



Exceptional Student Services

Reporting Guidance for Emotional Disabilities— Private/Public Programs



ARIZONA DEPARTMENT OF
EDUCATION

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Introduction

Public Education Agencies (PEAs) approved to operate a district Emotional Disabilities (ED)-Public program or tuition-out students with ED to private day schools approved for ED-Private must report SPED participation data accurately. This resource document aims to guide reporting this need with the Least Restrictive Environment (LRE).

Arizona Revised Statue Definition

Emotional Disability is defined by the State of Arizona in [A.R.S. § 15-761\(7\)](#)

Emotional Disability (ED) is a condition:

- a. *In which a child exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's performance in the educational environment:*
 - i. *An inability to learn that cannot be explained by intellectual, sensory, or health factors.*
 - ii. *An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.*
 - iii. *Inappropriate types of behavior or feelings under normal circumstances.*
 - iv. *A general pervasive mood of unhappiness or depression.*
 - v. *A tendency to develop physical symptoms or fears associated with personal or school problems.*
- b. *That includes children who are schizophrenic but does not include children who are maladjusted unless they are also determined to have an emotional disability as determined by evaluation as provided in section 15-766.*

Emotional Disability-Public/Private (ED-P) is a special education program providing intensive services for students with ED in a public school site or an approved private special education school. PEA's programs must be significantly above and beyond what is provided in traditional resource and self-contained special education classes at the PEA. A list of approved sites and private schools can be found on the [Emotional Disabilities Private/Public \(ED-P\) Program webpage](#).

Funding Implications

Per the [SPED Add-On Weights](#), ED-P is a Group B need, and these students are funded at a higher funding weight than those identified as ED, which is a Group A need. All questions related to state aid should be directed to the [School Finance Inbox](#).

Least Restrictive Environment Reporting

There are two reporting scenarios for reporting ED-P needs in AzEDS.

LRE 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 education 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**.

LRE 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, and public and private residential facilities if the student does not live at the facility.

Reporting in AzEDS

- When reporting students with an ED-P need, the district of residence (DOR) is the home school district, and the district of attendance (DOA) is the owner of the school site of the ED-P program.
- Each public school ED-P program and respective classrooms must be approved annually before reporting students as ED-P.
- All Private SPED Schools must be approved annually to service ED-P before the DOR reporting students as ED-P at those campuses.
- Public school ED-P program students can be reported as LRE C or D; see below for criteria.
- If the public school site includes one or more general education students, the LRE must be reported as C.
- **For students being reported as ED-P at a private school**, the only LRE that can be reported is D. There must not be any students without disabilities enrolled.

LRE Mapping for ED-P

	LRE C: 0% to 40% of the day, Public	LRE D: Greater than 50% of the day, Public or Private
ED-P Requirements	<ul style="list-style-type: none"> • On a public school site, and • Separate from other classrooms and students, and • General education students attend the school site. 	<ul style="list-style-type: none"> • Approved Private SPED School, or • Public school site that only serves students in special education, and • General education students DO NOT attend the school site.
DOA	<ul style="list-style-type: none"> • School site entity <ul style="list-style-type: none"> ○ Requires annual approval by ESS 	<ul style="list-style-type: none"> • School site entity, or <ul style="list-style-type: none"> ○ Requires annual approval by ESS • Private SPED School <ul style="list-style-type: none"> ○ Requires annual approval by ESS
Approved Disability Categories in the ED-P Classroom	<ul style="list-style-type: none"> • All students must have been found eligible as ED on an evaluation 	<ul style="list-style-type: none"> • Public School—all students must have been found eligible as ED on an evaluation • Private School—all disability categories are approved for the respective private school

Please contact the [ESS Private SPED & ED-P Program specialists](#) with questions regarding the application process or the [ESS Data Management team](#) regarding reporting requirements.

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