

State Reported Special Ed Fields (Arizona)

Last Modified on 10/21/2024 8:20 am CDT

[Team Members](#) | [Evaluations](#) | [Individual Education Plan](#)

The following sections document the specific fields used for state reporting purposes. For more specific information about the Team Members tool, Evaluation, and IEP, see the corresponding linked documentation for each section below.

See the [Arizona Special Ed Setup - State Reporting Purposes Only](#) article for information about setting up state reporting fields for users who do not use Campus Special Ed to manage legally compliant special education documents.

Team Members

Tool Search: Special Ed Team Members

The Team Members tool lists the individuals who are part of a student's special education team, including counselors, case managers, family and service providers. Members can be added through finding an existing person and linking them or by entering a person without consulting Census.

See the [Special Ed Team Members](#) article for additional information.

Special Ed Team Members ☆

Tanner R Grade: 12 # DOB:

GUARDIAN SPED

Save
 Delete
 Find & Link New Team Member
 Enter New Team Member
 Print Active Only
 Print All

Start Date	End Date	Title	Name	Caseload Role
06/12/2023		MOTHER (GUARDIAN)	Annette	
06/12/2023		FATHER (GUARDIAN)	Steven	
06/12/2023		(STUDENT)	Tanner	
01/09/2023		Special Ed Teacher	Teacher, Special Ed	

Link All Classroom Teachers

Team Member Detail

PersonID

Start Date 06/12/2023

Last Name

Agency

Address

Qualifications

Comments

End Date

First Name Steven

IDEA Parent

Other Phone

Work Phone

Title FATHER (GUARDIAN)

Suffix

Cell Phone

Caseload Role ▼

Refresh Census Information

Special Ed Team Member Detail - IDEA Parent

IDEA Parent

Indicates this parent is an IDEA Parent for the student.

▶ [Click here to expand...](#)

Database Location:

TeamMember.ideaParent

Ad Hoc Inquiries:

Student > Learner Planning > Team Members > **teamMember.ideaParent**

Ed-Fi Resources:

[Arizona Ed-Fi Data v3.5 - Student Special Education Program Associations](#)

Evaluations

[Initial Evaluation Information Editor](#) | [Outcomes Editor](#) | [Exit Evaluation Information Editor](#)

Tool Search: Special Ed Documents

The Individual Education Program (IEP) or Evaluation team uses the Evaluation to document the student's educational needs and the student's determination of eligibility for special education prior to an IEP being created for that student.

See the [Arizona Evaluation Summary Report](#) article for more details on the Evaluation. See the [Arizona Department of Education Special Education](#) website for state guidelines.

Initial Evaluation Information Editor

The following fields on the Evaluation Information Editor **MUST** be populated in order for the student to report special ed assessment information properly.

The screenshot shows the 'Evaluation Editor' form with the following fields and values:

- *Evaluation Type:** Initial (highlighted with a red box)
- Date Part I Review Completed:** [Empty date field]
- New Eligibility Date:** [Empty date field]
- Previous Eligibility Date:** [Empty date field]
- Date Consent Received:** [Empty date field]
- *Evaluation Date:** 06/15/2023 (highlighted with a red box)
- Vision Screening Date:** [Empty date field]
- Results:** [Empty text field]
- Hearing Screening Date:** [Empty date field]
- Results:** [Empty text field]
- Eligibility Areas Assessed:** Select Values [Dropdown menu]
- Created Date:** 06/15/2023 12:50:06 -0500
- Created By:** Administrator, System
- Modified Date:** 06/15/2023 12:50:08 -0500
- Modified By:** Administrator, System

Evaluation Information Editor

Evaluation Type

The Evaluation Type field is used to indicate the intended use for the evaluation, whether the student is being evaluated for the first time (Initial), reevaluated (Reevaluation), or transferred (Exit). **Only Initial and Exit types are reported.**

▶ [Click here to expand...](#)

Database Location:

Evaluation.type

Ad Hoc Inquiries:

Student > Learner Planning > Evaluations > **evaluation.type**

Ed-Fi Resources:

[Arizona Ed-Fi Data v3.5 - Student Special Education Program Associations](#)

Evaluation Date

Indicates the date the evaluation occurred. This field automatically populates with the current date. **This field is not required for state reporting, but is required to save the record.**

[▶ Click here to expand...](#)

Database Location:

Evaluation.date

Ad Hoc Inquiries:

Student > Learner Planning > Evaluations > **evaluation.date**

Ed-Fi Resources:

Not reported

Outcomes Editor

The following fields on the Outcomes Editor **MUST** be populated in order for the student to report special ed assessment information properly.

Outcomes

Positive social-emotional skills (including social relationships) outcomes summary:
 Age appropriate: Shows functioning expected for his or her age in all or almost all everyday situations that are part of ▼

*Has progress been made?
 Yes No

Acquisition and use of knowledge and skills (including early language/communication and early literacy) outcomes summary:
 Age appropriate: Functioning generally is considered appropriate for his or her age, but there are some significant coi ▼

*Has progress been made?
 Yes No

Use of appropriate behaviors to meet their needs outcomes summary:
 Age appropriate: Functioning generally is considered appropriate for his or her age, but there are some significant coi ▼

*Has progress been made?
 Yes No

Outcomes Editor

Assessment Category

Indicates in which areas the student will be assessed for special education services. Options are:

- Positive social-emotional skills (including social relationships)
- Acquisition and use of knowledge and skills (including early language/communication and early literacy)
- User of appropriate behaviors to meet their needs

▶ [Click here to expand...](#)

Database Location:

Evaluation.assessmentCategory

Ad Hoc Inquiries:

Student > Learner Planning > Evaluations > **evaluation.assessmentCategory**

Ed-Fi Resources:

[Student Special Education Program Associations](#)

Assessment Outcome Summary

The Assessment Outcome Summary field is used to identify the student's age appropriate behavior functionality related to the Assessment Category.

▶ [Click here to expand...](#)

Options are:

- Overall not age appropriate: Does not yet show functioning expected in any situation, does not show immediate foundational skills in any situation
- Overall not age appropriate: Occasionally used immediate foundational skills across settings and situations
- Overall not age appropriate: Uses immediate foundational skills most or all of the time across settings and situations
- Overall not age appropriate: Shows occasional age-appropriate functioning across settings and situations
- Overall not age appropriate: Shows functioning expected for his or her age some of the time and/or in some setting and situations
- 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
- 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.

Database Location:

Evaluation.assessmentOutcome

Ad Hoc Inquiries:

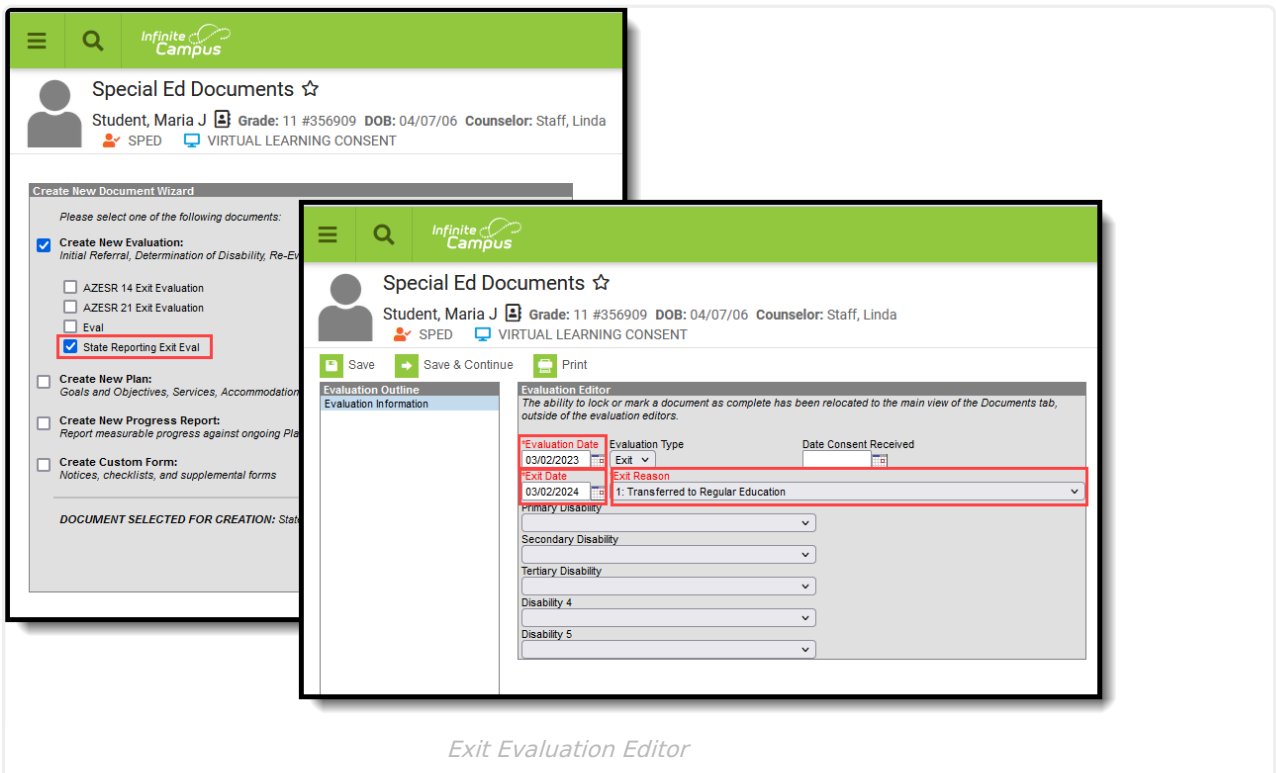
Student > Learner Planning > Evaluations > assessmentOutcome

Ed-Fi Resources:

[Student Special Education Program Associations](#)

Exit Evaluation Information Editor

The Exit Evaluation is used to document those students who have stopped receiving special education services.



Exit Evaluation Editor

There is no requirement to populate an Exit Evaluation for a student when they are leaving special education or leaving a school. Logic exists in the product that uses the student's enrollment and special ed information to report the Exit Reason based on the State's Special Ed Exit Matrix. However, when the special ed Exit Reason that needs to be reported is different than the Special Ed Exit Matrix or is not covered in the Special Ed Exit Matrix, an Exit Evaluation is necessary to identify the proper Exit Reason to report.

Evaluation Date

Indicates the date the evaluation occurred. This field automatically populates with the current date. **This field is not required for state reporting, but is required to save the record.**

▶ [Click here to expand...](#)

Database Location:

Evaluation.date

Ad Hoc Inquiries:

Student > Learner Planning > Evaluations > **evaluation.date**

Ed-Fi Resources:

Not reported

Exit Date

Indicates the date the student exited special education. **This field is not required for state reporting, but is required to save the record.**

▶ [Click here to expand...](#)

Database Location:

Evaluation.exitDate

Ad Hoc Inquiries:

Student > Learner Planning > Evaluations > **evaluation.exitDate**

Ed-Fi Resources:

Not reported

Exit Reason

The reason the student stopped receiving special education services.

This field is required to save the record, along with the **Evaluation Date** and the **Exit Date**.

▶ [Click here to expand...](#)

Code	Description	Notes
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Code	Description	Notes
1	Transferred to Regular Education	<p>Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives in his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program.</p> <p>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)).</p> <p>Valid for all ages and grade.</p>
2	Graduated with regular high school diploma	<p>Student exited an educational program through receipt of 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 maximum age for receipt of special education services. This includes students with disabilities who reached 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 he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities. Valid for ages and grades.</p>

Code	Description	Notes
7	Dropped out	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.
9	Exited due to intended change in SAIS	This code is used when the student ends one LRE and starts another. Student is not transferring to regular education. Valid for all ages and grades.
10	Withdrawn by Parent Request	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. Valid for PS (Preschool), KG (Kindergarten), and UE (Ungraded Elementary) only.
11	Expelled but still receiving services	Student was expelled from school, but is still receiving special education services (provided by this school). Notes: <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.
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. Valid for all ages and grades.
14	No longer eligible PS SPED. Not attending any education programs. Valid for PS grade only.	No longer eligible for preschool special education and not attending any education programs. Valid for PS (preschool) grade only.

Database Location:

evaluation.spedExitReason

Ad Hoc Inquiries:

Student > Learner Planning > Evaluations > **evaluation.exitReason**

Ed-Fi Resources:

[Arizona Ed-Fi Data v3.5 - Student Special Education Program Associations](#)

Individual Education Plan

[Education Plan Editor](#) | [Enrollment Status Editor](#) | [Placement and LRE](#)

Tool Search: Documents

The editors available on the Individual Education Plan is used to document all required special education information by the State of Arizona.

See the [Arizona Individual Education Plan](#) for additional information.

Education Plan Editor

Education Plan Editor

IEP Start Date

The date the student began receiving services.

[▶ Click here to expand...](#)

Database Location:

Plan.startDate

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.planStartDate**

Ed-Fi Resources:

[Student Needs](#)

[Student Education Organization Responsibility Associations](#)

[Student Special Education Program Associations](#)

IEP End Date

The date the student's plan ends. This automatically populates with a date 364 days in the future, or one day prior to the start date in the next year. This date can be changed as needed to another date, as long as it is AFTER the IEP Start Date.

This date is NOT required for state reporting, but is required to save the record.

When a student exits special education, enter an **IEP End Date** that corresponds to when the student is no longer receiving special ed services or when the special ed services are changing. It does not need to correspond with what should be state reported.

When a student withdraws from school and is continuing their services elsewhere, the special ed exit date does not need to be updated as the enrollment end dates are used.

[▶ Click here to expand...](#)

Database Location:

Plan.endDate

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.planEndDate**

Ed-Fi Resources:

[Student Needs](#)

[Student Education Organization Responsibility Associations](#)

[Student Special Education Program Associations](#)

Enrollment Status Editor

The following fields MUST be populated for state reporting.

Enrollment Status

Note: At the point the plan is generated, a snapshot of the student data is taken. To get a fresh copy, click the button below.

The editable values will change the values in the IEP and it will update the special ed status values in any enrollments that intersect the dates of the plan. The update of the enrollment will only occur when the plan is marked locked.

State ID
26735122

Primary Disability
A: Autism

Disability 2	Ancillary Disability 2
<input type="text"/>	<input type="checkbox"/>
Disability 3	Ancillary Disability 3
<input type="text"/>	<input type="checkbox"/>
Disability 4	Ancillary Disability 4
<input type="text"/>	<input type="checkbox"/>
Disability 5	Ancillary Disability 5
<input type="text"/>	<input type="checkbox"/>
Disability 6	Ancillary Disability 6
<input type="text"/>	<input type="checkbox"/>
Disability 7	Ancillary Disability 7
<input type="text"/>	<input type="checkbox"/>

Special Ed Status
1: Receiving Services

Funded SPED Service DOR
Chandler Unified School District

SPED Special Enrollment Code

Resident District
070280000: Chandler Unified School District

Home Primary Language
00: English

Enrollment Status Editor

Primary Disability

The condition that impacts the student most in their daily life and ability to participate in regular education curriculum.

[Click here to expand...](#)

Database Location:

Enrollment.disability1
PlanState.disability1

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.disability1**

Student > Learning > Active Enrollment > Special Ed elements > **activeEnrollment.disability1**

Report(s):

[Estimated Enrollment Extract](#)

[Distance Learning School Summary](#)

[Learning Student Summary](#)

Ed-Fi Resources:

[Student Needs](#)

Special Ed Status

A description of whether the student is actively receiving special education services. One option is available - 1: Receiving Services - and is selected when the student is participating in Special Education programming.

[▶ Click here to expand...](#)

Database Location:

plan.specialEdStatus

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.specialEdStatus**

Reports:

[Estimated Enrollment Extract](#)

Ed-Fi Resources:

[Student Special Education Program Associations](#)

The following fields may be populated based on the student's needs.

Disability 2 - 7

Additional disabilities of the student, up to 7.

[▶ Click here to expand...](#)

Database Location:

Enrollment.disability2

Enrollment.disability2 PlanState.disability2
 Enrollment.disability3 PlanState.disability3
 Enrollment.disability4 PlanState.disability4
 Enrollment.disability5 PlanState.disability5
 Enrollment.disability6 PlanState.disability6
 Enrollment.disability7 PlanState.disability7

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.disability2**
 Student > Learner Planning > Learning Plans > **learningPlan.disability3**
 Student > Learner Planning > Learning Plans > **learningPlan.disability4**
 Student > Learner Planning > Learning Plans > **learningPlan.disability5**
 Student > Learner Planning > Learning Plans > **learningPlan.disability6**
 Student > Learner Planning > Learning Plans > **learningPlan.disability7**

Reports:

[Distance Learning School Summary](#)
[Learning Student Summary](#)

Ed-Fi Resources:

[Student Needs](#)

Ancillary Disability 1-7

These fields are marked when the student receives services for a disability, but it is not included as part of the IEP.

▶ [Click here to expand...](#)

Database Location:

customDistrict.attributeID

Ad hoc Inquiries:

Not available

Ed-Fi Resources:

[Arizona Ed-Fi Data v3.5 - Student Special Education Program Associations](#)

Funded SPED Setting DOR

The Special Ed District Organization ID number. This field is populated when the the district that should receive funding for the student is different than the resident district assigned on the student's enrollment record.

▶ [Click here to expand...](#)

Database Location:

SEPGenericForm.vcMax3

Ad hoc Inquiries:

Student > Learning Planning > Learning Plans > **learningPlan.residentDistrictNumber**

Ed-Fi Resources:

[Student Special Education Program Associations](#)

Placement and LRE

Placement and LRE Editor

*SPED Concurrency Type

*SPED Services School

Separate Facility or Private School

*SPED Setting

*Start Date: End Date:

Least Restrictive Environment

This placement is as close as possible to the student's home and is based on the student's IEP.

Yes
 Parent(s) selected a charter school or another school under open enrollment.
 No, explain the decision to the IEP team:

Activities with students without disabilities:

Art Physical Education School to Work
 Music Assemblies Recess
 Library Lunch Field Trips

Core Subject Area:

Extracurricular activities:

Other:

Describe the extent to which the student will participate in their day with non-disabled peers.

LRE Explanation
 Explain why the student needs this level of services. Discuss any harmful effects this placement might have on this student.

For Student In A Private Residential Facility

The exit criteria have been developed.
 An integration plan has been developed.
 Not applicable, the student is not placed in a private residential facility.

Placement and LRE Editor

SPED Concurrency Type

This field indicates whether the IEP is reporting from the main Special Education school.

[▶ Click here to expand...](#)

Database Location:

SEPGenericForm.vcMax1

Ad Hoc Inquiries:

Learner > State Localized Elements > **es.spedConcurrencyType**

Ed-Fi Resources:

[Student Special Education Program Associations](#)

Separate Facility or Private School

A checkbox indicating the student receives services at a separate facility or private school.

[▶ Click here to expand...](#)

Database Location:

SEPGenericForm.tinyint1

Ad Hoc Inquiries:

N/A

Ed-Fi Resources:

[Student Special Education Program Associations](#)

SPED Services School

A description of where the majority of the student's special education services are administered.

[▶ Click here to expand...](#)

Database Location:

SEPGenericForm.vcMax2

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.primarySpedServicesSchool**

Reports:

Estimated Enrollment Extract

Ed-Fi Resources:

[Student Needs](#)

[Student Education Organization Responsibility Associations](#)

[Student Special Education Program Associations](#)

SPED Setting

A description of where the student's special education services are administered.

▶ [Click here to expand...](#)

Code	Description	Notes
A	Inside Regular Class 80% or more of school 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.
B	Inside Regular Class for no more than 79% and no less than 40% of day	These are children who received special education and related services outside the regular classroom 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.
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.
D	Public or Private Separate Day School for greater than 50% of 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; or public and private residential facilities if the student does NOT LIVE at the facility.

Code	Description	Notes
E	Public/Private Residential Facility for greater than 50% of the day by IEP	Receives education programs and lives in the 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.
ES	Public/Private Residential Facility for greater than 50% of the day by IEP	Placed in public or private residential facility receiving services inside regular class 80% or more of the day. Receives education programs and lives in the 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.
FA	Correctional Facilities with code A	Receives special education inside regular class 80% or more of the day in: short-term detention facilities (community-based or residential); or correctional facilities.
FB	Correctional Facilities with code B	Receives special education inside regular class 40-79% of the day in: short-term detention facilities (community-based or residential); or correctional facilities.
FC	Correctional Facilities with code C	Receives special education inside regular class less than 40% of the day in: short-term detention facilities (community based or residential); or correctional facilities.
H	Hospital or Home Instruction	Receives education programs in homebased/homebound/hospital environment that includes children with disabilities placed in and receiving special education and related services in: hospital programs; homebound or homebased programs.
I	Services provided in a regular classroom	The only disability categories that can be reported here are MD, A, SMR, and OI.
J	Private School placement, enrolled by parent(s)	<p>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.</p> <p>However, the PEA must expend proportionate amount of federal funding on students in this type of private placement. This also includes children that are homeschooled.</p>

Code	Description	Notes
PA1	PS SPED AT LEAST 10 hrs/week; majority of SPED services in REG EC PROGRAM	A program that includes at least 50% nondisabled children. This may include, but is not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.
PA2	PS SPED AT LEAST 10 hrs/week; majority of SPED services in OTHER LOCATION	
PB1	PS SPED LESS THAN 10 hrs/week; majority of SPED in REGULAR EC PROGRAM	A program that includes at least 50% nondisabled children. This may include, but are not limited to special education and related services provided in: Head Start; kindergarten; reverse mainstream classrooms; private preschools; preschool classes offered to an eligible pre-kindergarten population by the public school system; or group child care.
PB2	PS SPED LESS THAN 10 hrs/week; majority of SPED in SOME OTHER LOCATION	
PD	Separate Class. SPED program in a class primarily for SPED children	Attends a special education program in a class that includes 49% or more children with disabilities. This may include, but are not limited to, special education and related services provided in: special education classrooms in regular school buildings; special education classrooms in child care facilities; hospital facilities on an outpatient basis; or other community-based settings.

Code	Description	Notes
PE	Separate School. All SPED services in public/private day school for SPED	Receives all special education and related services in education programs in private day schools designed specifically for children with disabilities.

Database Location:

plan.specialEdSetting

Ad Hoc Inquiries:

Student > Learner Planning > Learning Plans > **learningPlan.specialEdSetting**

Reports:

[Estimated Enrollment Extract](#)

Ed-Fi Resources:

[Student Special Education Program Associations](#)