

## ASDB Student Reporting

The purpose of this document is to assist districts and charter schools understand how Arizona School for the Deaf and Blind (ASDB) students are reported in:

- The Arizona Education Data Standards (AzEDS) for Special education (SPED) participation, enrollment, and graduation status;
- The Annual SPED Data Collection application in various report sections;
- AzSAFE for disciplinary incidents.

### Reporting of students attending ASDB to AzEDS

There are two options for reporting, depending on the where and how the student is receiving services.

If a student is vouchered, ASDB is responsible for reporting the student. Every home school district (HSD) SPED director should provide approval for an ASDB voucher student. Please be sure to provide a list of these institutional voucher students to the person responsible for data submission to **ensure the student is not reported twice**.

If a student is a fee-for-service student, then the home school district is responsible for reporting. The student is not vouchered.

If ASDB vouchers a student and therefore is responsible for reporting them to AzEDS, they are also responsible for the accuracy of the information.

The option of fee-for-service is usually used in instances where a student is receiving only a small portion of their services from ASDB or one of the co-op programs. For example, an MDSSI student that is primarily being served by the district by an SID certified staff but also gets an hour a week of orientation and mobility service from an ASDB VI instructor. All fee-for-service arrangements are contractual agreements between the district and ASDB.

If a student's disability is VI and/or HI, ASDB may ask the district to approve a voucher application. If a student is vouchered but also receives some services from their home district (i.e., a blind student with SLD), then ASDB would reimburse the district for those services. Students who attend ASDB full day are receiving all their services from ASDB.

Although ASDB can claim vouchered students, they are not considered open-enrolled. Original and continuing placement must be done through the IEP process by the district of residence (DOR) and must be indicated on the student's voucher application. There will continue to be a relationship between the student and the DOR in which the student's guardian resides. If the DOR changes, records would be forwarded to the new DOR and that new district would need to be indicated on a new institutional voucher.

1. Students are placed through the IEP process which is the responsibility of the DOR
2. Once placed, ASDB applies for an institutional voucher listing the DOR but then reports the student on the census;
3. The DOR continues to be responsible for: (per A.A.C. R7-2-404(A)(5))<sup>1</sup>
  - a. monitoring student progress at least every semester
  - b. ensuring that the IEP is reviewed/revised on an annual basis
  - c. ensuring the tri-annual evaluation is completed

4. Both ASDB and the DOR shall maintain documents including evaluation and IEP (ARS § 15-1203(A))<sup>2</sup>

### **Reporting of ASDB Student Year-End or Withdrawal Status in AzEDS**

While the student is on an active institutional voucher, ASDB is solely responsible for reporting student detail information to AzEDS.

ASDB will report each voucher student's:

1. Enrollment as non-fundable (tuition payer code of '7')
2. SPED program participation
3. Year-end or withdrawal code

### **Reporting of ASDB Students in AzSAFE**

Reporting disciplinary incidents for ASDB vouchered students is the responsibility of ASDB. Disciplinary incidents for fee-for-service students should be reported by the DOR.

### **Reporting of ASDB Students in the Annual SPED Data Collection**

As the DOR, public education agencies (PEAs) who voucher preschool students to ASDB are responsible for reporting preschool transition data for their students. The HSD receives the referral from AzEIP and is ultimately responsible for the IEPs of their students.

ASDB is responsible for reporting their personnel by FTE, and reporting discipline and exit data for voucher students to AzEDS that will be extracted and reported out in the application.

For detailed information on the submission of Annual SPED Data Collection data, see the documentation available within the ESS Annual Data application under the ADEConnect or go to the [ESS Data Management webpage](#).

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#### <sup>1</sup> **A.A.C. R7-2-404(A)(5)**

Review of placement.

- a) It is the responsibility of the HSD to review student progress at least once a semester.
- b) The IEP may be completed by the institution but is ultimately the responsibility of the student's HSD to ensure that it is reviewed and revised annually.
- c) It is the responsibility of the HSD to ensure that reevaluations are conducted on a tri-annual basis or more frequently as needed.

#### <sup>2</sup> **A.R.S. § 15-1203(A)**

No child may be placed for the purpose of special education in an institution unless the institution has applied for and had issued a voucher pursuant to this article. Initial approval for placement shall be given when evaluation information, a copy of the individualized education program and placement documentation are provided to the special education section of the department of education. These documents shall be maintained by the school district or charter school and the receiving institution.