



Exceptional Student Services

Reporting Guidance: Arizona Online Instruction Environments

Technical Assistance Manual

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ARIZONA DEPARTMENT OF
EDUCATION

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Factors for Data Reporting

CFR §300.114

When determining the educational environment to report for individual students with disabilities taking online courses, administrators need to consider the following:

- a) If other students without disabilities are taking the course
- b) Where the course is held
- c) If the student with disabilities in question has been placed in a less restrictive setting by the respective IEP team while engaged in online learning

When students with disabilities access online instruction in the same way as students without disabilities, online learning time is considered time inside the regular classroom. Additionally, when students with disabilities spend time in an online learning environment with no specific requirement as to the location for participation, online learning time should be considered time inside the regular classroom.

Under Arizona Online Instruction, a child can access the curriculum from any location. As such, standard LRE reporting of A, B, and C applies unless the online instruction is prescribed and outlined to be accessed only in the home or hospital by the IEP team.

When determining the proportion of students with disabilities that participate in online instruction, it aligns with the course overall, not always during the specific time that the students access the course.

- An example of an exception would be if a student has a prescribed time when group activities take place for only students with disabilities. In this case, this time would be considered time spent outside of the regular classroom.
- Students able to access coursework for classes (also attended by students not in special education) with accommodations and no specific time to be online is considered time spent in a regular classroom because the student can meaningfully participate in the same way as a student without a disability.

SPED Least Restrictive Environment (LRE) Codes

A	B	C
<ul style="list-style-type: none">• 80% or more of the day is spent in learning opportunities with non-disabled peers.• These students will receive special education and related services outside of the regular class for less than 21% of the school day.	<ul style="list-style-type: none">• Inside the regular class for not more than 79% of the day and no less than 40% of the day.• These students will receive special education and related services outside the regular class for at least 21% but no more than 60% of the school day.	<ul style="list-style-type: none">• Inside regular class, less than 40% of the day.• These students will receive special education and related services outside the regular classroom for more than 60% of the school day.

More information regarding SPED LRE school-age codes can be found on page 5 of the [AzEDS SPED Reporting technical assistance document](#) under the “tools and resources” drop-down on the [AzEDS SPED Reporting web page](#).

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LRE Percentage Calculation—School Day

To calculate the percentage of time inside the regular classroom, divide the number of hours that the child spends inside the regular classroom by the total number of hours in the school day. The result is multiplied by 100.

Time spent outside the regular classroom receiving services unrelated to the child’s disability (e.g., time receiving English learner services) should be considered time inside the regular classroom.

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Voucher Reporting for Arizona Online Instruction (AOI) Entities

Residential Treatment Center Placement

[A.R.S. § 15-1181](#), [§ 15-1182](#), [§ 15-1183](#), [§ 15-1184](#), [§ 15-1185](#)

As documented in the Defining the Instructional Calendar section of the [School Finance Guidelines & Manuals website](#), Arizona Online Instruction (AOI) schools are normally not required to submit a calendar. However, the AOI must submit a calendar for an RTC. See the [Determining the HSD Flowchart](#) for more details.

Students may be placed by state placing agencies (SPA) and Individualized Education Programs (IEP) teams for care, safety, and treatment purposes, or educational needs into residential

treatment centers (RTC). State placing agencies include the Department of Juvenile Corrections (ADJC), the Department of Economic Security (DES), the Department of Child Safety (DCS), the Arizona Health Care Cost Containment System (AHCCCS), and the Administrative Office of the Courts (AOC). The approved RTC List and RTC Calendars are located on [the Residential Treatment Center Placement website](#). Additional information is available on the ESS Vouchers website; you may also [email ESS Vouchers](#).

Reporting an RTC Voucher Student to AzEDS

If it has been determined that an AOI is the HSD for an enrolled student, here are the steps to be followed to report this student in AzEDS.

All approved RTCs are listed on the Residential Treatment Center Placement web page. A SPED student may be placed in an RTC via a placement from an IEP team or an SPA decision.

1. A voucher will be submitted for your PEA approval in the ESS voucher application. a. Support for vouchers can be provided by emailing the Vouchers Unit inbox.
2. A reporting relationship must be established between a PEA and the RTC.
 - a. Email the [ESS Data Management Inbox](#) and provide the name and entity ID/CTDS of the PEA and RTC. Data Management will validate and add the relationship to our reporting system. Once the relationship is established, the system will sync in 1–2 business days.
3. A calendar for the RTC must be submitted to ADE through the PEA's SIS.
 - a. Approved RTC calendar templates can be found on the Residential Treatment Center Placement Web page and can be tailored to the student.
 - b. Calendar submissions generally occur during the beginning of the school year. If the calendar submission window is closed, create a ticket to School Finance to open a calendar window submission.
 - i. Create a HelpDesk ticket. If you need assistance, please visit School Finance's HelpDesk Quick Guide page.
 - c. Once the calendar has been added, approved, and certified, the PEA will now be ready to report the student data to ADE through their SIS.
4. The PEA is responsible for:
 - a. Reporting student enrollment and student SPED data (if the student is SPED) at the RTC.
 - i. District of Residence is your PEA.
 - ii. Enrollment site is the RTC site.
 - b. Reporting Resident School ID—This is the school the student would normally attend in

the PEA if not placed.

c. Tuition Payer Code:

i. Report Tuition Payer Code 7 if the student is SPED.

ii. Head Starts Report Tuition Payer Code 4 if the student is non-SPED

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