



Exceptional Student Services

Reporting Students Served by Other Educational Entities and Specialized Programs

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Introduction

This guidance is intended for Public Education Agency (PEA) personnel responsible for reporting special education and student data to the Arizona Department of Education (ADE) for students who receive educational services from another entity or program.

These agreements may result from an Individualized Education Program (IEP) team decision, a state placement agency (SPA) decision, an inter-district agreement (e.g., a tuition agreement), or another approved educational placement for special education. Typically, entities will consult with their legal counsel in the development of these agreements.

This guidance applies to students served in:

- Approved Private Special Education Schools
- Head Start Programs
- Approved Residential Treatment Centers (RTC)
- Special Education Programs Operated by Another **Public School District/Serving Entity***

The guidance also outlines the standard procedures when a PEA chooses to report on behalf of a Secure Care school.

Inter-District Agreements

An **Inter-District Agreement** is an agreement between two PEAs in which a student receives special education services from a public school district other than the school district responsible for the student's special education program and reporting requirements. In this scenario, the public school district providing the services is the **Serving Entity** and the school district sending the student is the **Placing Public/Charter Entity**.

***Charter Districts Cannot Serve as the Serving Entity**

Charter schools and charter districts are not eligible to serve as the serving entity. This restriction is based on **A.R.S. §15-185(B)(6)**, which states:

“The charter school shall not charge tuition for pupils who reside in this state, levy taxes or issue bonds. A charter school may admit pupils who are not residents of this state and shall charge tuition for those pupils in the same manner prescribed in section 15-823.”

Therefore, only eligible public school district entities may be designated as the **Serving Entity** for this relationship. Charter schools and charter districts are excluded from serving in this role at this time.

Common examples of an inter-district agreement include:

- Students attending an ED-P program operated by another public school district
- Students attending another public school district's specialized special education program
- Students receiving services through a tuition agreement with another public school district

Under an Inter-District Agreement, the **Placing Public/Charter Entity** remains responsible for:

- The obligation to provide a Free and Appropriate Public Education (FAPE)
- Reporting the student to the Arizona Department of Education (ADE)
- Maintaining the student's special education records
- Reporting the student in all required special education data collections
- Ensuring student data is submitted accurately and timely
- Statewide Assessment

The **Serving Entity** provides the educational services outlined in the student's Individualized Education Program (IEP), although the **Placing Public/Charter Entity** is ultimately responsible for FAPE.

The agreement requires approval from both entities. ADE is not a party to Inter-District Agreements and does not determine the terms of the agreement between participating entities. However, the relationship request must be submitted annually to ADE to allow the AzEDS reporting, [see Reporting Process](#).

The following procedures outline the process for establishing reporting relationships and reporting students correctly in AzEDS for the **Placing Public/Charter Entity**.

Reporting Process

Step 1: Submit an ADE Helpdesk Ticket using the Exceptional Student Services (ESS) Template

Follow the steps in the [ESS ADE Helpdesk Ticket Instructions for AzEDS Relationship Requests](#) to [submit a Helpdesk ticket to ESS Data Management](#).

The ticket must include:

- Reporting PEA Name and Entity ID
- Serving Entity Site Name and Entity Site ID
- Student placement type

- Calendar Code for the Serving Entity

Additional Requirement for Residential Treatment Centers

For students placed in a Residential Treatment Center (RTC), a voucher must be submitted and approved through the ESS Vouchers application prior to reporting and requesting the AzEDS relationship. The home school district is responsible for reporting.

For questions regarding vouchers, placement determinations, or home school district responsibility, [email ESS Vouchers](mailto:ESSVouchers@azed.gov) at ESSVouchers@azed.gov.

Step 2: Establish the Reporting Relationship

Upon receipt of the ticket, ESS Data Management will:

- Review the request
- Verify the serving entity
- Establish the reporting relationship between the placing district and serving school site

Once established, data synchronization is generally available within 1 to 2 business days. Reporting relationships remain active until ADE is notified of a change. However, reporting relationships for Inter-District Agreements will end in the current fiscal year and must be resubmitted annually.

Step 3: Submit and Certify the Calendar

A calendar must be submitted through the PEA's Student Information System (SIS) for the serving entity site before student data can be reported.

Calendar Sources by Program Type

Approved Private Special Education Schools

- Use the approved calendar templates available on the [ESS Private Special Education Schools webpage](#).

Residential Treatment Centers

- Use the approved calendar templates available on the [Residential Treatment Center Placement webpage](#).

Head Start Programs

- Obtain the calendar directly from the Head Start program.

Special Education Programs Served Under an Inter-District Agreement

- Work with the Serving Entity to obtain the appropriate instructional calendar.

Once the calendar is submitted, approved, and certified, student reporting may begin.

If the calendar submission window is closed, [submit a help desk ticket](#) to School Finance requesting the calendar window be reopened.

Step 4: Report Student Enrollment and Services

The placing district remains the DOR and will report student enrollment at the serving entity site.

Enrollment Requirements

- The District of Residence remains the responsible PEA.
- The District of Attendance (**Serving Entity Site**) must be the site where the student receives services.
- The Resident School ID should be the school the student would otherwise attend if not placed in the alternate setting.

Special Education Services

When applicable:

- Report special education service needs for all days during which services are provided.
- Report the appropriate Least Restrictive Environment (LRE) code based on the student's placement.

Tuition Payer Code

Report the applicable Tuition Payer Code based on the student's placement and reporting agreement, see the [Program-Specific Reporting Requirements](#) below.

Step 5: Validate Data

Review AzEDS Reports to ensure enrollment and special education data are reported correctly.

Applicable reports may include:

- STUD10
- STUD72
- SPED10
- SPED72

PEAs should review reports regularly and correct any reporting errors identified.

Program-Specific Reporting Requirements

Approved Private Special Education School

Requirement	Value
Enrollment Site	Approved private special education school site
LRE	D
Tuition Payer Code	TPC1
SPED Reporting	Required for all days of enrollment

Head Start Programs

Requirement	Value
Enrollment Site	Head start site
LRE	Based on student's educational placement and services
Tuition Payer Code	TPC1
SPED Reporting	Required when special education services are provided

Residential Treatment Centers (RTC)

Requirement	Value
Enrollment Site	RTC Site
Voucher Required	Yes
LRE (IEP Placement)	E
LRE (SPA Placement)	ES
Tuition Payer Code (SPED)	TPC7
Tuition Payer Code (Non-SPED)	TPC4

Special education services may or may not be reported depending on the student's placement and service delivery agreement.

Special Education Program Served Under an Inter-District Agreement

Requirement	Value
Enrollment Site	Serving entity site
Reporting Relationship	Required annually
LRE	Based on student's services
Tuition Payer Code	TPC1
SPED Reporting	Required for all days of enrollment

Reporting on Behalf of a Secure Care School

Secure Care schools may enter into agreements with a PEA to assist with reporting student data (**NOT Special Education Services**) to the ADE. In these situations, the PEA reports student data on behalf of the Secure Care school using the PEA's SIS.

The agreement to provide data reporting services is established directly between the Secure Care school and the PEA. ADE does not review, approve, or facilitate these agreements.

The following steps should be taken when a PEA will report data on behalf of a Secure Care school:

Step 1: Establish an Agreement Between the PEA and Secure Care School

The Secure Care school and PEA must determine the terms of the reporting agreement, including:

- Roles and responsibilities for data submission
- Student information sharing procedures, including procedures to allow Secure Care schools to verify and validate data
- Reporting timelines, including from Secure Care schools and to the ADE
- Ongoing maintenance of student records

ADE is not a party to these agreements.

Step 2: Submit an ADE Helpdesk Ticket using the ESS Template

[Submit a ticket to ESS Data Management](#) requesting that the reporting relationship be established between the PEA and the Secure Care school.

Step 3: Report Student Data Through the PEA's SIS

After the reporting relationship has been established, the PEA will submit student data on behalf of the Secure Care school through the PEA's Student Information System.

Because SIS products vary by vendor, ADE does not provide system-specific instructions for creating or submitting Secure Care records.

PEAs should contact their SIS vendor for guidance on:

- Establishing Secure Care sites within the SIS
- Reporting enrollments
- Reporting attendance and membership data
- Reporting special education data, if applicable
- Submitting data to AzEDS on behalf of the Secure Care school

Step 4: Validate Reported Data

PEAs should review applicable AzEDS reports to verify that enrollment, attendance, and special education data, if applicable, are reporting correctly.

Applicable reports may include:

- STUD10
- STUD72
- SPED10
- SPED72

Any reporting issues should be resolved with the SIS vendor or through the appropriate ADE support process.

Key differences among entities

The primary differences are:

1. RTC placements require a voucher process.
2. Each entity may use a different calendar source.

3. LRE codes vary by placement type.
 4. Tuition Payer Codes vary by placement type.
 5. A relationship request must be submitted annually for students receiving services through an Inter-District Agreement.
 6. Reporting on behalf of Secure Care school is similar to PEA reporting.
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Contact Information

If you have questions about special education data, [email ESS Data Management](mailto:ESSDataMgmt@azed.gov) at ESSDataMgmt@azed.gov.

If you have questions about special education services or programs, [email the ESS Inbox](mailto:ESSInbox@azed.gov) at ESSInbox@azed.gov.