



System Training and Response (STaR) Team – SAIS Information Series

New SAIS Requirements for SPED – Fiscal Year 2007

This document is intended to describe changes to SAIS reporting requirements for fiscal year 2007 that apply to students who participate in Special Education Programs.

Introduction

There are two significant changes to SAIS reporting requirements for fiscal year 2007 that apply to Special Education Students. SPED Exit Reason Codes are now required when an exit date is submitted, and a requirement has been added for schools to indicate a Federal Primary Need for each Special Education Student. Please see details below.

SPED Exit Reason Required

Prior to fiscal year 2007, submission of SPED Exit Reason Codes was an option in SAIS. Personnel from local educational agencies have always been expected to submit exit reason codes when students exited from Special Education Service, but these codes had not been required because certain instances exist where a particular service may end for a student even though the student has not exited from Special Education Service Participation entirely. There had previously been no appropriate Exit Reason Code for such circumstances. This has been remedied for FY 2007. For example, a student exits from a service for SLD and on the same day enters a service for SLI. Prior to FY 2007, there was no appropriate SPED Exit Reason Code to describe these circumstances, so no Exit Reason Code was required. From FY 2007 forward, the appropriate SPED Exit Reason (Exited due to intended change in SAIS data elements) is required upon submission of the student's exit from the first service (in this case SLD).

Requiring SPED Exit Reasons when an exit date is submitted is intended to ensure that exit data which is extracted from SAIS, and which must be reported to the federal government, will be complete and accurate.

Important note about SPED Exit Dates

SPED Exit Reasons are only required by SAIS when a SPED Exit Date is submitted. Therefore, if an LEA fails to submit exit dates for students who exit Special Education Service Participation, there will be no way for ADE to ensure that the information submitted to the federal government is complete and accurate. We urge LEA personnel to be mindful of the fact that when students exit Special Education Service for any reason, an exit date and appropriate exit reason must be included.

Code Submitted to SAIS	Short Description	Definition
1	Transferred to Regular Education	<p>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.</p> <p>NOTE: This student must be re-evaluated and determined no longer eligible for special education.</p> <p><i>Valid for all ages.</i></p>
2	Graduated with regular high school diploma	<p>Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.</p> <p><i>Valid for students who are age 16-21 on December 1.</i></p>
3	Reached maximum age	<p>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.</p> <p><i>Student age on SPED Service Exit Date must be 22 years minus one day.</i></p>
4	Died	Student died.
5*	Moved, known to be continuing	<p>Student moved out of the catchment area and is KNOWN 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.</p> <p><i>Valid for all ages.</i></p>
7*	Dropped out	<p>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 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.</p> <p><i>Valid for all ages and grades except preschool.</i></p>
8	Transition to kindergarten	<p>A child remains eligible and is still receiving SPED services.</p> <p>A child transitions to kindergarten and continues to receive SPED services under different eligibility requirements.</p> <p><i>Valid for exit from preschool only.</i></p>
9	Exited due to intended change in SAIS data element(s) only	<p>This code is used when the student ends one SPED service participation and starts another. Student is not transferring to regular education.</p> <p><i>Valid for all ages.</i></p>
10	Withdrawn by parent request	<p>This code is used when a parent wants to withdraw a student with a SPED grade of PS, KG, or UE from the student's SPED Service Participation.</p> <p><i>Valid for PS, KG and UE only.</i></p>

* Code 6 – Moved, not known to be continuing is no longer valid in SAIS.

Federal Primary Need Indicator

Prior to fiscal year 2007, SAIS did not require LEA personnel to submit information indicating which disability had the greatest adverse impact on a student's ability to access and progress through the general curriculum. Instead, ADE assumed that the disability that carried the highest weight for purposes of calculating state aid was also a student's primary need. Because this assumption may or may not be valid, changes have been implemented in SAIS requiring LEAs to indicate one, and only one, disability for each Special Education Student as the *Federal Primary Need*.

If a student is found to be eligible in more than one SPED disability category, the disability category that has the greatest adverse impact on the student's ability to access and progress through the general curriculum is now to be identified as the student's *Federal Primary Need*.

Indicating the *Federal Primary Need* has no bearing on state aid, which will continue to be calculated based on the highest state weighted need.

Beginning in fiscal year 2008, the service for the disability that is indicated as the *Federal Primary Need* will be included on the Federal Special

Education Census which is displayed in the SPED07 report generated by ADE.

Beginning this year, LEAs will be asked to validate the December 1 Federal Special Education Census for the previous year only. (*This year LEAs will validate the Census for December 1, 2005.*) Therefore, SPED07 reports which will be made available for this purpose later this fall will contain only information submitted during FY06. Since the *Federal Primary Need* indicator was not required in FY06, SPED07 reports issued this year will continue to show a student's highest state weighted need.

The *Federal Primary Need Indicator* is a required element for add and change operations in the SPED Service Participation transaction (14). We would expect that most student management systems (SMS) will contain a field to indicate if a particular disability is a student's *Federal Primary Need* or not. This may take the form of a check box, a field to indicate yes, no, Y, N, a drop down box to choose an indicator or some other form. Please consult with your SMS vendor or local system developer for specific information relating to indicating the

Federal Primary Need.

Records on SAIS for each Special Education student must show one, and only one, *Federal Primary Need Indicator* regardless of the number of disabilities that are served.

Requirements to submit records showing all disabilities for which a student receives services remain unchanged.