

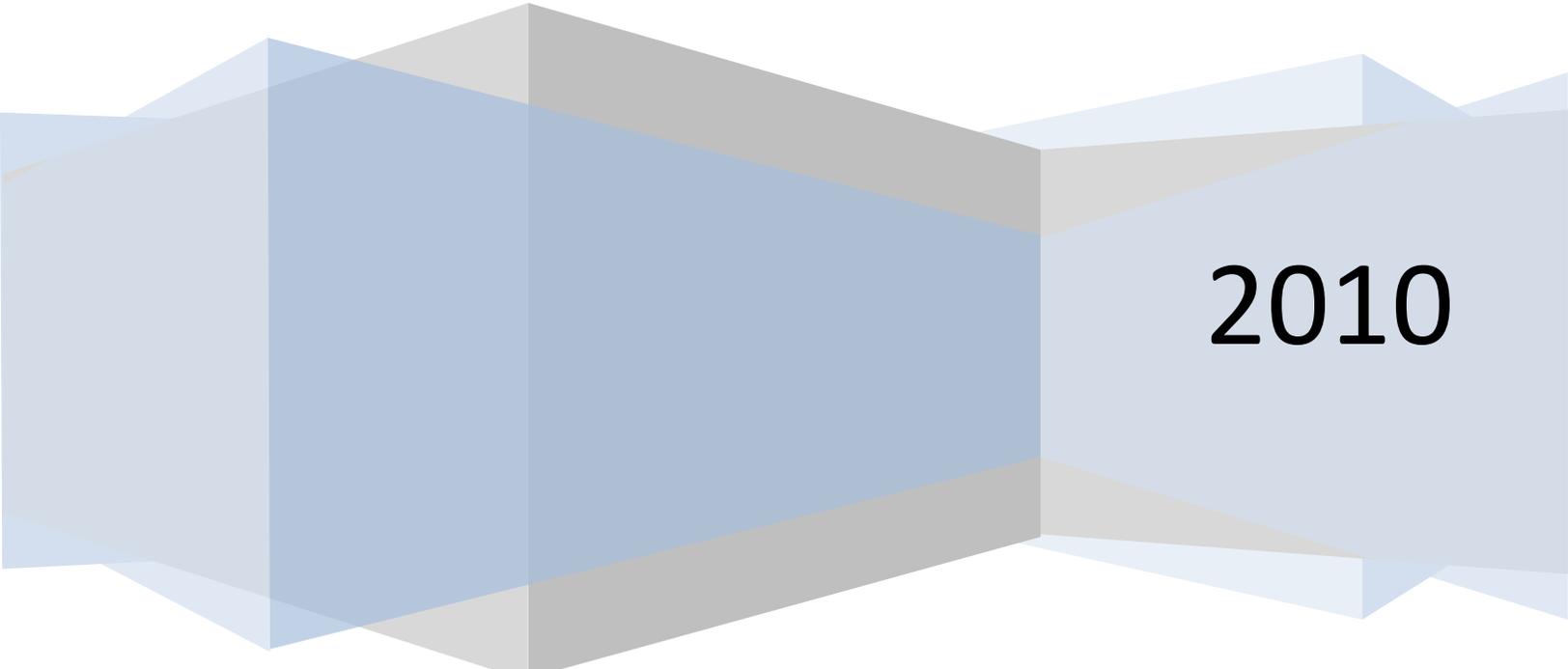
**Arizona Department of Education**

# **SPED Count**

## **Business Rules**

**School Finance**

**Version 10.01.53**



**2010**

# SPED Count Business Rules Version

## Purpose

The purpose of this document is to describe the changes being made to determine the SPED count for students to be used in the formula for state aid equalization.

## Applicable statutes

[15-901\(B\)\(6,7, 11,16-23\)](#) – Group B

[15-943](#) – Base Support Level Formula

[15-901\(A\)\(14\)](#) – Student Count Definition

[15-761](#) – SPED Student Definition

[15-764 \(A\)\(1\)](#) – Provide SPED services for 22 year old till the end of the fiscal year.

For fiscal year 2010 and onward, the SPED count shall no longer be based on twenty census dates but rather the ADM from enrollments that cover a valid SPED service interval for a student. ADM from enrollments that do not cover a valid SPED service interval shall not contribute to the SPED count.

### Impact from limiting ADM

Since the SPED count will be based on ADM, then any adjustment to ADM from a concurrent or subsequent enrollment will be reflected in the associated SPED count.

## Constraints

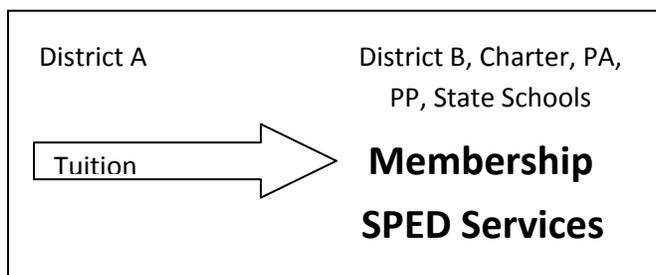
This methodology will create a dependency between the ADM aggregation and the SPED processing.

### Changes to the 75

- SPED Category column
- ELL Column
- Tuition Column
- District Only Tuition Out Report

## Business Rule Statements

- Any and all ADM associated with fundable enrollments that cover a SPED service interval shall contribute towards the SPED count.
  - For the purposes of implementing this rule for DD and SLI needs, enrollments are separated by grade changes between PS and KG. For example, if a student's enrollment is for PS in the beginning of the year and there is a grade change to KG later on, the KG portion of the enrollment is considered a second enrollment and is the only Group B fundable portion of the school enrollment.
- Multiple eligible SPED service intervals may be contained in an enrollment
- The highest weighted Group B SPED specific need that is serviced during any fundable membership interval for a particular enrollment shall be associated with all of the ADM from that enrollment.
- The SPED Count for a category is an accumulation of all of the membership days that are associated with that category.
- The fundable SPED need is the highest weighted Group B SPED need that is serviced in any fundable membership interval for a particular enrollment.
- A DD student must be =>3 years old and <10 years old. A.R.S. 15-901 (B)(6) – State SPED Integrity Failure
- SPED Add on Count is only available for membership associated with regular instruction in the same school providing the SPED Services.



# Symbols

## Calendar



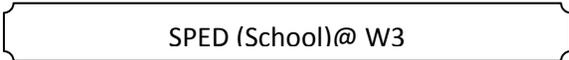
Enrollment



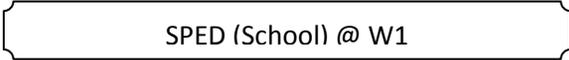
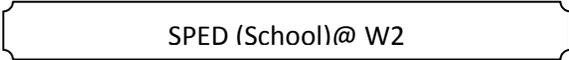
Fundable Membership Days



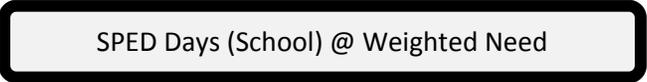
SPED Service at the weighted need



(The higher the number, the higher the weight)



SPED Membership Days



# Scenario 1

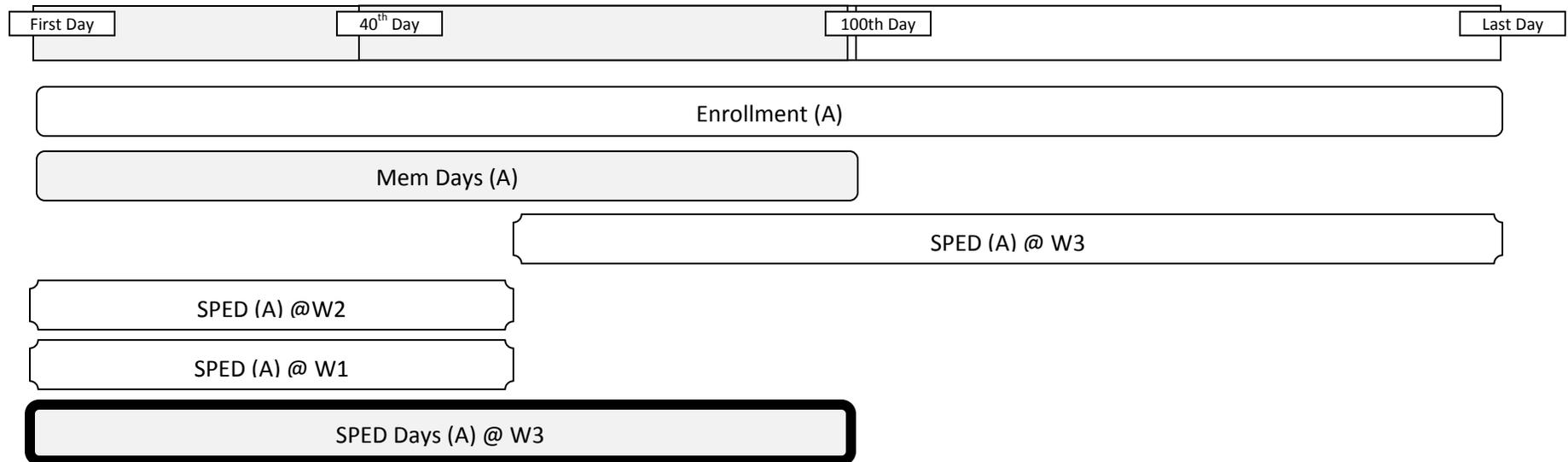
A Student enrolls in School A and receives SPED services in two lower categories and then receives services in a higher category before the 100<sup>th</sup> Day.

The SPED Membership days are equal to the membership days generated by the enrollment that contains SPED services. And the highest weighted category is associated with the membership days from that enrollment.

## School A

Mem Days = 100

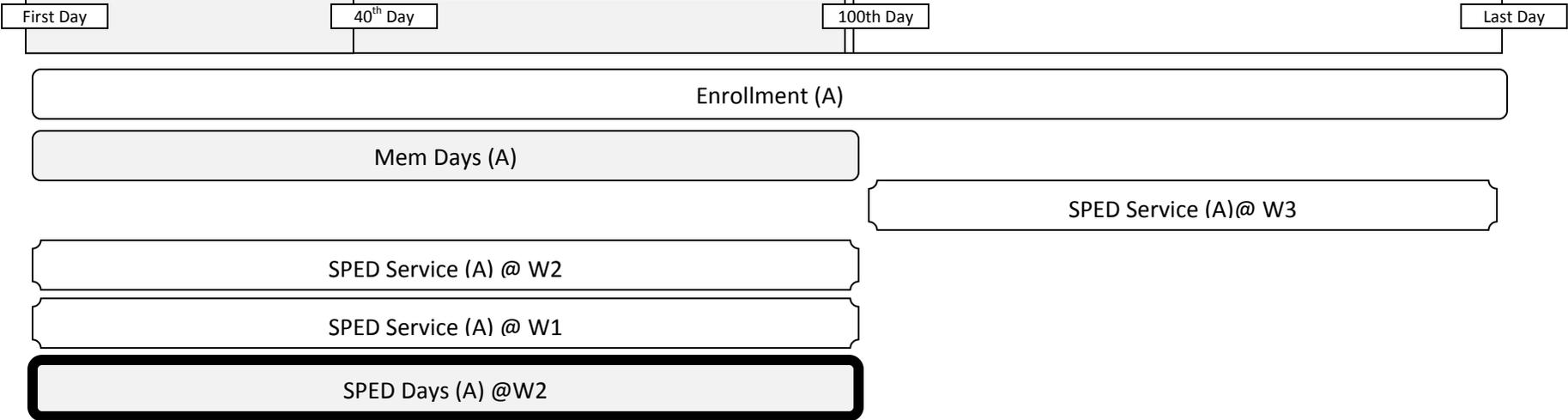
SPED Days = 100 Days @W3



# Scenario 2

A Student enrolls in a school and receives SPED services in two lower categories and then receives services in a higher category after the 100<sup>th</sup> Day.

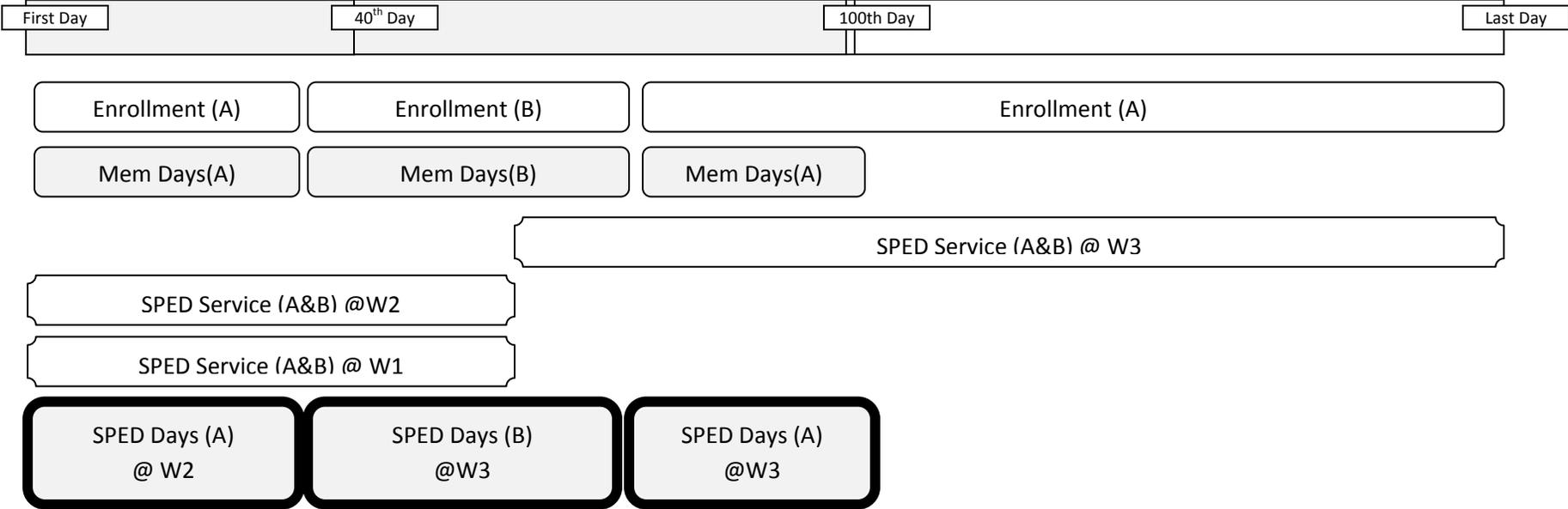
The SPED Membership days are equal to the membership days generated by the enrollment that contains SPED services. And the highest weighted category is associated with the membership days from that enrollment.



# Scenario 3

Assuming calendars at school A and School B are identical; student enrolls in School A and receives services associated with 2 lower category weights. The student then enrolls in another school and begins to receive services with a higher category weight. Then the student withdraws from school B and enrolls in School A and continues to receive services with a higher category weight.

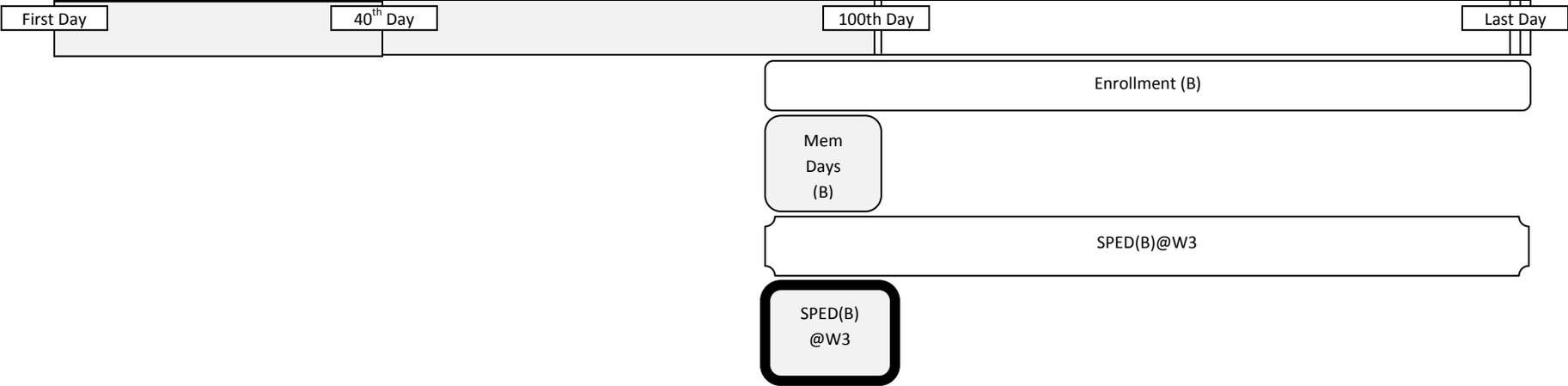
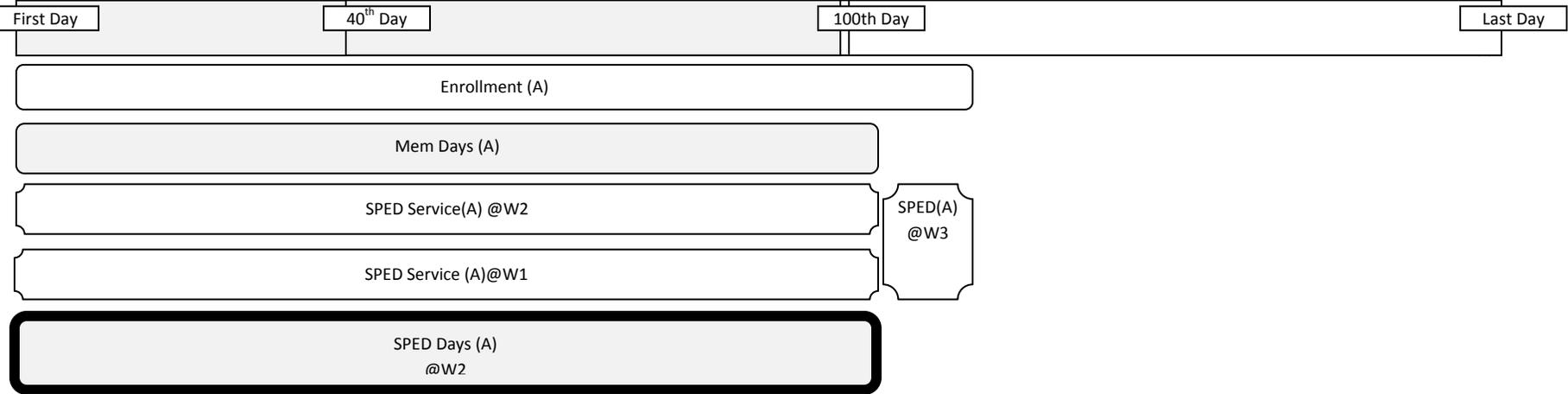
The student will generate SPED membership days at the lower weight for School A, at the higher weight for School B, and again at the higher weight for School A upon reenrollment.



# Scenario 4 (Calendar Shift)

Student enrolls in School A and receives services associated with 2 lower category weights. After the fundable membership period the student begins to receives services at a higher category weight. The student then withdraws from School A and enrolls in School B within that school’s fundable membership period and continues to receive services with a higher category weight.

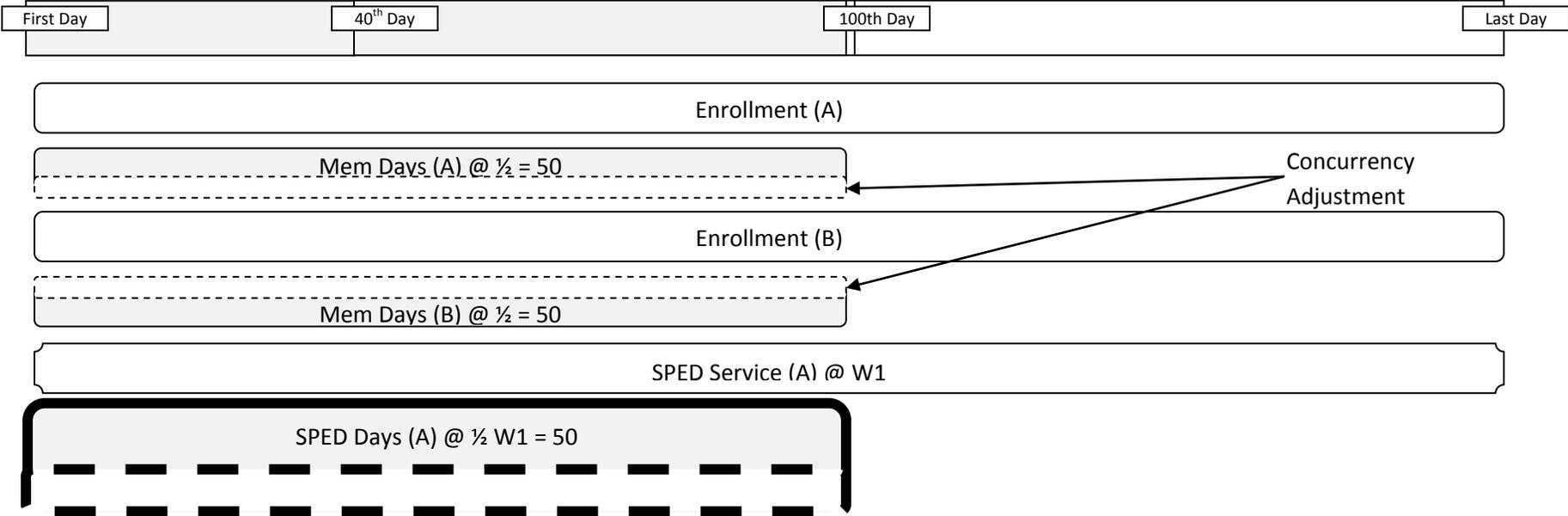
The student will generate SPED membership days at the lower weight for School A, at the higher weight for School B.



# Scenario 5

Assuming calendars at school A and School B are identical; student enrolls in Charter School A (1.0 FTE) and receives services associated with HI. The student is also enrolled in Charter TAPBI B (1.0 FTE) which does not provide SPED services. Due to concurrency rules, FTE is reduced to .5 and member days are cut in half. The result is that School A receives 1/2 SPED funding due to the FTE reduction and School B, having not reported SPED, receives no SPED funding.

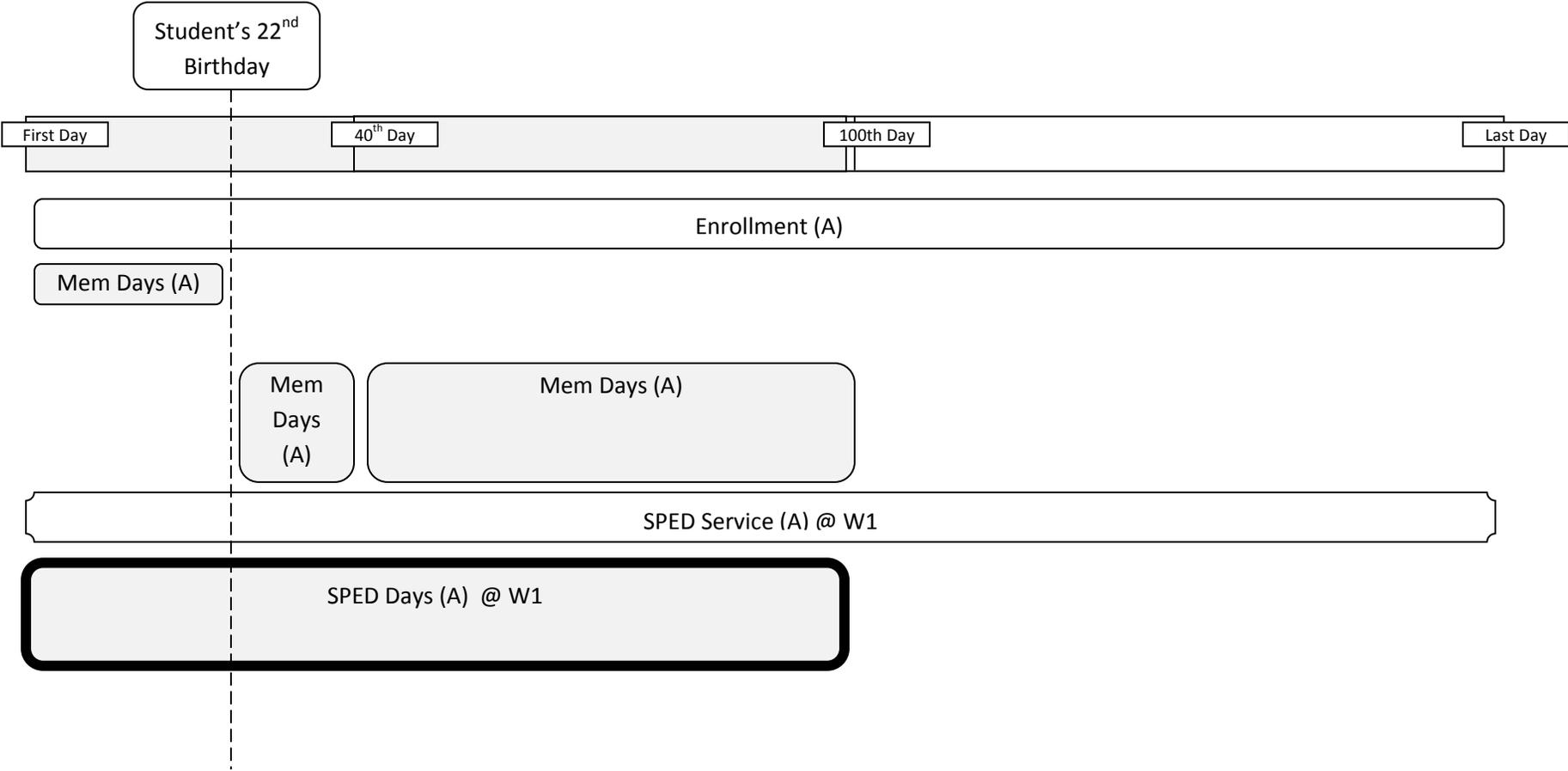
**Note: School A will receive an adjustment to SPED funding even though no one else is providing SPED services.**



# Scenario 6

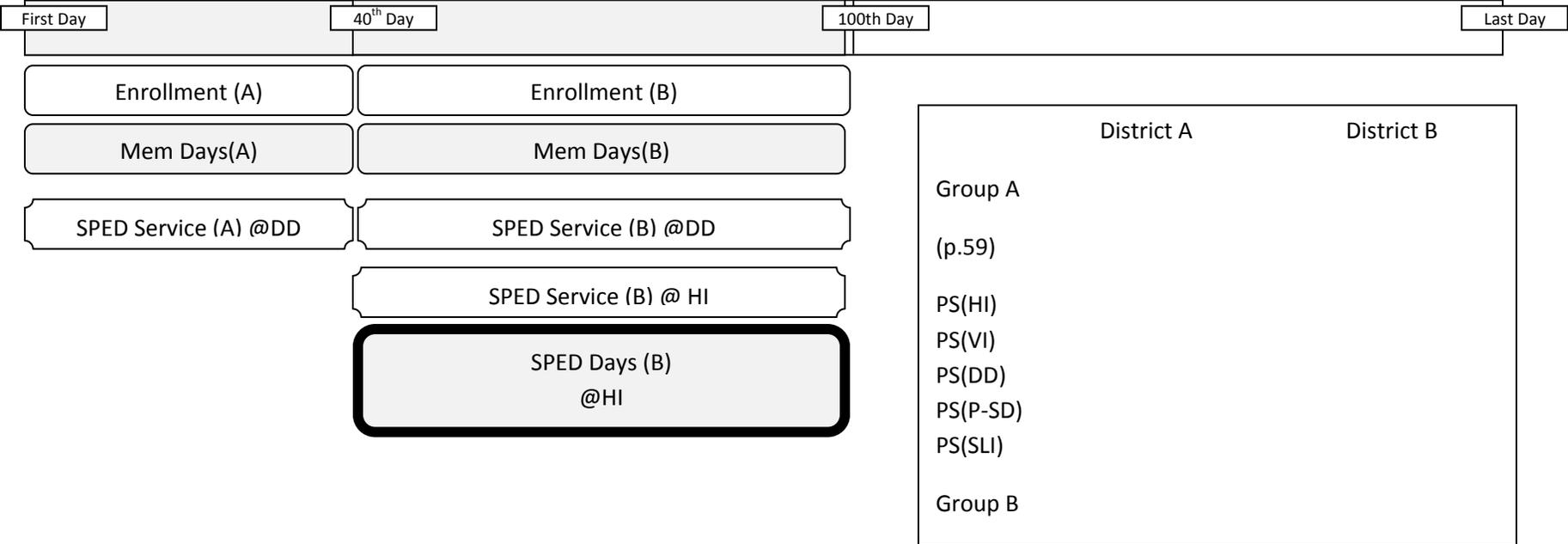
A student is enrolled in School A and is receiving SPED services for the entire year. The student turns 22 before the 40<sup>th</sup> Day. The membership intervals created after the student's 22<sup>nd</sup> birthday will appear on the AMDS75 report as funded membership days. All of the membership days will be counted towards the SPED days for the student.

**Note:** *If the student was not receiving SPED services the membership intervals after the 22<sup>nd</sup> birthday would have appeared on the ADMS 76 as OverAge membership.*



# Scenario 7

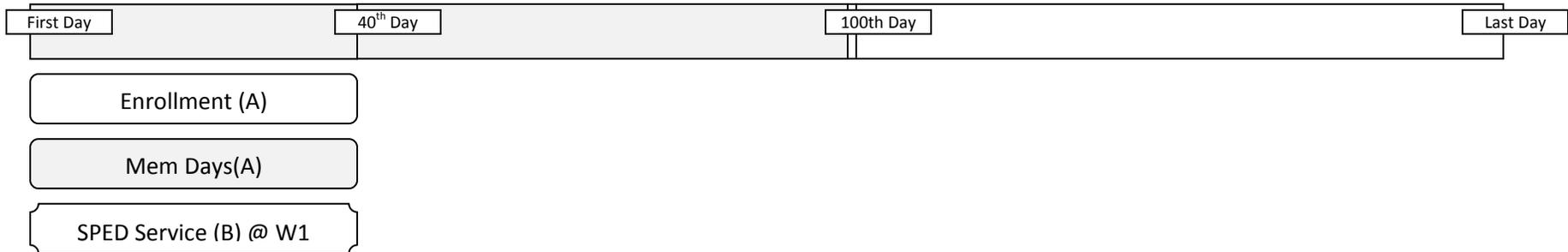
The following scenario represents membership for a preschool student. This example is placed here to show that the SPED Days that are being calculated are for the sole purpose of calculating the membership days for the group B add on funding.



## Scenario 8 (Tuition Out SPED Services Only)

A student attends a district school (A) that is not able to provide the SPED services. The district school sends the student to another LEA(B) for SPED services only. Both LEAs have identical calendars.

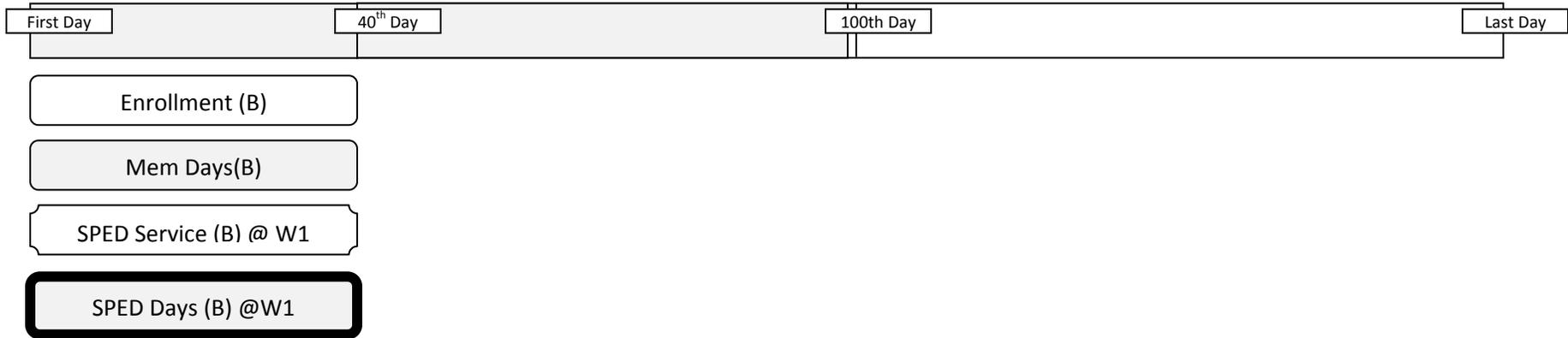
Since there are no regular education membership days associated with the SPED Services, there are no fundable SPED Days.



## Scenario 9 (Tuition Out Membership and SPED Services – Non-Charter)

A student enrolls in a district school (A) that is not able to provide the SPED services. The district school sends the student to another LEA(B) for both regular education and SPED services. Both LEAs have identical calendars. LEA B is either a district or private school but **not** a charter holder.

LEA B will accumulate both membership and SPED Days in the student detail reports, but those counts will show up as fundable days for District A on the student count reports.

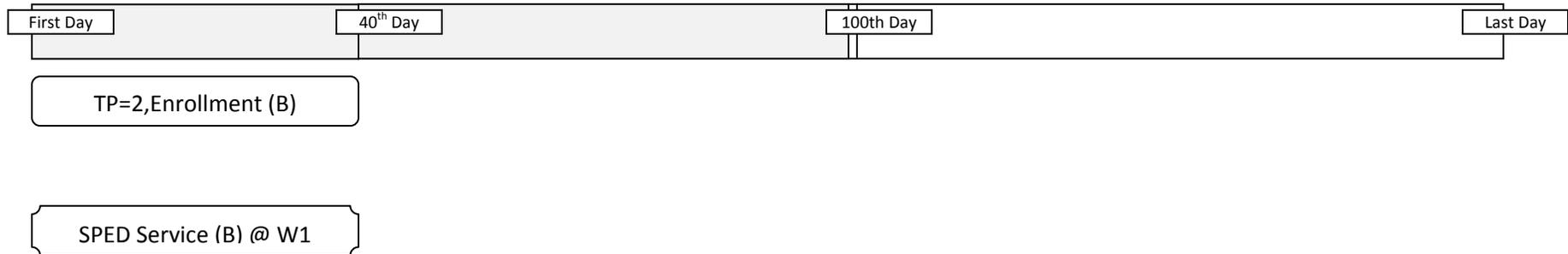


## Scenario 10 (Tuition Out Membership and SPED Services – Charter)

A student enrolls in a district school (A) that is not able to provide the SPED services. The district school wants to send the student to Charter(B) for both regular education and SPED services. Both LEAs have identical calendars.

Since charter schools may not charge tuition. Charter B will not accumulate membership nor SPED Days in the student detail reports.

There is no reason for a middle man arrangement involving district A. Charter B should simply enroll the student in both membership and SPED



# Scenario 11 (DD/SLI Need With a Preschool/Kindergarten Grade Change)

A preschool student enrolls in School A and receives DD SPED services. Mid-year the student is promoted to kindergarten and continues to receive DD services. Submitted FTE is .5.

The SPED Days are equal to the membership days generated by the portion of the enrollment that contains the DD SPED service while the student is in kindergarten, as DD is only Group B eligible for non-preschool grades.

## School A

Mem Days as Kindergarten = 40

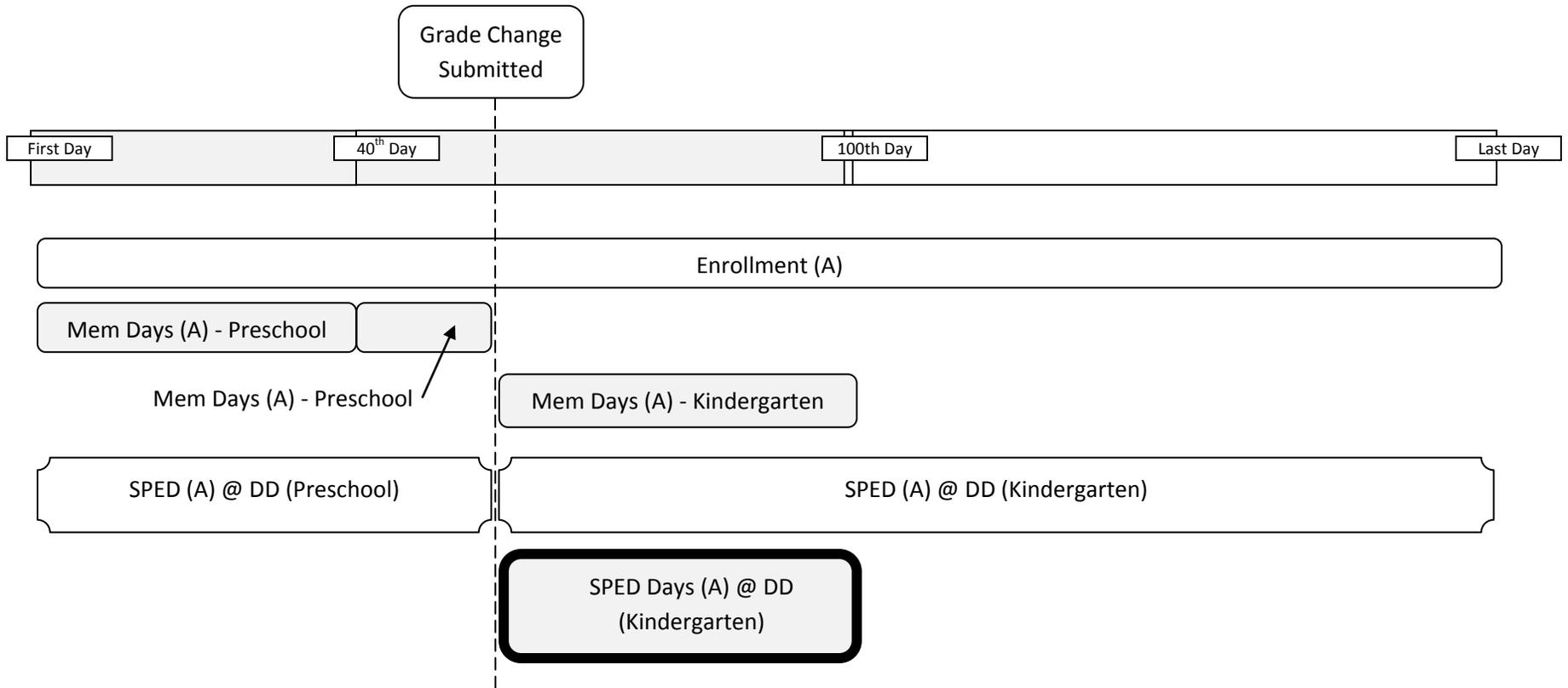
SPED Days = 20 Days @DD (Kindergarten)

(20 Days = 40 membership days \*.5)

### SPED Group B Add-On Count:

40<sup>th</sup> Day = 0 (0/40)

100<sup>th</sup> Day = .2 (20/100)



# Preschool Funding

[SB 1196](#)

15-771 (A)

15-901 (B)(6-7)

The table below is intended to describe the type of funding available for SPED students according to need.

A stands for the Regular Education Group A funding.

B stands for the Group B ADM Add-on funding.

	Preschool	SchoolAge	
HI	A,B	A,B	
VI	A,B	A,B	
DD	A	A,B	
P-SD	A,B		
SLI	A	A,B	