal year 2011, the ISEP students are to be identified through a new non-fundable tuition payer code, which will make them ineligible for generating state funding and will eliminate School Finance’s efforts required to ensure that only non-ISEP students produce state funding.

4.10.1 Transaction

- 4.10.1.1 *A new Tuition Payer code (ISEP Tuition Payer code) shall be established for ISEP students.*
- 4.10.1.2 *The ISEP Tuition Payer Code shall be effective from FY 2011 and forward.*
- 4.10.1.3 *The ISEP Tuition Payer code shall be based on fiscal year*

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4.10.1.4 *The ISEP Tuition Payer code shall be documented in the Codes Values document. The section for the Tuition Payer Codes shall be published as follows:*

**Table 17 Tuition Payer Code Values**

Code in transaction	Description	Note	Effective Dates
1	The "normal" setting for Arizona school children who generate state funding.	This includes students attending school in their own district of residence, as well as Tuition-in students (students attending school outside their district of residence as defined in Arizona statute, but whose tuition is paid by the district or ADE), and students with a special enrollment situation (see the subject "Special Enrollment" earlier in this document).	Inception to present
2	Privately paid tuition, no tuition charged, or not eligible for state funding.	This includes students:  7) Not eligible for state funding as defined in Arizona statute, e.g., students age 22 and older, students less than 3-years-old, preschool children without disabilities, <u>and early kindergarten students who re-enroll in kindergarten for a second year.</u>  8) With private-paid tuition, e.g., tuition is paid by parents,  9) Special education students who are receiving services from a state institution or an approved residential facility <u>and</u> are funded through the voucher system.	FY 2011 to present
3	Foreign exchange student	Student is a foreign exchange student. These students are not eligible for state funding.	FY2005 to present
4	Non-special education (NSE) students in residential treatment centers	Non-special education (NSE) students placed in approved private residential facilities; funding is paid through the voucher system, not ADM.	FY2008 to present
5	JTED/Non-Resident Charter (concurrent)	This tuition payer code is reported for the JTED Membership when a student is concurrently enrolled in a charter school but does not reside within the boundary of the member district. The JTED membership is not eligible for state funding.	
6	<b>ISEP student.</b>	<b>This tuition payer code is reported for the ISEP membership when a student is enrolled. The ISEP membership is not eligible for state funding.</b>	<b>FY2011 to present</b>

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4.10.1.5 *The following Transaction Level changes associated with the Tuition Payer 6 code shall be established:*

4.10.1.5.1 The ISEP Tuition Payer code value shall be allowed for FY 2011 and forward.

4.10.1.5.2 From FY 2011 and forward, the following Transaction Level validations must take into account the ISEP Tuition Payer code value.

-11033	Disallowed value in element: Tuition Payer Code
-11014	Missing required element: Tuition Payer Code

## 4.10.2 Integrity

4.10.2.1 *The ISEP Tuition Payer code value shall be allowed for FY 2011 and forward.*

4.10.2.2 *From FY 2011 and forward, the following integrity level validations shall account for the ISEP Tuition Payer code value.*

**Table 18 Integrity Rules Applicable to ISEP Tuition Payer Code**

BR ID	Rule Description	Message(s)
SD-INT-MEM-001	<b>Ensure Full Coverage for Required Elements</b> Any student with a membership not having a value for each one of the required elements for every single day of that membership, will not contribute toward ADM or any funding calculations for that school. The elements are: <ul style="list-style-type: none"> <li>• Tuition Payer</li> <li>• Student FTE</li> <li>• District of Residence</li> <li>• Grade</li> <li>• Student Attendance, when it is being captured</li> </ul>	
SD-INT-MEM-006.1	<b>Tuition Payer</b> Tuition Payer dates cannot overlap. <b>Integrity failure:</b> <ul style="list-style-type: none"> <li>• If date =&lt; 40<sup>th</sup>: ADM 40<sup>th</sup>, ADM 100<sup>th</sup>, ADM 200<sup>th</sup>, ADM EOY.</li> <li>• If date &gt; 40<sup>th</sup> AND =&lt; 100<sup>th</sup>: ADM 100<sup>th</sup>, ADM 200<sup>th</sup>, ADM EOY.</li> <li>• If date &gt; 100<sup>th</sup>: ADM 200<sup>th</sup>, ADM EOY</li> </ul>	<b>ERROR</b> message - 43802 Reported Tuition Payer overlaps with another Tuition Payer for this membership.
SD-INT-MEM-006.2	<b>Payer</b> Tuition Payer dates cannot have a gap. <b>Integrity failure:</b> <ul style="list-style-type: none"> <li>• IF DATE =&lt; 40<sup>TH</sup>: ADM 40<sup>TH</sup>, ADM 100<sup>TH</sup>, ADM 200<sup>TH</sup>, ADM EOY.</li> <li>• IF DATE &gt; 40<sup>TH</sup> AND =&lt; 100<sup>TH</sup>: ADM 100<sup>TH</sup>, ADM 200<sup>TH</sup>, ADM EOY.</li> <li>• IF DATE &gt; 100<sup>TH</sup>: ADM 200<sup>TH</sup>, ADM EOY</li> </ul>	<b>ERROR</b> Message - 43801 Tuition Payer assignment is missing for all or part of this membership.

## 4.10.3 Aggregation

4.10.3.1 *ISEP Students Shall Not Generate State funding or add-on funding.*

4.10.3.1.1 An ISEP student shall not generate SPED add-on funding.

4.10.3.1.2 An ISEP student shall not generate ELL add-on funding.

4.10.3.1.3 An ISEP student shall not generate state aid.

4.10.3.2 *Students who are labeled as ISEP Tuition Payer code shall not generate ADM.*

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#### 4.10.4 Payments / Student Counts

- 4.10.4.1 *Estimated Counts tables shall include data only for non-ISEP students.*
- 4.10.4.2 *ISEP and Non-ISEP students shall be identified in the Previous LEA field within the Charter Estimated Counts application.*

#### 4.10.5 Reports

- 4.10.5.1 *ISEP student membership intervals shall appear on the SdADMS76 report with the Excluded Category that corresponds to the tuition payer code submitted, from FY 2011 forward.*
- 4.10.5.2 *All Student Details reports that currently return a Tuition Payer code value and/or description shall return the code value and/or description for the ISEP Tuition Payer code value, from FY 2011 forward.*

## Appendix A FPNI Business Rules and Scenarios

### FPNI Business Rules

These are the revised rules for SPED service participations (also referred to as 'service'; terms are interchangeable) passing or failing Federal SPED integrity checks based on dates of service and the setting of the Federal Primary Need Indicator (FPNI). The "Scenarios" are diagrams that illustrate the point of each rule.

### Term Definitions and Usage:

- a. **Service Exit Date:** When a SPED service participation's Service Exit Date is NULL or missing, use 06/30 of the Fiscal Year as the Service Exit Date. For example, a service in FY10 whose Service Entry Date is 08/25/09 and whose Service Exit Date is NULL or missing should use 06/30/10 as the Service Exit Date.
- b. **Span:** The days in any service between the Service Entry Date and the Service Exit Date, including the Service Entry Date and the Service Exit Date.
- c. **Day in Common:** Any day that is within the Span of more than one service. For example, if Service A has a Service Exit Date of 12/10/09 and Service B has a Service Entry Date of 12/08/09, the services have three Days in Common (12/08/09, 12/09/09, 12/10/09). If one service ends on a given day and another starts the same day, they have that Day in Common. Service participations with Days in Common are considered to be concurrent.

### Business Rules

The revised business rules are defined in **Table 12**. Each business rule contains a definition, the effect the rule has on the applicable Federal SPED integrity check and the scenario that illustrates the rule.

**Table 19 FPNI Rule Effects on Federal SPED Integrity**

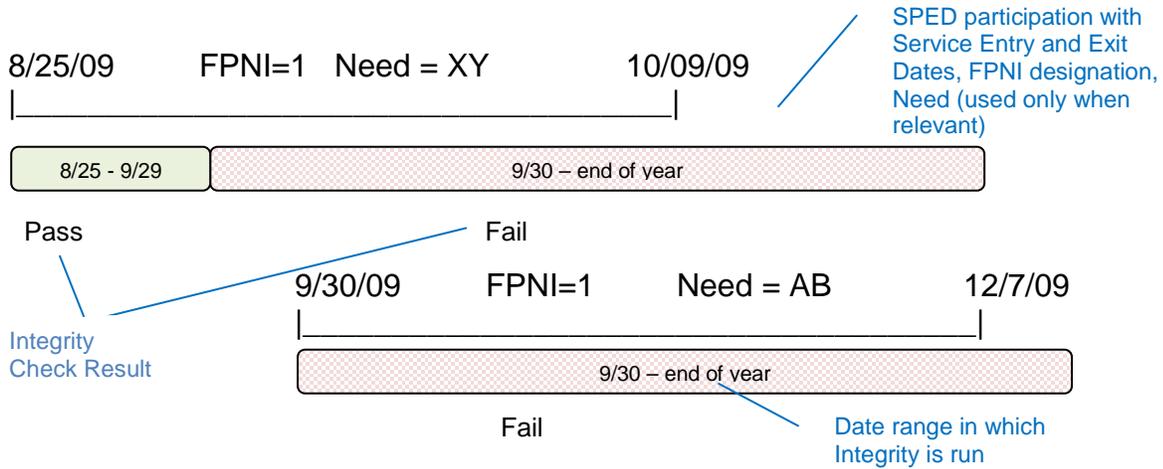
BR #	Rule Definition	Expected Effect on Integrity Check	Applicable Fed SPED Integrity Check	Scenario Reference Number
FPNI - 1	Any service whose FPNI is 1 that has no Days in Common with any other service	PASS	SC-INT-SPD-001.19.1	1
FPNI - 2	Any service whose FPNI is 0 that has no Days in Common with any other service	FAIL	SC-INT-SPD-001.19.1	2
FPNI - 3	Any service whose FPNI is 1 that has any Days in Common with any other service whose FPNI is 1 AND the needs are different	FAIL those services	SC-INT-SPD-001.19.2	3
FPNI - 4	Any service whose FPNI is 1 that has any Days in Common with any other	PASS those services	SC-INT-SPD-001.19.2	4

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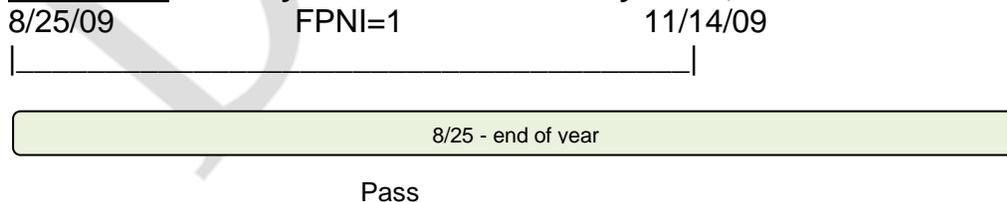
BR #	Rule Definition	Expected Effect on Integrity Check	Applicable Fed SPED Integrity Check	Scenario Reference Number
	service whose FPNI is 1 AND the needs are identical			
FPNI - 5	Any service whose FPNI is 0 and has any days in its Span where it is the only service	FAIL	SC-INT-SPD-001.19.1	5
FPNI - 6	Any service whose FPNI is 0 and all of the days in its Span are in common with at least one and no more than one service whose FPNI is 1. If there are multiple concurrent services with FPNI of 1, then the needs must be identical.	PASS	SC-INT-SPD-001.19.1	6

## FPNI Scenarios

### Legend



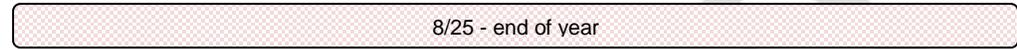
### **Scenario 1: No Days in Common with any other; FPNI =1**



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**Scenario 2: No Days in Common with any other; FPNI =0**

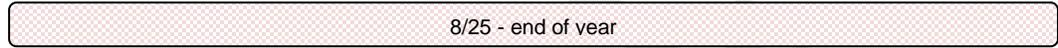
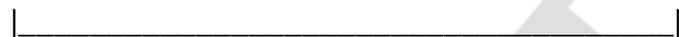
8/25/09                      FPNI=0                      11/14/09



Fail

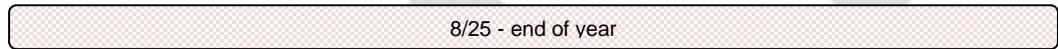
**Scenario 3: More than 1 FPNI; at least one Day in Common; different needs**

8/25/09                      FPNI=1                      Need = XY                      2/21/10



Fail

8/25/09                      FPNI=1                      Need = AB                      2/21/10

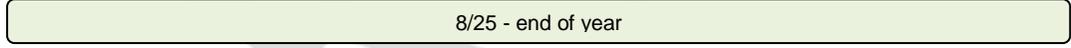


Fail

**Scenario 4: More than 1 FPNI; at least one Day in Common; same need; different schools**

**School A:**

8/25/09                      FPNI=1                      Need = XY                      2/21/10



Pass

**School B:**

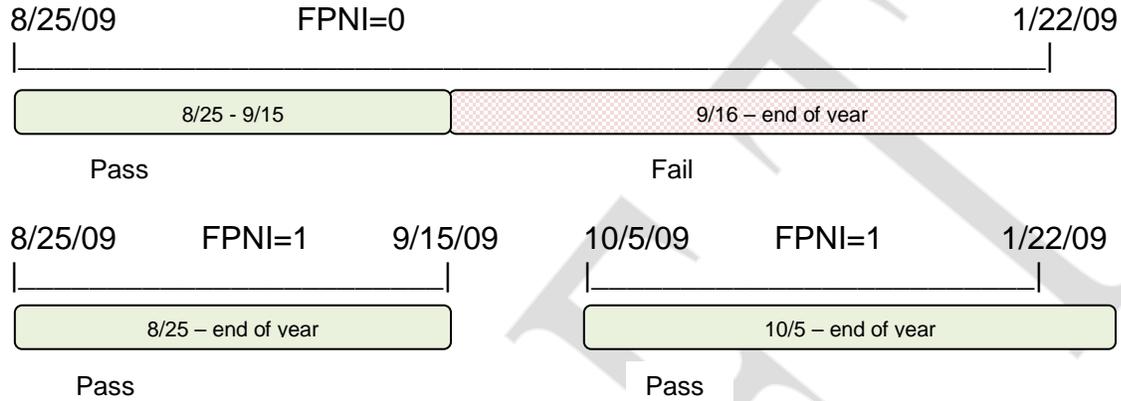
8/25/09                      FPNI=1                      Need = XY                      2/21/10



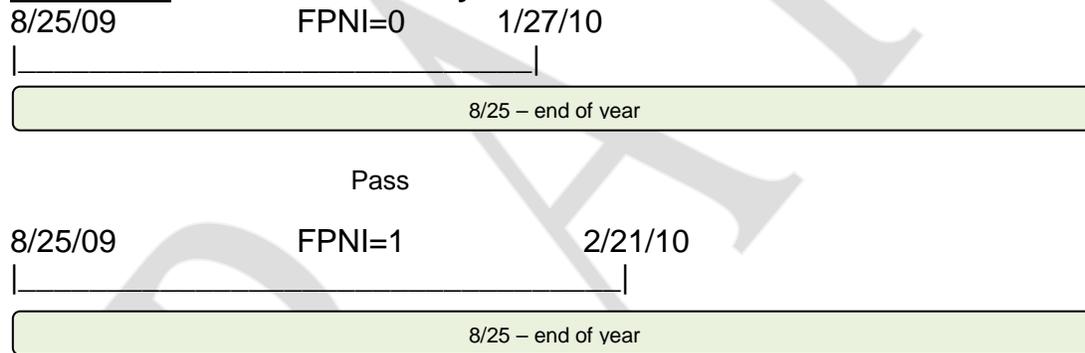
Pass

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**Scenario 5: FPNI =0 and has days in its Span where it is the only service**



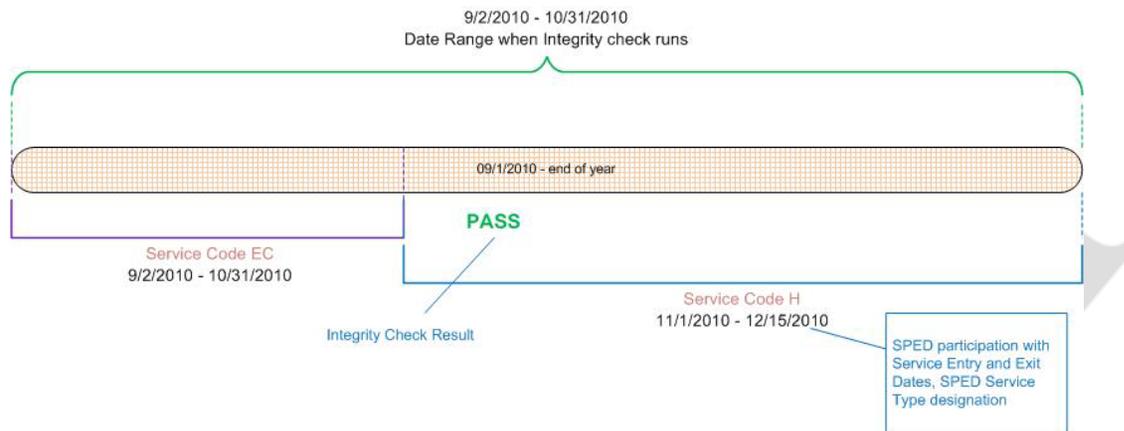
**Scenario 6: FPNI=0 has all Days in Common with an FPNI=1 service**



## Appendix B **FED SPED Multiple Concurrent Service Type Scenarios**

The following scenarios illustrate integrity checking rule SC-INT-SPD-001.15.2.

### Scenario 1: No days in common with another Service Type; More than one SPED Service Type



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## Scenario 2: At least one day in common with another Service Type; More than one SPED Service Type

