



Exceptional Student Services

AzEDS SPED Codes Tool

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SPED Need Codes (Disability Categories)

Group A		Group B	
Code	Description	Code	Description
DD ¹	Developmental Delay	A	Autism
ED	Emotionally Disabled	EDP	Emotionally Disabled - Private
MIID	Mild Intellectual Disability	HI ¹	Hearing Impairment
OHI	Other Health Impairment	MD	Multiple Disabilities
SLD	Specific Learning Disabled	MDSSI	Multiple Disabilities - Severe Sensory Impairment
SLI ¹	Speech/Language Impairment	MOID	Moderate Intellectual Disability
		OI	Orthopedic Impairment
		PSD ¹	Preschool Severe Delay
		SID	Severe Intellectual Disability
		VI ¹	Visual Impairment

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¹ Per [A.R.S. § 15-771\(A\)](#), the only needs for preschool students eligible for state funding are DD, HI, PSD, SLI, and/or VI.

SPED Grade Codes

Code	Description
PS	Preschool
KG	Kindergarten
1	First Grade
2	Second Grade
3	Third Grade
4	Fourth Grade
5	Fifth Grade
6	Sixth Grade
7	Seventh Grade
8	Eighth Grade
9	Ninth Grade
10	Tenth Grade
11	Eleventh Grade
12	Twelfth Grade
UE²	Ungraded Elementary

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² [Per A.R.S. § 15-901\(A\)\(5\)\(a\)\(i\)](#): Student must be 5 years old but less than 6 by September 1st and must have a Group B SPED service for each day of UE membership.

Least Restrictive Environment (LRE) School Age Codes

To calculate the amount of time spent inside the regular classroom, use the following formula:

$\# \text{ of hours spent in regular class} / \text{total \# of hours in regularly scheduled class periods (including lunch, recess, and study periods)} * 100$

Time spent outside the regular classroom receiving services unrelated to the student's disability should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities should be counted as time spent in the regular classroom.

Grade	LRE Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
K-12	A	Inside Regular Class 80% or more of the day. (These are children who received special education and related services outside the regular class for less than 21% of the school day.) This may include children placed in regular class with special education/related services provided within regular classes, regular class with special education/related services provided outside the regular classes; or regular class with special education services provided in resource rooms.	Yes	Yes	R
K-12	B	Inside Regular Class for not more than 79% of the day and no less than 40% of the day. (These are children who received special education and related services outside the regular class for at least 21% but no more than 60% of the school day.) This may include children placed in resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.	Yes	Yes	R
K-12	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 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.	Yes	Yes	SC
K-12	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.	Yes	Yes	SC
K-12	E	Public or Private Residential Facility - placement initiated by an IEP team. Receives education programs and lives in public or private residential facilities during the school week. This may include children placed in public and private residential schools for students with disabilities or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	Yes ³	Yes	SC

³ State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

Grade	LRE Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
K-12	ES	Public or Private Residential Facility - placed by a state placing agency (not an IEP team decision). Receives education programs and lives in public or private residential facilities during the school week. Received education programs and lived in public or private residential facilities during the school week. This may include children placed in public and private residential schools for students with disabilities or public and private residential schools for students with disabilities for a portion of the school day (greater than 50%) and in separate day schools or regular school buildings for the remainder of the school day.	Yes ³	Yes	SC
K-12	FA	Correctional Facilities with code A. Received special education inside regular class 80% or more of the day in short-term detention facilities (community-based or residential) or correctional facilities.	Yes	Yes	R
K-12	FB	Correctional Facilities with code B. Received special education inside regular class 40-79% of the day in short-term detention facilities (community-based or residential) or correctional facilities.	Yes	Yes	R
K-12	FC	Correctional Facilities with code C. Received special education inside regular classes less than 40% of the day in short-term detention facilities (community-based or residential) or correctional facilities.	Yes	Yes	SC
K-12	H	Hospital or Home Instruction. Received education programs in a hospital or home environment that includes children with disabilities placed in and receiving special education and related services in hospital programs or the child's home determined by an IEP team placement. The school of attendance would be the public school they would typically attend if they were enrolled through the PEA. (Note that <i>homebound</i> requirements exist independently; please get in touch with School Finance for further information.)	Yes	Yes	R
K-12	J ⁴	Private School placement, enrolled by parent(s). Students enrolled by parents or guardians in regular parochial or other private schools who receive special education and related services under a service plan. There is no entitlement to special education and related services. However, the PEA must expend a proportionate amount of federal funding on students in this type of private placement. This also includes children who are homeschooled. The school of attendance would be the public school they would typically attend if they were enrolled through the district.	No	Yes	R

⁴ Include children with disabilities enrolled by their parents in a private elementary or secondary school and who are receiving special education and related services in accordance with a service plan. The private elementary school must be a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law.

Grade	LRE Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
K-12 (Not UE)	L	Ancillary services provided for Students <u>not</u> on an IEP. If a pupil with a group B disability does not receive special education instructional services but receives at least one ancillary service, the pupil shall be considered a special education pupil for the group B funding. If the category of disability has both a resource and self-contained weight, the pupil shall be classified as in a resource program.	Yes	No	R

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LRE Preschool Codes (not applicable to charter schools)

Grade	LRE Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
PS	PA1	Attending Regular Early Childhood Program AT LEAST 10 hours per week; receiving the majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start, kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ⁴ or preschool; group child development center or childcare.	Yes	Yes	R
PS	PA2	Attending Regular Early Childhood Program AT LEAST 10 hours per week; receiving the majority of special education and related services in SOME OTHER LOCATION. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start, kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ⁴ or preschool; group child development center or childcare.	Yes	Yes	R
PS	PB1	Attending Regular Early Childhood Program LESS THAN 10 hours per week; receiving the majority of special education and related services in REGULAR EARLY CHILDHOOD PROGRAM. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start, kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ⁴ or preschool; group child development center or childcare.	Yes	Yes	R
PS	PB2	Attending Regular Early Childhood Program LESS THAN 10 hours per week; receiving the majority of special education and related services in SOME OTHER LOCATION. A program that includes at least 50% nondisabled children. This may include, but is not limited to: Head Start, kindergarten; preschool classes offered to an eligible pre-kindergarten population by the public school system; private kindergarten ⁴ or preschool; group child development center or childcare.	Yes	Yes	R
PS	PD	Separate Class. Attends a special education program in a class intended primarily for children with disabilities (less than 50% nondisabled children). This may include but is not limited to classrooms in regular school buildings, trailers, or portables outside regular school buildings; childcare facilities; hospital facilities on an outpatient basis; or other community-based settings. (Do not include children who also attended a Regular Early Childhood Program.)	Yes	Yes	SC
PS	PE	Separate School. Receives all special education and related services in public or private day schools specifically designed for children with disabilities. (Do not include children who also attended a Regular Early Childhood Program.)	Yes	Yes	SC

Grade	LRE Code	Description	Eligible for State Aid	Eligible for Federal Funding	Self-Contained or Resourced
PS	PG	Residential Facility. Receives all special education and related services in public or private residential schools or residential medical facilities on an inpatient basis. (Do not include children who also attended a Regular Early Childhood Program.)	Yes ⁵	Yes	SC
PS	PH1	Home AT LEAST 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregiver and attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. Include children who receive special education both at home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters. The school of attendance would be the public school they would typically attend if they were enrolled through the district.	Yes	Yes	R
PS	PH2	Home LESS THAN 360 minutes per week. Receives all special education and related services in the principal residence of the child's family or caregiver and attends neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility. Include children who received special education both at home and in a service provider location or some other location that is not in any other category. The term caregiver includes babysitters. The school of attendance would be the public school they would typically attend if they were enrolled through the district.	No	Yes	R
PS	PS	Service Provider Location or some other location that is not in any other category for less than 360 minutes per week. Receives all special education and related services from a service provider who attended neither a regular early childhood program nor a special education program provided in a separate class, separate school, or residential facility; and did not receive special education and related services in the home. This includes services received at a private clinician's office, a clinician's office located in a school building, or a hospital facility on an outpatient basis. The school of attendance would be the public school they would typically attend if they were enrolled through the district.	No	Yes	SC

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⁵ State funding for students with disabilities is provided through voucher funds to the private or public facility serving the students.

SPED Preschool Assessment Period Descriptors

Code	Short Description
SPSE01	Entry
SPSE02	Exit

SPED Preschool Assessment Category Descriptors

Code	Short Description
SPSC01	Positive social-emotional skills (including social relationships)
SPSC02	Acquisition and use of knowledge and skills (including early language/communication and early literacy)
SPSC03	Use of appropriate behaviors to meet their needs

SPED Preschool Assessment Outcomes Summary Descriptors

Code	Short Description
SPSOC01	Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation.
SPSOC02	Overall not age appropriate: Occasionally uses immediate foundational skills across settings and situations
SPSOC03	Overall not age appropriate: Uses immediate foundational skills most or all of the time across settings and situation.
SPSOC04	Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations.
SPSOC05	Overall not age appropriate: Shows functioning expected for his or her age some of the time and/or in some settings and situations.
SPSOC06	Age appropriate: Functioning generally is considered appropriate for his or her age, but there are some significant concerns about the child's functioning in this outcome area.
SPSOC07	Age appropriate: Shows functioning expected for his or her age in all or almost all everyday situations that are part of the child's life.

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Discipline Behavior Descriptors

Code	Short Description
Alcohol	Alcohol
Tobacco	Tobacco
Serious Bodily Injury	Serious Bodily Injury
Handguns	Use of handgun
Rifles/shotguns	Use of rifle or shotgun
Multiple firearms	Use of more than one handgun/rifle/shotgun
Other firearms	Any firearm other than a handgun/rifle/shotgun
Pocketknife	Pocketknife blade less than 2.5 inches
Drug Offense	Drug offense that is not alcohol or tobacco related
Dangerous Weapon	Dangerous Weapon not a Pocketknife with a blade less than 2.5 inches
Other	Any offense not explicitly mentioned that violates board policy or a law

Student Discipline Descriptors

Code	Short Description
Expulsion	Expulsion
In School Suspension	In School Suspension
Out of School Suspension	Out of School Suspension
Reassignment to alt education prog in school	Pupil reassignment to an alternative education program in school
Reassignment to alt education prog out of school	Pupil reassignment to alt education program out of school
Reassignment to alt suspension prog in school	Pupil reassignment to alternative to suspension program in school
Reassignment to alt suspension prog out of school	Pupil reassignment to alternative to suspension program out of school
Removal by Hearing Officer	Removal by Hearing Officer for Likely Injury to Self or Others
Unilateral removal	Unilateral removal to an Interim Alternative Educational Setting
No action for incident	No action for incident

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SPED Exit Reason Codes

Note: SPED Exit Reason Code 6, 8 and 12 are no longer valid in AzEDS.

Code	Short Description	Definition
1	Transferred to regular education	<p>Student was served in special education at the start of the reporting year but returned to regular education at some point during the reporting year due to having met the objectives in their IEP. This student no longer has an IEP and receives all their educational services from a regular education program. NOTE: This student must be re-evaluated and determined no longer eligible for special education.</p> <p>This category includes parental revocation of consent and students who left school to be homeschooled and are no longer receiving special education services, including related services (34 CFR §300.300(b)(4)). <i>Valid for all ages and grades.</i></p>
2	Graduated with regular high school diploma	<p>Students exited an educational program by receiving a high school diploma identical to that for which students without disabilities are eligible. In Arizona, the diploma that qualifies as a regular high school diploma is the standard high school diploma (those that are issued to a preponderance of students in the State), a higher diploma awarded by a governing board, or the Grand Canyon diploma.</p>
3	Reached maximum age	<p>Student exited special education because of reaching the maximum age for receipt of special education services. This includes students with disabilities who reached the maximum age and did not receive a diploma.</p>
4	Died	<p>Student died.</p>
5	Moved, known to be continuing	<p>Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that they are continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities. <i>Valid for ages and grades.</i></p>
7	Dropped out	<p>Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expelled students, students whose status is unknown, students who moved and are not known to be continuing in another education program, and other exiters.</p>
9	Ends one LRE but starts another	<p>This code is used when the student ends one LRE and starts another. The student is not transferring to regular education. <i>Valid for all ages and grades.</i></p>
10	Withdrawn by parent and no longer enrolled	<p>This code is used when a parent withdraws a student with a special education grade of PS, KG, or UE from the student's special education service participation and the student is no longer enrolled. <i>Valid for PS (Preschool), KG (Kindergarten), and UE (Ungraded Elementary) only.</i></p>
11	Expelled but still receiving services	<p>Student was expelled from school but is still receiving special education services (provided by this school).</p> <p>Notes:</p> <ol style="list-style-type: none"> Exit Reason code 5 would apply to a student who transfers to another school. Expelled students who continue to receive special education services provided by the school must be entered into a subsequent special education service participation with LRE Code H.

Code	Short Description	Definition
13	School is out	Special education participation is ending because the school's calendar year is ending. This special education exit reason code should be used if the student participates through the end of the year. <i>Valid for all ages and grades.</i>
14	No longer eligible for PS Special Education	No longer eligible for preschool special education and not attending any education programs. <i>Valid for PS (preschool) grade only.</i>

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SPED School Concurrency Codes

These codes identify which school is the primary or secondary school. If a student attends only one school at any given time, then that school is identified as the primary school. If a student attends more than one school, only one can be identified as the primary school at any given time. These codes are not to be confused with the federal primary need indicator (FPNI) that determines which need is the primary need for a special education student.

Code	Short Description	Definition
P	Primary	The school where the student is enrolled to receive services for 50% or more of the school day.
S	Secondary	The school where the student is enrolled to receive services for less than 50% of the school day.

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Special Enrollment Codes

Applies only to school districts.

Classifies certain students who attend a school within a district but reside outside that district's boundaries.

Code	Short Description	Definition
1	CEC-A	Certificate of Educational Convenience A May pertain to students who reside in unorganized territories (no school district) or who are precluded by distance and lack of adequate transportation from attending school in the district or county of residence.
2	CEC-B	Certificate of Educational Convenience B Students who are placed in one of the following facilities: a State rehabilitation or corrective institution, a foster home, a child care agency, or an institution that is licensed and supervised by the Department of Economic Security or Department of Health Services, a residential facility operated or supported by the Department of Economic Security or the Department of Health Services, or a residence under the supervision of Juvenile Corrections. The county school superintendent of any county may not issue a CEC for a student placed in one of the above facilities if the student is placed in the same district as the residence of the student's parents or legal guardians or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state.
3	Open Enrollment	School districts may adopt and implement policies allowing students who reside outside their district boundaries to enroll in any school within the district. Students who enroll under the provisions of such policies are known as open-enrollment students.

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Tuition Payer Codes

Code	Description	Definition/Notes
1 ⁶	The “normal” setting for Arizona school students who generate state funding	This includes students attending school in their district of residence, as well as tuition-in students (students attending school outside their district of residence as defined in Arizona statute, but whose tuition is paid by the district or ADE) and students with a special enrollment situation.
2	Privately paid tuition, no tuition charged	This includes students: 1) Not eligible for state funding as defined in Arizona statute (e.g., students aged 22 and older, students less than 3 years old, and preschool children without disabilities) 2) With private-paid tuition (e.g., tuition is paid by parents or guardian);
3	Foreign exchange student	Student is a foreign exchange student. These students are not eligible for state funding.
4	Non-special education (NSE) students in residential treatment centers	Non-special education (NSE) students placed in approved residential facilities; funding is paid through the voucher system, not ADM.
5	JTED (Joint Technological Education District)/ Non-resident charter (concurrent)	This tuition payer code is reported for the JTED membership when a student is concurrently enrolled in a charter school but does not reside within the boundary of the member district. The JTED membership is not eligible for state funding.
6	ISEP (Indian School Equalization Program) federally funded and not eligible for state funding	This tuition payer code is used to identify ISEP (federally funded Indian School Equalization Program) students. An ISEP student must not generate state aid, SPED add-on, or ELL add-on funding.
7 ⁷	Other State funded formula	Special education students receiving services from a state institution or an approved residential facility are funded through the voucher system.
9	CTED Enrollment	Designed for students enrolled at a CTED, which may be eligible for future funding if they meet the requirements in A.R.S.§15-393. (Please refer to School Finance for guidance on using Tuition Payer Code 9).

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⁶ Code 1 is used for most SPED students, including those identified as “fee-for-service” students (when ASDB provides some SPED services).

⁷ Code 7 applies to SPED students who are vouchered.