



# Exceptional Student Services

## Memorandum

**To:** Special Education Directors  
**From:** Operations Unit  
**cc:** Data Registrars  
**Date:** October 5, 2022  
**Re:** ED-P Reporting in Residential Treatment Centers (RTC)

Arizona has a subcategory for children with emotional disabilities, specifically for those children receiving services in private special education or intensive school district programs. These children are categorized as ED-P, which generates additional state funding based on the necessity of placements that cannot be traditionally provided by public education agencies (PEA).

PEAs or state placing agencies (SPA) may initiate a placement for children with disabilities into an RTC. Students placed into RTCs through a voucher are considered publicly enrolled through the PEA. Students with disabilities placed in RTCs fall into one of two categories:

- Care Special Education (CSE): Students eligible for special education services who are placed by a SPA for their care, safety, or treatment
- Residential special education (RSE): Students who are placed by an IEP team and require a residential placement to benefit from educational programming

When reporting students with disabilities within RTCs, students categorized as CSE should be reported with the LRE Code of ES in AzEDS. Students categorized as RSE should be coded as E into AzEDS. Students reported with an LRE of E may only be reported as ED-P since the PEA is initiating the placement for educational reasons, and the PEA would not have the appropriate facilities to provide educational services.

Moving forward, students categorized as CSE and reported as ES will be able to report ED and ED-P. While a SPA initiates these placements, these students are considered publicly enrolled by the PEA once the voucher is processed. Therefore, PEAs must delineate the appropriate disability classification in the voucher application and report to AzEDS. When SPAs place students categorized as CSE for care, safety, and treatment before a PEA indicates an ED-P category, the PEA must review whether specific criteria are met under ARS § 15-765(D)(1):

*“...the chief administrative official of the school district or county or other person designated by the school district or county as responsible for special education shall verify that the pupil is diagnosed with an emotional disability as defined in section 15-761, that no appropriate program exists within the school district or county, as applicable, and that no program can feasibly be instituted by the school district or county, as applicable.”*

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PEAs with students who are vouchered meeting this criterion should report the student as ED-P within the voucher system and AzEDS, which will ensure the most accurate state data reporting and funding for these students.

For questions on accurate data reporting, please [contact ESS Data Management](#).

For questions on residential vouchers, please [contact the ESS Vouchers Unit](#).