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

# New SAIS Requirements for SPED – Fiscal Year 2008

This document is intended to describe changes to SAIS reporting requirements for fiscal year 2008 regarding Special Education data submissions.

## Introduction

There are several significant changes to SAIS reporting requirements for fiscal year 2008 that apply to Special Education data. New SPED service codes and definitions are in place, Initial IEP information will no longer be collected in SAIS, there is a new Integrity failure for students with multiple needs that are reported with multiple service codes, and there are additional exit reason codes as well as a requirement that all SPED students have an exit date and exit reason code entered in SAIS each fiscal year.

## New SPED Service Codes and Definitions

Federally mandated SPED service codes and their corresponding definitions have been updated for fiscal year 2008 forward. Some codes and definitions have minor changes; for example, the short definition of service code A for SPED school age students in fiscal years 2007 and before is "Outside regular class less than 21% of the day." Beginning in fiscal year 2008, the short definition of service code A for SPED school age students is "Inside regular class 80% or more of the day." Other codes have more substantial changes; for example, in fiscal years 2007 and before, SPED students in correctional facilities were reported with service code F indicating "Public Institutional Facility for greater than 50% of the school day." Beginning in fiscal year 2008, there are three service codes applicable to SPED students in correctional facilities: FA, FB, and FC, each with a more precise definition of the type of SPED service indicated.

Official publication of new SPED service codes and definitions can be found in *Student Database Transaction Requirements - Code Values.* When updated for fiscal year 2008, the Code Values document will be posted at http://www.ade.az.gov/sais/saisdbdocs.asp. A list of all updated codes may be found at the end of this document. The Exceptional Student Services section of the Arizona Department of Education will be offering state-wide Data Collection workshops regarding these changes through October 2007. The workshop schedule is available online at http://www.ade.az.gov/ess/funding/datamanagement/SmorgasbordFlyer.pdf. All SAIS validations at both the transaction level and the Integrity level are updated to reflect the new service codes.

## Initial IEP Transaction Eliminated

During fiscal years 2006 and 2007, transaction {21} was used to collect information regarding the Initial IEP for SPED students in their first year of preschool. Effective in fiscal year 2008, this information is no longer required to be submitted to SAIS and transaction {21} will no longer be used. Any Initial IEP transactions submitted to SAIS in fiscal year 2008 and after will be rejected on import; therefore, no record of an Initial IEP is required to exist in SAIS for any special education student from fiscal year 2008 forward.

## Integrity Failure - Multiple Service Codes for a Single Student

Recommended procedure for a student receiving SPED services for more than one Need at any given time has always been that the student's service type should be the same for each Need. The student's education should be considered as a whole rather than as separate parts, hence, a single service code should be used even when the student receives services for more than one disability at a time. Prior to fiscal year 2008, a warning was generated during Student Integrity Processing for SPED for students receiving more than one SPED service at a particular district or charter at any given time who also had more than one SPED service code reported during that time. Beginning in FY2008, this warning will change to an Integrity failure. The student's records should show only one service type, which would be the same for each Need being serviced at that particular time.

## Additional SPED Exit Reason Codes

There are three additional SPED exit reason codes in SAIS for use beginning in fiscal year 2008:

> {11}    Expelled but still receiving services
>
> {12}    Exit from one need but continuing in another
>
> {13}    School is out

### Expelled but still receiving services

Code {11} should be used to indicate that a student was expelled from school, but is still receiving SPED services provided by the same school. Students in this situation might receive their SPED services at home or in a public place, such as a library. These students should be entered into a new SPED participation with service code H at the same school from which they were expelled. Exit reason code {11} is not valid for students who are expelled from one school and go on to receive SPED services at another school; exit reason code {5} indicating that the student moved and is known to be continuing in another educational program would be used for students in this situation.

### Exit from one Need but continuing in another

Prior to fiscal year 2008, an appropriate SPED exit reason code did not exist for a student

who exited from one particular Need and associated SPED service participation but continued to receive SPED services for a different Need. Code {12} is intended to rectify this situation and should be used for students who stop receiving services for one Need, but continue receiving services for one or more other Needs. If a record containing exit code {12} is submitted, a record of continuing SPED participation must also exist. If there is no record indicating that the student continues to receive SPED services after the exit date submitted with exit code {12}, an Integrity error stating "Student must have a SPED Service Participation after the date of SPED Exit with Reason Code 12 (exit from one Need but continuing in another)" will be generated.

### School is out

Code {13} indicates that the student's SPED participation is ending due to the school's calendar year ending. It should be used for students who participate in SPED through the end of the school year and for whom no other exit reason code is appropriate. The appropriate SPED service exit date corresponding with code {13} is the last day of school for the current fiscal year.

## Exit dates and exit reason codes required for all SPED students

Beginning in fiscal year 2008, SAIS will require that appropriate exit reason codes and dates exist for all SPED students. Previously, exit reason codes and dates were submitted only for students exiting a SPED program prior to the end of the school year, or for SPED students who, on the last day of the school year, graduated with a regular high school diploma, transferred to regular education for the next school year, or were preschool students transitioning to Kindergarten. If a student has membership in a school, the student's SPED exit reason code must align with the student's year-end status or withdrawal code, submitted as part of the student's school membership information. Some students receiving SPED services do not have membership in a school: "Needs Only" students may attend a private school or be home schooled while receiving SPED services at a public school. Such students should be exited from SPED service at the appropriate time each year with the appropriate exit date and exit reason code, but there will be no withdrawal or year-end status submitted for these students.

Federal SPED Integrity Processing will validate that a student's SPED exit reason code is consistent with the student's year-end status or withdrawal record submitted as part of the student's membership information. If the codes are not consistent, a Federal SPED Integrity warning stating, "Student's SPED Exit Reason is not allowed with the regular membership's year end or withdrawal status" will be issued. ESS will publish guidelines indicating which exit reason codes are consistent with particular withdrawal codes and year-end status codes. We expect that SAIS will begin validating this rule and generating the Integrity warnings in early April, 2008. Integrity warnings may be viewed in the Student Detail Data Interchange by navigating to the Download area, selecting the Student Integrity Status Report, and choosing the "No" option from the Retrieve Failures Only dropdown menu.

It is important to note that students whose records generate Integrity warnings are not excluded from funding; however, this warning is scheduled to become a Federal SPED Integrity failure beginning in fiscal year 2009. The STaR Team recommends that individuals who are responsible for reconciling SPED data in SAIS check Integrity warnings, as well as failures, on a regular basis.

Keep in mind that whenever a SPED service exit date is submitted for a student, a corresponding SPED exit reason code must also be submitted.

## SPED Service Codes and Definitions

The following pages contain new SPED service codes and definitions effective beginning in fiscal year 2008. To our knowledge these codes are complete and accurate as of the time this document is published. Official codes will be available when *Student Database Transaction Requirements - Code Values* is updated for fiscal year 2008. The updated Code Values document will be posted at http://www.ade.az.gov/sais/saisdbdocs.asp.

# SPED School Age Service Codes

| Grade | Service Code | Description | Eligible for state aid | Eligible for federal funding | Self Contained or Resource |
|-------|--------------|-------------|------------------------|------------------------------|----------------------------|
| K-12 | A | **Inside Regular Class 80% or more of the day**.  (These are children who received special education and related services outside the regular class for less than 21% of the school day.) This may include children placed in: regular class with special education/ related services provided within regular classes; regular class with special education/ related services provided outside the regular classes; or regular class with special education services provided in resource rooms. | Yes | Yes | R |
| K-12 | B | **Inside Regular Class for no more than 79% of day and no less than 40% of the day**. (These are children who received special education and related services outside the regular classroom for at least 21% but no more than 60% of the school day.) This may include children placed in: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class. | Yes | Yes | R |
| K-12 | C | **Inside Regular Class less than 40% of the day.**  (These are children who received special education and related services outside the regular classroom for more than 60% of the school day.) This may include children placed in: self-contained special classrooms with part-time instruction in a regular class; or self-contained special classrooms with full-time special education instruction on a regular school campus. | Yes | Yes | SC |
| K-12 | D | **Public or Private Separate Day School for greater than 50% of the school day.**  This may include children placed in: public and private day schools for students with disabilities; public and private day schools for students with disabilities for a portion of the school day (greater than 50%) and in regular school buildings for the remainder of the school day; or public and private residential facilities if the student does NOT LIVE at the facility. | Yes | Yes | SC |
| K-12 | E | **Public or Private Residential Facility for greater than 50% of the school day.** Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. | Yes[1] | Yes | SC |

[1]State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

## SPED School Age Service Codes (continued)

| Grade | Service Code | Description | Eligible for state aid | Eligible for federal funding | Self Contained or |
|-------|--------------|-------------|------------------------|------------------------------|-------------------|
| K-12 | EA | **Public or Private Residential Facility for greater than 50% of the school day – placed by another state agency (not an IEP team decision) with code A.**  Placed in public or private residential facility receiving services inside regular class 80% or more of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. | Yes[2] | Yes | R |
| K-12 | EB | **Public or Private Residential Facility for greater than 50% of the school day – placed by another state agency (not an IEP team decision) with code B.**  Placed in public or private residential facility receiving services inside regular class 40-79% of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. | Yes[2] | Yes | R |
| K-12 | EC | **Public or Private Residential Facility for greater than 50% of the school day – placed by another state agency (not an IEP team decision) with code C.**  Placed in public or private residential facility receiving services inside regular class less than 40% of the day. Receives education programs and lives in the public or private residential facilities during the school week. This may include children placed in: public and private residential schools for students with disabilities; or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day. | Yes[2] | Yes | SC |
| K-12 | FA | **Correctional Facilities with code A.**  Receives special education inside regular class 80% or more of the day in: short-term detention facilities (community-based or residential); or correctional facilities | Yes | Yes | R |
| K-12 | FB | **Correctional Facilities with code B**.  Receives special education inside regular class 40-79% of the day in: short-term detention facilities (community-based or residential); or correctional facilities. | Yes | Yes | R |

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[2]State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

# SPED School Age Service Codes (continued)

| Grade | Service Code | Description | Eligible for state aid | Eligible for federal funding | Self Contained or Resource |
|-------|--------------|-------------|------------------------|------------------------------|-----------------------------|
| K-12 | FC | **Correctional Facilities with code C.**  Receives special education inside regular class less than 40% of the day in: short-term detention facilities (community-based or residential); or correctional facilities. | Yes | Yes | SC |
| K-12 | H | **Homebased/homebound/hospital program**.  Receives education programs in homebased/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or homebased programs. | Yes | Yes | R |
| K-12 | I | **Services provided in a regular classroom.**  The only disability categories that can be reported here are MD, A, SMR, and OI. | Yes | Yes | SC |
| K-12 | J | **Private School placement, enrolled by parent(s).**  Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled. | No | Yes | R |

# SPED Preschool Service Codes (Not applicable to charter schools)

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|-------|--------------|-------------|------|------|------|
| PS | PA | **Inside Regular Early Childhood Program at least 80% of the time**.  A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care. | Yes | Yes | R |
| PS | PB | **Inside Regular Early Childhood Program 40-79% of the time**.  A program that includes at least 50% nondisabled children. This may include, but are not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care. | Yes | Yes | R |
| PS | PC | **Inside Regular Early Childhood Program less than 40% of the time**.  A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care. | Yes | Yes | SC |

# SPED Preschool Service Codes (continued)

| Grade | Service Code | Description | Eligible for state aid | Eligible for federal funding | Self Contained or Resource |
|-------|-------------|-------------|------------------------|------------------------------|----------------------------|
| PS | PD | **Separate Class**.  Attends a special education program in a class that includes 49% or more children with disabilities. This may include, but are not limited to, special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities; hospital facilities on an outpatient basis; or other community-based settings. | Yes | Yes | SC |
| PS | PE | **Public or Private Separate Day School at public expense for greater than 50% of the school day**.  Receives all special education and related services in education programs in private day schools designed specifically for children with disabilities. | Yes | Yes | SC |
| PS | PG | **Public or Private Residential Facility at public expense for greater than 50% of the school day**.  Receives all special education and related services in publicly or privately operated residential schools or residential medical facilities on an inpatient basis. | Yes[3] | Yes | SC |
| PS | PH | **Home at least 360 minutes per week**. Receives all special education and related services in the principal residence of the child's family or caregivers and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location. | Yes | Yes | R |
| PS | PJ | **Private School placement, enrolled by parent(s)**.  Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled. | No | Yes | R |
| PS | PS | **Service Provider Location for less than 360 minutes per week**. Receives all special education and related services from a service provider and who did not attend an early childhood program or a special education program provided in a separate class, separate school, or residential facility. Services received at private clinicians' office; clinicians' offices located in school buildings; hospital facilities on an outpatient basis; or libraries and other public locations. | Yes | Yes | R |

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[3]State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.