

ASDB Student Reporting

The purpose of this document is to assist districts and charter schools in their understanding of 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 October 1 Data Collection (ODC) application, specific to Personnel data;
- The Annual Data Collection (ADC) application in various report sections;
- Discipline Data Collection (DDC) application for disciplinary incidents.

Reporting of students attending ASDB to AzEDS

Students are identified as either *vouchered* (institutional) or *fee-for-service*, depending on where and how they are receiving services.

If a student is vouchered, the Arizona Department of Education (ADE) pays for the educational services for students placed in an ASDB campus or an ASDB program (which includes the regional cooperatives)¹ through the special education fund (A.R.S § 15-1202). Every home school district (HSD) SPED director should provide approval for an ASDB voucher student. Students receiving services from a regional school cooperative but physically located at a public school should be reported at that public school. Students on an institutional voucher with ASDB must be reported with tuition payer code 7.

If a student is a fee-for-service student, this option 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 a 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. Fee-for-service students should be reported with tuition payer code 1.

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.

Regardless of whether the student is placed at ASDB through a voucher or is fee-for-service, the AzEDS reporting responsibility defaults to the district of residence (DOR). The original and continuing placement must be done through the individualized education program (IEP) process by the 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.
3. The DOR continues to be responsible for: (per A.A.C. R7-2-404(A)(5))²
 - 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 the evaluation and IEP (ARS § 15-1203(A))³

ASDB will have access to relevant SPED reports in the AzEDS Portal for students who attend their sites.

Site Calendars

Every PEA is required to establish a calendar for each ASDB site where students are placed through an institutional voucher, before it can successfully submit student data for each fiscal year. Each site calendar must be certified per [School Finance guidance](#).

Reporting of Personnel data in the October 1 Data Collection (ODC)

ASDB will be responsible for reporting their personnel by FTE within the ODC application.

Child count data to include students vouchered to ASDB and those identified as fee-for-service will be verified and reconciled by the DOR.

Reporting of ASDB Students in the Discipline Data Collection (DDC)

Reporting disciplinary incidents for ASDB vouchered students and fee-for-service students are the responsibility of the DOR. ASDB will have access to reports within DDC for students that attend their sites.

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.

DORs will also be responsible for 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](#).

¹ **A.A.C. R7-2-404(A)**

Institutional vouchers. Students residing and attending special education programs at the Arizona Schools for the Deaf and the Blind (ASDB) or the Arizona State Hospital (ASH) or students attending special education day programs provided by ASDB may be eligible for special education institutional voucher funding.

² **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.

³ **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.