



# Exceptional Student Services

## October 1 Data Collection

*Technical Assistance Manual*

Revised September 2025



ARIZONA DEPARTMENT OF  
**EDUCATION**

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## October 1 Data Collection: Overview

The Arizona Department of Education (ADE) is required to annually report special education (SPED) data to the public and the U.S. Department of Education's Office of Special Education Programs (OSEP).

The data required to be submitted by public education agencies (PEAs) during the October 1 Data Collection (ODC) is part of ADE's efforts to meet those requirements, specifically the child count and the personnel data.

There are three phases of the ODC:

- Phase I: Personnel and Child Verification Count
- Phase II: Reconciliation
- Phase III: Non-Reconciliation

Every PEA is required to complete Phase I and Phase II. Some PEAs will be required to complete Phase III.

This technical assistance manual will first give you an overview of the components of ODC and then review how to meet the requirements of each of the three phases.

### Child Count

[P.L. 108-446, Section 618\(a\)\(1\)\(A\)\(i\) and Section 618\(a\)\(3\); 34 C.F.R. §§300.640, 300.641, 300.642, 300.643, 300.644, 300.645](#)

The child count is a snapshot of the unduplicated count of students receiving special education and related services, ages 5 (in kindergarten) through 21, over an established child count date. OSEP gives states latitude on the child count date; however, it must be between October 1 and December 1. Arizona uses October 1. The October 1 child count data is collected based on the district of residence (DOR) since the DOR oversees a student's individualized education program (IEP).

The child count is unduplicated based on the Federal Primary Need (FPN). The FPN is defined as the disability need that most adversely affects the child's ability to progress through the general curriculum. If a child has only one eligible disability need, that disability is the FPN. If the child has multiple eligible disability needs, only one can be identified as the FPN.

Parentally placed students are a component of the annual child count. Public school districts with a defined geographical boundary are required to report:

1. The total enrollment of parentally placed private school students within the district's geographical boundaries
2. Of the students reported in item 1, the total number of eligible children with disabilities in K-12.
3. Of the students reported in item 2, the total number of kindergarten students (aged five and under) who are eligible children with disabilities.

## Personnel Data

[P.L. 108-446, Section 618\(a\)\(1\)\(A\)\(i\) and Section 618\(a\)\(3\); 34 C.F.R. §§300.640, 300.641, 300.642, 300.643, 300.644, 300.645](#)

Personnel employed and contracted to provide SPED and related services for students with disabilities is another requirement captured on or about October 1. Personnel count is calculated based on the full-time equivalency of the assignment. This data must be derived from all PEAs responsible for educating children with disabilities, regardless of funding source. Teachers and other instructional personnel who serve children from birth through age two should not be reported UNLESS they also serve children with disabilities ages 3–21. This collection includes teachers, paraprofessionals, and related service providers.

## Who must complete the October 1 Data Collection

### Public Education Agencies

PEAs required to complete the October 1 data collection are:

- Public School Districts
- Transporting Districts
- Public Charters
- Secure Care Facilities
  - AZ Department of Corrections
  - AZ Department of Juvenile Corrections
  - County Juvenile Detention Centers
  - County Jails

### Non-Public Agencies

Non-public agencies, also referred to as non-public organizations (NPOs), including private day schools and residential treatment centers, must submit personnel data only. Students who attend NPOs must be included in the October 1 child count by the PEA, which is identified as the DOR. Arizona State School for the Deaf and Blind (ASDB) is responsible for submitting the child count and personnel data (see [ASDB Student Reporting](#) for details).

## ADEConnect Permissions

ADEConnect is your connection to all ADE applications, including the Exceptional Student Services (ESS) Portal, which houses the October 1 Data Collection application.

The individuals who will be submitting the data for the ODC will need the correct roles assigned to them in ADEConnect. For information on ADEConnect, go to the [ADEConnect website](#).

An **entity administrator** is an individual at the local level who can create/delete ADEConnect accounts and add/remove roles/permissions.

One of two roles/permissions is needed to access the ODC application.

- **ESS October 1 Data Collection: LEA User**
  - Data entry and review only
- **ESS October 1 Data Collection: LEA Signer**
  - Data entry, review, and certification
  - Reserved for SPED Directors, Superintendents, CEOs, Business Managers, Charter Holders, or equivalent titles ONLY.

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## Phase I

In Phase I of the October 1 Data Collection, PEAs will submit their unduplicated child count, personnel data, and parentally placed students. NPOs will submit their personnel data.

### Child Count

Phase I data collection begins by verifying the number of students with disabilities between the ages of 3-21 who have current evaluations, individualized education programs (IEPs), and who received SPED services from the PEA on October 1 of the current year. Students are counted by the District of Residence (DOR), regardless of where a student physically attends. If the PEA is a public school district with a geographic boundary, the PEA will also report parentally placed private/homeschooled students.

Students whose reevaluations were out of date or not applicable due to age or grade restrictions should be included if special education services continued over October 1. In cases where the disability category fails integrity, PEAs are to report the disability indicated on the expired evaluation until a reevaluation can occur. This does not apply to students on initial evaluations and IEPs.

Verification is based on the number of students receiving services on October 1.

## How to Count SPED Students

- Count all students who received SPED services on October 1.
  - If a student was not enrolled or receiving SPED services on October 1, **do not** count the student.
  - Include students enrolled in your PEA on October 1, even if they were not physically present that day.
  - Include students enrolled or withdrawn from SPED on October 1.
- Ensure that the students who are counted are aged 3–21 on October 1.
  - Use the [Age Calculator](#) to determine the student's age on October 1.
- As the DOR, ensure that tuition-out students are counted, including tuition-out students attending:
  - Other PEAs
  - Approved private day schools
  - Approved residential treatment centers (RTCs)
  - Head Start programs
  - Accommodation schools
  - Students vouchered with Arizona State Schools for the Deaf and the Blind (ASDB) through regional cooperatives or fee-for-service.
- Note: **DO NOT** count students attending ASDB campus sites; this includes the Tucson campus, Phoenix Day School for the Deaf, and or any ASDB site listed on this page: <https://www.azed.gov/specialeducation/state-institutions>.
- For transporting districts, as the DOR, you are required to verify that all students between the ages of 3-21 receiving special education services are being reported at the site where the student is physically receiving services.
  - The reporting will be completed by the district of attendance (DOA) on behalf of the DOR.
- For districts with a geographic boundary only (not applicable to charter schools, secure care, or state institutions)
  - Districts are required to count all parentally placed students between the ages of 3–21 who are served by a K–12 school as defined by elementary/secondary grades. Parentally placed students include those enrolled in private non-profit institutional day schools, residential schools, or homeschooled within your district's boundaries.

## Submitting the Child Count

Once the student verification counts have been determined, they must be reported to ADE. The verification count is reported in the ESS October 1 Data Collection application, which is available in the Exceptional Student Services Portal within ADEConnect. To access this application, you must have the appropriate roles assigned. Please refer to the [ADEConnect Permissions](#) section above for more information.

The ESS October 1 Data Collection application homepage includes a "Data Entry," "Reports," and a "Help" page. The "Help" page will navigate the user back to the ESS Data Management October 1 webpage, where training videos, this manual, and various tools are located to assist the user. Information on the "Data Entry" and "Reports" pages will follow.

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## Personnel Data

*[P.L. 108-446, Section 618\(a\)\(1\)\(A\)\(i\) and Section 618\(a\)\(3\); 34 C.F.R. §§300.640, 300.641, 300.642\(b\), 300.643, 300.644, 300.645](#)*

PEAs must report personnel in the full-time equivalency (FTE) of the assignment. Full-time employees are reported as 1.0 FTE. Part-time employees are reported according to the amount of time they work. For example, a half-time employee is reported as 0.5 FTE, and a quarter-time employee is reported as 0.25 FTE. A part-time resource room teacher working 4 hours per day (in a 6-hour school day) is a .67 FTE. Up to 2 decimal places may be used.

**Section A** reports the number of FTE SPED teachers contracted or employed to work with children receiving SPED and whether the teachers are fully certified. On the upper row, report teachers working with children with disabilities ages 3–5 (Preschool only); on the lower row, report teachers working with children ages 5–21 (Grades K-12 only).

SPED teachers are teachers employed to provide SPED to children with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. (Do **not** include regular preschool teachers who work with children with disabilities.)

**Note:** For reporting SPED teachers whose service time is divided between students with disabilities and the general population, base the reported FTE only on the percentage of time the SPED teacher works specifically with students receiving SPED and related services.

**Section B** is for reporting the number of FTE SPED paraprofessionals contracted or employed to work with children who are receiving SPED and are qualified. On the upper row, report paraprofessionals working with children with disabilities ages 3–5 (Preschool only); on the lower row, report paraprofessionals working with children ages 5–21 (Grades K-12 only).

Paraprofessionals are employees who

- (1) provide instructional support, including those who offer one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- (2) assist with classroom management, such as organizing instructional and other materials
- (3) provide instructional assistance in a computer laboratory
- (4) conduct parental involvement activities
- (5) provide support in a library or media center
- (6) act as translators
- (7) provide instructional support services under the direct supervision of a teacher. (Do not include paraprofessionals who work with children with disabilities in a regular early childhood program)

**Note:** For reporting paraprofessionals whose service time is divided between students with disabilities and the general population, base the reported FTE only on the percentage of time the paraprofessional works specifically with students receiving SPED and related services.

**Section C** reports the number of FTE-related services personnel by type of personnel contracted and employed to provide related services for children with disabilities ages 3–21 who are fully certified for the position held. *Note that the number of speech-language pathologists employed has been included in this section.*

This report is not intended to be a comprehensive count of all personnel types providing services to children with disabilities. Report only those personnel specified below.

## Specific Instructions—Section A

**Column (1):** For teachers employed or contracted to provide SPED and related services on or about October 1 of the reporting year, report the number of FTE teachers who meet the State standard of *fully certified*\* for the position.

\*Teachers reported as *fully certified* must meet the State standard based on the definition of fully certified in [34 C.F.R. §300.156\(c\)](#). Note that the regulations provide separate criteria for classifying SPED teachers as fully certified when they are not responsible for teaching core academic subjects.

Federal definition: Section 9214(d)(2) of the ESSA amended section 612(a)(14)(C) of the IDEA by incorporating the requirement previously in section 602(10)(B) that a person employed as a SPED teacher in elementary school, middle school, or secondary school must: 1) have obtained full certification as a SPED teacher (including certification obtained through alternative routes to certification), or passed the State SPED teacher licensing examination and hold a license to teach in the State as a SPED teacher, except that a SPED teacher teaching in a public charter school must meet the requirements set forth in the State's public charter school law; 2) not have had SPED certification or licensure requirements waived on an emergency, temporary, or provisional basis; and 3) hold at least a bachelor's degree. Each State must continue to comply with these certification requirements during the current school year.

Arizona definition: A fully certified teacher is a teacher with a bachelor's degree, full state certification (intern, provisional, or standard teaching certificate), and who demonstrates subject matter competency in the academic subject areas they are assigned to teach. With the exception of SPED, charter school teachers are exempt from certification.

A SPED teacher must have a bachelor's degree and full state certification as a SPED teacher. SPED teachers of record in core academic subject areas are required to meet the same subject matter competency requirements of elementary, middle grade, junior high, and secondary teachers.

Early childhood SPED teachers must be fully certified. However, they are fully certified based on their holding the Early Childhood SPED certificate.

**Column (2)** For teachers employed or contracted to provide SPED and related services on or about October 1 of the reporting year, report the number of FTE teachers who do **not** meet the State standard for fully certified for the position in which they are employed.

**Column (3)** The numbers in Columns (1) and (2) will be automatically calculated to obtain the total number of FTE SPED teachers employed or contracted on or about October 1 of the reporting year.

*Specific Instructions—Section B*

**Column (1)** For paraprofessionals employed or contracted to provide SPED and related services on or about October 1 of the reporting year, report the number of FTE paraprofessionals who meet the State standard of *qualified*\* for the position.

\*Paraprofessionals reported as *qualified* must meet the State standard for *qualified* based on the criteria identified in 20 U.S.C. Section 1412(14)(B).

**Federal definition:** Each paraprofessional who is hired by the LEA and works in a program supported by Title I, Part A funds has a secondary school diploma or its recognized equivalent and has completed at least two years of study at an institution of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics.

**AZ definition:** An instructional paraprofessional provides one-on-one tutoring, assists with classroom management, provides instructional computer assistance, provides support in the library or media center, or provides direct instructional services under the direct supervision of a teacher in a Title I school-wide or targeted assistance program.

The following paraprofessional assignments are **not** included:

- ◆ Playground, bus, and cafeteria aides
- ◆ SPED aides who attend only to the health care of students
- ◆ translators
- ◆ those whose sole responsibility consists of the conduction of parental involvement activities
- ◆ those working in non-instructional roles.

**Column (2)** For paraprofessionals employed or contracted to provide SPED and related services on or about October 1 of the reporting year, report the number of FTE paraprofessionals who do **not** meet the State standard of *qualified* for the position in which they are employed.

**Column (3)** The numbers in Columns (1) and (2) will be automatically calculated to obtain the total number of FTE SPED paraprofessionals employed or contracted on or about October 1 of the reporting year.

*Specific Instructions—Section C*

**Column (1)** For personnel employed or contracted to provide related services on or about October 1 of the reporting year, report the number of FTE personnel considered fully certified for the position. This category includes (a) personnel who hold appropriate State certification or licensure for the position held and (b) personnel who hold positions for which no State requirements exist (i.e., no certification or licensure requirements).

**Column (2)** For personnel employed or contracted to provide related services on or about October 1 of the reporting year, report the number of FTE personnel **not** fully certified. These persons, who may have been employed on an emergency, provisional, or other basis, should be reported in this column if they did not hold standard State certification or licensure for the position for which they were assigned or if they did not meet other existing state requirements for the position. This category includes long-term substitutes.

**Column (3)** The numbers in Columns (1) and (2) will be automatically calculated to obtain the total number of FTE-related services personnel employed or contracted on or about October 1 of the reporting year.

**Rows** For each related services personnel category (Rows 1–11), report the total number of FTE personnel employed to provide related services for children with disabilities ages 3–21, according to whether they are fully certified for the position held.

Do not include teachers or paraprofessionals already accounted for in Sections A and B.

Unless otherwise noted, all definitions included in Section C are based on [34 C.F.R. § 300.34](#).

**Row (1)** Report an unduplicated count of the number of FTE audiologists who provide the following services to children with disabilities:

- Identification of children with hearing loss
- determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing

- provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation
- creation and administration of programs for the prevention of hearing loss
- counseling and guidance of children, parents, and teachers regarding hearing loss
- determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

**Row (2)** Report an unduplicated count of the number of FTE speech-language pathologists providing the following services to children with disabilities:

- identification of children with speech or language impairments
- diagnosis and appraisal of specific speech or language impairments
- referral for medical or other professional attention necessary for the habilitation of speech or language impairments
- provision of speech and language services for the habilitation or prevention of communicative impairments
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Do not include speech teachers reported in Section A.

**Row (3)** Report an unduplicated count of the number of FTE interpreters who provide services for children who are deaf or hard of hearing, including oral transliteration services and sign language interpreting services.

**Row (4)** Report an unduplicated count of the number of FTE psychologists who provide the following services to children with disabilities or in evaluations for SPED eligibility:

- administering psychological and educational tests and other assessment procedures
- interpreting assessment results
- obtaining, integrating, and interpreting information about child behavior and conditions related to learning
- consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations

- planning and managing a program of psychological services, including psychological counseling for children and parents
- assisting in developing positive behavioral intervention strategies

**Note:** For reporting psychologists whose service time is divided between students with disabilities and students in the general population, base the reported FTE only on the percentage of time the psychologist works specifically with students receiving (or being evaluated for) SPED and related services.

**Row (5)** Report an unduplicated count of the number of FTE occupational therapists who provide the following services to students with disabilities:

- improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation
- improving the ability to perform tasks for independent functioning if functions are impaired or lost
- preventing, through early intervention, initial or further impairment or loss of function

**Row (6)** Report an unduplicated count of the number of FTE physical therapists who provide the following services to students with disabilities:

- Screening, evaluation, and assessment of children to identify movement dysfunction
- obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems
- providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems

**Row (7):** Report an unduplicated count of FTE physical education and recreation and therapeutic recreation specialists.

Include physical education teachers who provide special physical education, movement education, or motor development to children and youth with disabilities. Include recreation and therapeutic recreation specialists who provide the following:

- assessment of leisure function

- therapeutic recreation services
- recreation programs in schools and community agencies
- leisure education

**Row (8)** Report an unduplicated count of the number of FTE social workers who provide the following services to children with disabilities:

- preparing the social or developmental history of a child with a disability
- group and individual counseling with the child and family
- working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment to school
- mobilizing school and community resources to enable the child to learn as effectively as possible in their educational program
- assisting in the development of positive behavioral intervention strategies

**Note:** For reporting social workers whose service time is divided between students with disabilities and the general population, base the reported FTE only on the percentage of time the social worker works specifically with students receiving SPED and related services.

**Row (9)** Report an unduplicated count of the number of FTE personnel providing medical/nursing services. Include medical services for diagnostic and evaluation purposes provided to determine whether a child has a disability, and the nature and extent of the SPED and related services the child needs. Also, include personnel who provide nursing services designed to enable a child with a disability to receive FAPE as described in the child's IEP, except for services related to medical devices that are surgically implanted (e.g., cochlear implants).

**Row (10)** Report an unduplicated count of the number of FTE counselors and rehabilitation counselors.

Counselors are professionals who guide individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development. Do **not** include counselors employed to work with all students, with and without disabilities.

Include only counselors who are employed specifically to work with children with disabilities.

**Note:** For reporting counselors whose service time is divided between students with disabilities and students in the general population, base the reported FTE on the percentage of time a counselor works specifically with students receiving SPED and related services.

Include rehabilitation counselors who provide services in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to students with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.

**Row (11)** Report an unduplicated count of the number of FTE personnel providing orientation and mobility services, including:

- Services provided to blind or visually impaired students to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and
- teaching students the following, as appropriate:
  - spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street)
  - to use the long cane to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision
  - to understand and use remaining vision and distance low vision aids
  - other concepts, techniques, and tools

Personnel data is submitted through the ODC application (refer to the October 1 Data Collection section above that details the roles/permissions required for this application).

### *Blank Personnel Form*

The blank personnel form can be used by PEAs to manually track/calculate the FTE number of personnel to be counted. The October 1 Data Collection Application will time out after 20 minutes. It is recommended that you do the calculations prior to logging in to submit your data so as not to be timed out during submission.



**PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED  
TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES**

**AGENCY:**

**CTDS:**

**STATE: ARIZONA**

SECTION A. SPECIAL EDUCATION TEACHERS SERVING CHILDREN WITH DISABILITIES

	Fully Certified	Not Fully Certified	Total
Special Education Teachers for Ages 3-5 (Preschool only)			
Special Education Teachers for Ages 5-21 (Grades K-12 only)			
<b>Total</b>			

**PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED  
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES**

**AGENCY:**

**CTDS:**

**STATE: ARIZONA**

SECTION B. SPECIAL EDUCATION PARAPROFESSIONALS SERVING CHILDREN WITH DISABILITIES

	Qualified	Not Qualified	Total
Special Education Paraprofessionals for Ages 3-5 (Preschool only)			
Special Education Paraprofessionals for Ages 5-21 (Grades K-12 only)			
<b>Total</b>			

**PERSONNEL (IN FULL-TIME EQUIVALENCY OF ASSIGNMENT) EMPLOYED  
 TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN WITH DISABILITIES**

**AGENCY:**

**CTDS:**

**STATE: ARIZONA**

SECTION C. RELATED SERVICES PERSONNEL SERVING CHILDREN WITH DISABILITIES AGES 3 - 21

	Fully Certified	Not Fully Certified	Total
Audiologists			
Speech-Language Pathologists			
Interpreters			
Psychologists			
Occupational Therapists			
Physical Therapists			
Physical Education Teachers, and Recreational and Therapeutic Recreation Specialists			
Social Workers			
Medical/Nursing Staff			
Counselors and Rehabilitation Counselors			
Orientation and Mobility Specialists			
<b>Total</b>			

## Parentally Placed Students

### Reporting Parentally Placed Students (Public School District Only)

Public school districts with a geographic boundary must report the number of parentally placed private school children as defined by the IDEA.

Only count students in K-12; DO NOT include preschool students in the counts below.

Include parentally placed students enrolled in:

- Private non-profit schools located **within the district's geographic boundaries:**
- Institutional day schools
  - Residential schools
  - Homeschooled

#### **Section 1 Report the total enrollment of parentally placed private school students within your district's geographic boundary.**

Note: Public Education Agencies (PEA) with overlapping geographic boundaries only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

#### **Section 2 Of the students reported in section 1, report only the number of eligible children with disabilities in K-12.**

Note: Eligible children with disabilities mean the student has a current SPED evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

#### **Section 3 Of the students reported in section 2, report only the number of kindergarten students (aged five and under) who are eligible children with disabilities.**

Figure 1 is an image of what the parentally placed student data entry page look like

Parentally Placed Students as of October 1, 2022	
Public school districts with a geographic boundary must report the number of students that are parentally placed private school children as defined by the IDEA.	
Only count students in kindergarten through 12th grade, DO NOT include preschool students in the counts below.	
<b>Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary.</b> In Arizona, parentally placed private school students include all students that meet the following criteria: <ul style="list-style-type: none"><li>• Attend a private non-profit, elementary, or secondary school</li><li>• Attend a homeschool</li></ul>	0
Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).	
<b>Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.</b> Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the <a href="#">Proportionate Share/Equitable Services FAQ</a> page for more information.	0
<b>Section 3: Of the students reported in section 2, report only the number of kindergarten students (aged 5 and under) that are eligible children with disabilities.</b>	0

#### **Students on an Individual Service Plan (ISP) may be counted four times:**

- Students with an ISP should be counted in the PEAs October 1 Count
- Students with an ISP should be counted in Section 1 of Parentally Placed Students as of October 1

- Students with an ISP should be counted in Section 2 of the Parentally Placed Students as of October 1
- Students with an ISP aged five and under and in kindergarten with an ISP should be reported in section 3 of the Parentally Placed Students as of October 1

The second step in the verification count process is the electronic signature. The "Data Certification" option under the "Data Entry" tab will allow a review of the data submitted by the LEA User. As shown in Figure 2, upon selecting the "Notify signer" button, a notification will be sent to the LEA Signer to complete this step.

Figure 1: The Data Entry Status page shows the "Notify Signer" button.

Data Entry Status			
Description	Status	Last Modified On	Last Modified By
Count Verification Data Entry	Complete	09/10/2019 10:54 AM	ESSCensusLEA3@test.com
Personnel	Complete	09/10/2019 11:09 AM	ESSCensusLEA3@test.com

  

Signature Status			
Description	Status	Last Modified On	Last Modified By
Current Status	Awaiting Signature	09/10/2019 2:30 PM	ESSCensusLEA3@test.com

To complete the verification process, a user with the ADEConnect role of ESS October 1 Data Collection: LEA Signer must enter the application. The LEA Signer will navigate to the "Data Certification" option under the "Data Entry" tab to review the data submitted by the LEA User by scrolling to the bottom of the page. The yellow text box requires text entry. If no comment is needed, enter "N/A."

After entering the comment, the LEA Signer can check the box below the comment box and select "Save Personnel Data Comments." After saving, the page will reload. As shown in Figure 3, the LEA Signer will scroll to the bottom of the page again to select the button "Certify Data."

Figure 2: Personnel Year-to-Year Change comment box

**Personnel Year-to-Year Change Report** [Click here to access the Personnel Year-to-Year Report](#)

Personnel categories marked with an asterisk (\*) have been flagged for comment. Please provide an explanation of the difference in count(s) between the current and prior year data submissions. Required for flagged items only.

(Max. # characters: 1500)  
(1499 remaining)

By checking this box and submitting your comments, you certify that you have:

***Reviewed the Personnel Year-to-Year Report, researched the flagged categories that contributed to the comments provided, and will commit to increased data validation efforts.***

**Note:** The Personnel and Student Count Verification process should be completed before this step. The signature page will load after selecting the "Certify Data" button. As shown in Figure 4, the LEA Signer must check the box to electronically sign, select the appropriate title from the dropdown list, and click the "Submit to ADE" button.

Figure 3: Submit to the ADE page, where PEAs submit the electronic signature.

**Special Education Count Verification**

***Failure to return the verification count report by the due date may result in an interruption of your federal funds and may impact your PEA Determination.***

By checking this box and submitting your electronic signature, you certify that you have:

- ✓ Read and understand the Special Education Census Verification process and verified the total number count of SPED students served over October 1 as displayed on the Final Submission page.
- ✓ Read and understand the Personnel instructions, including FTE calculations, and verified the total FTE counts in sections A, B, C as displayed on the Final Submission page.

Your electronic signature is considered an electronic record with legal effect, validity and enforceability, as defined in S.2107 of the Government Paperwork Elimination Act.

**Signer's Title**

\* Signature must be from one of the following: SPED Director, Business Manager, or Superintendent / Charter School Director / CEO.

**Note:** The LEA Signer will have the option to revise the verification data. This can be done at any time during Phase I by either the LEA User or LEA Signer; however, changes will not be accepted after the Phase I due date. The LEA Signer must re-sign changes by the LEA User before the Phase I

due date. Failure to submit the verification count on time may impact your PEA Determinations, and federal funds may be interrupted until ADE/ESS receives it.

## Tools to Assist

### *Phase I Do's and Don'ts*

<b>DO:</b>	<b>DON'T:</b>
<ul style="list-style-type: none"> <li>• Start early</li> <li>• Know who to count. You will include students who:               <ul style="list-style-type: none"> <li>○ Are ages 3 through 21 on October 1, 2024</li> <li>○ Receive SPED services on an IEP</li> <li>○ Enrolled or withdrawn from SPED on October 1                   <ul style="list-style-type: none"> <li>▪ Include absent students</li> </ul> </li> <li>○ Attend your district and reside in a transporting district or state institution/station</li> <li>○ Reside in your PEA boundaries and attend:                   <ul style="list-style-type: none"> <li>▪ A school in your PEA</li> <li>▪ Other PEAs (not through open enrollment)</li> <li>▪ Approved private day schools</li> <li>▪ Approved private residential treatment centers</li> <li>▪ Arizona Schools for the Deaf and the Blind (ASDB) if fee-for-service or vouchered through a regional co-op</li> <li>▪ Accommodation districts acting as a public consortium</li> <li>▪ Head Start programs</li> <li>▪ Private/parochial schools within your district boundaries and receive services on an Individual Service Plan (ISP)                       <ul style="list-style-type: none"> <li>▪ Homeschool and receive services on an ISP</li> </ul> </li> </ul> </li> </ul> </li> <li>• Check birthdates</li> </ul>	<ul style="list-style-type: none"> <li>• Don't include students more than once, regardless of how many disabilities they have</li> <li>• Don't include students tuitioned into your PEA</li> <li>• Don't include 2-year-olds or 22-year-olds</li> <li>• Don't use AzEDS to get your verification count               <ul style="list-style-type: none"> <li>○ Instead, use your SIS, student roster, or some other manual collection method you can control</li> </ul> </li> <li>• Don't include preschoolers in the parentally placed student count</li> <li>• Don't include students exclusively on a 504 plan</li> <li>• Don't include students that attend ASDB campus sites               <ul style="list-style-type: none"> <li>○ ASDB is responsible for their own students attending their own campuses in at ASDB Tucson and Phoenix Day School for the Deaf</li> </ul> </li> <li>• Don't forget to utilize the resources in this manual and on our website</li> </ul>

**DO:**

- Review where October 1 falls during your school calendar\*
  - Coordinate with another school (transfer in or out) to determine where the student will be counted.
- For the parentally placed student count, includes both general education and special education students.
- Collaborate with other functional areas (teachers, department heads, registrars, human resources) for help with both child and personnel counts.
- Create a standard procedure that you can replicate each year

\* If the October 1 child count date falls on a Saturday, Sunday, or other non-session days, such as fall break, include students who were enrolled on the last day school was in session before October 1 if they are known to have continued in SPED on the first day school was in session following October 1.

The PEA that should count the student is the PEA the student was enrolled in before or on October 1.

**DON'T:**

## Special Education Student Reporting Scenarios

### Enrollment

#### 1. *Ten (10) Day Drop*

Scenario: Students enrolled in the SPED program were absent for 10 consecutive days. Information was not reported to the SPED department, which was later discovered as ineligible for the verification count.

Action: Collaborate with the registrar before October 1 to identify SPED students with potential 10-day absences to avoid an invalid verification count.

### Transfer Students/Exiting

#### 1. *SPED Students Exiting or Enrolling Around October 1*

Scenario: Students who exit/enroll in the SPED program around October 1 are not accounted for in the Phase I count.

Action: Revisit the count before the deadline, validate that there are no missing or incorrectly counted students, and collaborate with the enrollment registrar for new students enrolled.

The verification count can be adjusted at any time before the due date. However, once the Phase I deadline passes, your verification count becomes static and cannot be modified. It is crucial to review and make any necessary changes to the verification count before the due date to ensure accuracy in reporting.

#### 2. *Omitting Tuition-Out and Homeschool SPED Students*

Scenario: Failure to include tuition-out and homeschool SPED students in the verification count.

Action: Ensure all SPED students, including those in alternative programs, are accounted for in reporting.

#### 3. *Students Exiting SPED During Fall Break*

Scenario: SPED students exit the SPED program before a fall break that spans over October 1.

Action: Collaborate with the registrar regarding enrollment, validate exit dates, and determine if the student continued SPED services at another school district.

If the student continued SPED services at another school district without a break in SPED services,

include the student in your verification count.

If the student did not continue SPED services due to a break in service, do not include the student in the verification count.

## Annual Reevaluation/IEP Amendments

### 1. *Developmental Delay (DD) SPED Need (invalid age)*

Scenario: Failure to identify and modify/report the new eligibility category to replace DD ([34 C.F.R. § 300.8\(b\)](#)) when a student requires continuing SPED services after age 10.

Action: Review IEPs and assessments to accurately identify students with a current DD category with a new category of eligibility before the student's 10<sup>th</sup> birthday.

If a student is DD and is approaching 10 years of age prior to the October 1 count and the new category of eligibility is unknown, you must exit DD and LRE on the date prior to the student's 10<sup>th</sup> birthday.

If a student is DD, along with one or more needs, the DD need should be exited on the day before the student's birthday. The other need(s) would continue, and one need should be modified to identify it as the primary need.

### 2. *Student Age Considerations*

Scenario: Overlook age criteria (3 and 21-year-olds) for SPED eligibility.

Action: Ensure that guidelines are followed when determining students' age.

## Data Reporting

### 1. *Students Not on School Class Roster*

Scenario: SPED student is not showing on the school class roster for reporting.

Action: Investigate discrepancies and collaborate with the registrar and data compliance team for accurate reporting

## Circumstances Beyond Your Control:

### 1. *Student Information System (SIS) Data Reporting Issues:*

Maintain communication (documentation) with SIS vendors and conduct manual student counts to prevent inaccurate student count submissions. Examples include:

- a. Request teachers to conduct student counts.

- b. Organize an event (such as a drawing contest or October 1 Celebration) to gather all students for a headcount, including absentees.

## 2. Concurrency:

Maintain documented communication with other PEAs for accurate reporting and ensure continuous communication until the data is rectified. Validate data accuracy in your SIS and collaborate with relevant staff for accurate data reporting.

- a. Confirm that your PEA is the district of residence on October 1.

### *What Not to Do:*

Rely Solely on Reports: Data should be verified manually, and relevant staff (registrar, data compliance teams) should be involved in validation.

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## Phase II Reconciliation

Phase II is the phase in which a PEA is responsible for reconciling its data. During Phase I, a PEA provides ADE with a count of students on an IEP or an ISP on October 1. During Phase II, it is the responsibility of the PEA to ensure that the students reported to ADE during Phase I are reported in the AzEDS system and free of integrity errors.

Example:

Phase I count = 20 students on an IEP on October 1

Phase II = 20 students are reported with SPED enrollment and membership, and are integrity error-free in AzEDS

The PEA is considered reconciled because the Phase I and II counts match. The PEA must ensure the counts remain the same until Phase II closes.

During Phase II, there are various reports that a PEA should review to ensure reconciliation is completed successfully.

## Phase II Reports

The following are relevant reports that a PEA should monitor regularly through Phase II to ensure successful reconciliation. The [SPED Reports 101](#) document will help guide you through the steps to access the following reports:

### *SPED07*

The SPED07 report is available in the October 1 Data Collection application. The data displayed shows each student reported with SPED services over October 1, free from integrity errors in AzEDS. The SPED07 report also displays the total number of unduplicated students with SPED services on October 1. Unduplicated means the students who receive services for more than one disability category will only be listed once.

The number of students on the SPED07 report should match the number of students reported during the Child Count Verification in Phase I. If the number of students reported on SPED07 and the number of students reported during Phase I match, the PEA is successfully reconciled.

### *INTEG15 – Student Data Integrity Report*

The INTEG15 report is available in the AzEDS Portal. This report displays student data related to a student's data integrity result. The report can be filtered to display different integrity results types. It is recommended that this report be reviewed regularly. Any student data that fails ADM, SPED, Fed SPED, and Accountability, Other integrity will not appear on the SPED07 report or be counted toward the October 1 Child Count.

### *SPED73 – October 1 FED SPED Report*

The SPED73 report is available in the AzEDS Portal. This report provides a list of students receiving special education services, indicating whether the student was counted on the October 1 Child Count. If the student was not counted for October 1, this report will explain why.

### *SPED99 – SPED Orphan Data Report*

The SPED99 report is available in the AzEDS Portal. This report will display SPED data records that are not associated with enrollment. If SPED student data is reported without enrollment, it will not appear on the SPED07 report.

### *SPED10 – SPED Data Verification Report*

The SPED10 report is available in the AzEDS Portal. This report provides a compilation of student SPED data submitted to ADE in its raw format, which has not yet been run through the integrity process. It is recommended that when a PEA changes SPED student data, this report is reviewed to ensure that AzEDS is receiving the data as intended. When a PEA makes a change, they may be able to manually sync their SIS and check this report within a few minutes.

Please visit the [ESS Arizona Education Data Standards \(AzEDS\) SPED Reporting](#) web page for assistance clearing up integrity errors.

## *SPED07 Report Reconciliation Checklist*

If a PEA is unable to reconcile, there are a few items to check:

1. Check the PEA internal list of SPED students that your PEA reported during Phase I, and identify if any are missing from the SPED07 report
  - a. Check if the student data is reported in PEA SIS with SPED dates showing services received over October 1
  - b. Check INTEG15 to see if the student data is passing integrity
  - c. Check if the student data appears on the SPED73 report, and check if there is an EXR code
  - d. Check if the student data appears on the SPED50 report
2. If a student was not counted during Phase I, reconciliation cannot be completed, and PEA will have to complete Phase III
3. If all items from numbers 1 and 2 have been verified, contact Data Management with the State Student ID for help.



## Phase III: Non-Reconciliation

Phase III of the October 1 Data Collection is only required of PEAs that were unable to match their verification count from Phase I with their AzEDS count from the SPED07 report on the Phase II deadline date. Only PEAs meeting this criterion will be required and prompted to complete this step in the ESS October 1 Data Collection application. Phase III provides PEAs with the opportunity to justify to ADE why these figures did not align.

### Completing Phase III

As shown in Figure 5, once logged into the October 1 Data Collection application, PEAs required to complete Phase III will see a message and have a button to click that will allow access to complete non-reconciliation.

Figure 4: The ODC application home page, indicating that non-reconciliation must be completed.

Home Data Entry Reports Help Welcome, Signer , Mt. Humphrey

**(16-02-56-000) Mt. Humphrey Unified District - 4153**

**Important: The student count reported in your agency's Verification Count does not agree with your AzEDS student records. Please click the button below to go to the Non-Reconciliation page and enter an explanation.**

[Non-Reconciliation](#)

Phase	Due Date	Status
Phase 1	11/13/2019 5:00 PM	Due date passed
Phase 2	01/15/2020 5:00 PM	Due in 28 days
Phase 3	03/18/2020 5:00 PM	Not started

**Phase 2 Countdown:**  
**28:03:33:40**  
DD HH MM SS

**Contact Info**  
ESS Data Management  
1535 W. Jefferson, BIN #24  
Phoenix, AZ 85007  
Phone: 602-542-3962  
Fax: 602-364-1999  
[ESSDataMgmt@azed.gov](mailto:ESSDataMgmt@azed.gov)



As shown in Figure 6 and Figure 7, PEAs will then be able to select one or more reasons to clarify why they were unable to reconcile their counts. PEAs can provide additional information by uploading attachments, providing SSIDs, and inputting details into the comment boxes.

Figure 5: Non-reconciliation reasons in the ODC application.

Check and un-check all reasons as appropriate. The page saves only the selections you check.

PEA	ESS	Non-reconciliation Reasons
<input type="checkbox"/>	<input type="checkbox"/>	Phase I verification count inaccurate
<input type="checkbox"/>	<input type="checkbox"/>	Failed to resolve integrity errors
<input type="checkbox"/>	<input type="checkbox"/>	SPED data incorrect; data passing integrity
<input type="checkbox"/>	<input type="checkbox"/>	*Tuitioned-out students reported incorrectly by DOA
<input type="checkbox"/>	<input type="checkbox"/>	*Valid SPED concurrency error was not resolved by other PEA
<input type="checkbox"/>	<input type="checkbox"/>	*Unable to resolve due to bug in AzEDS recognized by ADE
<input type="checkbox"/>	<input type="checkbox"/>	**Vendor unable to resolve SIS sync issues with AzEDS

- One asterisk (\*) in front of reasons (2d, e, and f) requires at least one and up to ten SSIDs to be provided along with PEA comments and supporting documentation.
- Two asterisks (\*\*) in front of reason 2g requires supporting documentation to be provided along with PEA comments.

PEA File Attachments:

File Name	Upload Date	Uploaded By
<a href="#">No files attached</a>		

Figure 6: Sample SSIDs will be prompted depending on the reason(s) selected.

User-supplied Sample student IDs (Comment limited to 1000 char.)

	SSIDs	Determination	ESS Comments
1	0	-Select- <input type="button" value="v"/>	
2	0	-Select- <input type="button" value="v"/>	
3	0	-Select- <input type="button" value="v"/>	
4	0	-Select- <input type="button" value="v"/>	

The seven reasons available to cite for non-reconciliation are the following:

1. **Phase I verification count is inaccurate:** Use this reason if the count for Phase I was incorrect for any reason. PEAs have the option to comment on specifics.
2. **Failed to resolve integrity errors:** Use this reason if the PEA could not resolve integrity errors on time. PEAs have the option to comment on specifics.

3. **SPED data incorrect; data passing integrity:** Use this reason if a student's SPED participation was not captured in AzEDS for any reason.
4. **\*Tuitioned-out students reported incorrectly by DOA:** Select this if the student was reported incorrectly by DOR. This selection requires documentation, SSIDs, and a brief explanation in the comments section.
5. **\*Valid SPED concurrency error was not resolved by other PEA:** Select this reason if a student was reported concurrently between your PEA and another PEA. This selection requires documentation of the attempts to resolve the errors. SSIDs are required in the SSID section, and a brief explanation is required in the comments section.
6. **\*Unable to resolve due to bug in AzEDS recognized by ADE:** Use this selection if PEA was notified of an issue in AzEDS. This selection requires documentation, SSIDs, and a brief explanation in the comments box.
7. **\*\*Vendor unable to resolve SIS sync issues with AzEDS:** Select this issue if the PEA's SIS had a valid issue. If this reason is selected, documentation must be uploaded, SSIDs will be required in the SSID section, and an explanation is required in the comments section.

One asterisk (\*) requires up to ten SSIDs to be provided, as well as PEA comments and supporting documentation.

Two asterisks (\*\*) require supporting documentation along with PEA comments.

Once all appropriate reasons have been entered, you may submit the non-reconciliation. ESS staff will review the reasons entered and the documentation provided within 2-4 weeks.

## Other ODC Reports

As shown in Figure 8, after PEAs have submitted their non-reconciliation, they may review their Non-Reconciliation Responses report. This is where a PEA can find ADE's determination for Phase III. This report is available in the ESS October 1 Data application in the "Reports" tab. An example of the Non-Reconciliation report is available below in Figure 9.

Figure 7: The reports screen in the ODC application

## Child Count and Personnel Reports

### Child Count Reports

Fiscal Year: 2025 ▾

**SPED07 Report**  
 **Verification Count Report (active when e-signature is completed)**  
 **Non-Reconciliation Responses (not available prior to 2010-2011 School Year)**

Run Report

Figure 8: Sample Non-reconciliation reasons report.

Arizona Department of Education - Special Education Census			
AzEDS - Verified Count Non-Reconciliation Responses			
Fiscal Year: 2020			
Print Date: 1/24/2020			
<b>Agency:</b>	Mt Humphrey Unified District	<b>CTDS:</b>	16-02-56-000
<b>Reasons Selected</b>			
Reason ID	Reason Description		
1059	Verification count inaccurate		
<b>Number of Attachments: 0</b>			
<b>PEA Details and ADE Response</b>			
Submission Date	PEA Comment	ADE Response	Non-Recon Determination
01/23/20 03:41P		[No ADE Response currently available]	



## October 1 Data Federal Reports and Citations

Below is a table indicating the data collection requirements that ADE must provide to the United States Department of Education, as noted by Part B of IDEA and the Office of Special Education Programs.

Child Count Reports with a PEA requirement for districts, charter schools, state institutions, secure care facilities, and transporting districts can be seen in Table 1 below:

*Table 1: Child Count Reports*

Report Name	Description	Citation
Children with Disabilities Receiving SPED Under Part B of IDEA	Number of children with disabilities receiving SPED and related services on count date by age, disability, ethnicity, gender, and EL status.	P.L. 108-446, Section 618(a)(1)(A)(i) and Section 618(a)(3); 34 C.F.R. §§300.640, 300.641, 300.642(b), 300.643, 300.644, 300.645
Implementation of FAPE Requirements	Count of children served under IDEA, Part B, according to their educational environments by age, disability, ethnicity, gender, and EL status.	P.L. 108-446, Section 618(a)(1)(A)(ii) and Section 618(a)(1)(A)(iii), and Section 618(a)(3); 34 C.F.R. §§300.640, 300.641, 300.642(b), 300.644, 300.645

Personnel Reports with a PEA requirement for districts, charter schools, state institutions, secure care facilities, approved private schools, residential treatment centers, and transporting districts can be seen in Table 2 below:

Table 2: Personnel Reports

Report Name	Description	Citation
Personnel (FTE) Employed to Provide SPED and Related Services for Children with Disabilities	FTE of personnel employed or contracted to provide SPED and related services to children with disabilities (teachers, paraprofessionals, related service providers)	P.L. 108-446, Section 618 (a)(3); 34 C.F.R. §§ 300.640, 300.642(b), 300.645

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# Frequently Asked Questions

## General Questions

**Q1:** *How do I verify my October 1 student count?*

**A:** Verification of your October 1 student count is done electronically through the online ESS October 1 Data Collection application, available via the Exceptional Student Services Portal within ADEConnect. Instructions are provided on the application's home page under the help tab.

**Q2:** *What if I don't have an ADEConnect account or if I don't have the ESS portal and/or the ESS October 1 Data Collection application available under my existing ADEConnect account?*

**A:** If you do not have an ADEConnect account, one will have to be established by contacting the ADE support center for assistance at (602) 542-7378 inside Maricopa County; (866) 577-9636 outside Maricopa County, or via email at [adesupport@azed.gov](mailto:adesupport@azed.gov).  
Contact your local ADEConnect Entity Administrator and SPED director to request permission from the LEA user or LEA signer to access the ESS October 1 Data Collection application. With the SPED director's approval, the entity administrator will submit a request for access to ADE/ESS on your behalf. The application should be accessible to you shortly after the request is processed.

**Q3:** *If the data on my SPED07 report for October 1 is inaccurate, how do I make corrections?*

**A:** The SPED07 report is derived from student data reported in AzEDS. Your PEA reports student data in their SIS, which sends it to AzEDS. The SPED07 report lists all students reported with a disability as of October 1 and is updated daily. If there is an error in the SPED07 report, please review the student data in your SIS to ensure reporting accuracy. Your PEA has until the Reconciliation deadline to correct any student data. Once the Reconciliation deadline occurs, a snapshot of the students served over October 1 is extracted from AzEDS to finalize the SPED07 report. Once the final snapshot has been taken, no other changes/corrections can be made to the SPED07.

**Q4:** *What is a DB need?*

**A:** The Deaf-Blind (DB) need is a federal disability category, not a state category. For the federal student count, a student is determined to be DB if the student has both an HI and a VI need

reported concurrently in AzEDS. This disability category will not be found on any other report except for the SPED07 report.

**Q5:** *How are unduplicated counts determined?*

A: The SPED07 report extracts from AzEDS the disability category for each student identified with the Federal Primary Need Indicator (FPNI) and reports the student once with that disability, regardless of how many disabilities a student has, except for DB (see previous FAQ).

**Q6:** *How do I complete the October 1 Data Collection and electronic signature?*

A: Census Verification Counts and Personnel Data with electronic signatures are due by the Phase I due date. To be eligible for federal allocations, the LEA signer is required to comply with this step. To submit your verification counts and electronic signature, as the LEA signer, you must access the ESS October 1 Data Collection online application, available via the ESS portal within ADEConnect.

**Q7:** *How will I know if my electronic signature for the October 1 Data Collection was received?*

A: An automatic email notification will be sent to both the LEA user and LEA signer when the electronic signature (to include the date and time) is submitted via the ESS October 1 Data Collection application available via the ESS portal within ADEConnect.

**Q8:** *What happens if the final SPED07 report fails to match the census verification count submitted by the PEA?*

A: A child count that could not be reconciled in AzEDS by the time the final SPED07 report is generated may have an impact on the PEA determination, and the PEA may also be subjected to an ADM audit. In addition, the non-reconciliation step must be completed within the ESS October 1 Data Collection application. PEAs that did not reconcile will be notified after Phase II ends.

**Q9:** *What happens if the census verification count is submitted past the due date?*

A: A past-due Census Verification Count submission may interrupt your federal funds until ADE/ESS receives it and may also impact the PEA determination. Additionally, the SPED07 report will not be accessible until the Census Verification Count has been submitted.

**Q10:** *What happens if the census verification count is not submitted?*

A: Non-submission will result in ineligibility to apply for IDEA basic allocations. Late submission may cause an interruption of federal funds, and the PEA determination may be impacted.

*Q11: Is the census verification count done by the district of attendance (DOA) or the district of residence (DOR)?*

A: The October 1 SPED Census is done by DOR; except for a few scenarios, PEAs should only count students who reside within their PEA regardless of where students attend to receive SPED and related services.

*Q12: How are CEC (certificate of educational convenience) students reported in the census count? By district of attendance (DOA) or district of residence (DOR)?*

A: CEC-A students who cannot attend the PEA in which they reside because of distance or lack of transportation and attend another PEA in-state are included in the census for the DOR, as they claim enrollment.

CEC-A students who cannot attend the PEA in which they reside and attend an out-of-state school are included in the census for the DOR as they claim enrollment.

CEC-A students who reside in unorganized territories and attend another district in-state are claimed by the DOA, which is equivalent to the DOR. These students would be included in the census for the DOR.

CEC-B students who reside in the PEA because of placement by a state agency or state/federal court and attend the PEA where they reside in placement (not PEA where parents reside) are claimed by the DOA, which is equivalent to the DOR. These students would be included in the census for the DOR.

*Q13: How do I count students when October 1 falls on a weekend (Saturday or Sunday) or fall break?*

A: Include students enrolled on the last day school was in session before October 1 if they are known to have continued in SPED on the first day school was in session following October 1 (whether it be your school in your PEA or another PEA). The PEA that should count the student is the PEA the student was enrolled in before October 1.

*Q14: My elementary district's boundaries do not overlap with any other district's boundaries. High school students reside within my district's boundaries and are served at another PEA. How are these high school students counted?*

A: For high school students who are residents of a common (elementary only) school district within the State of Arizona that is not within a high school district and does not offer instruction in the pupil's grade, these students are counted at the district of attendance (DOA).



*Q15: Should empowerment scholarship account (ESA) students be included in the October 1 census count, and if so, how?*

A: Students in an ESA program are eligible for proportionate share funding and thus can be included in the parentally-placed student count.

*Q16: Should students with disabilities (SWD) participating in a dropout recovery program (DRP) be included in the October 1 count?*

A: Per A.R.S. § [15-901.06](#), DRP students are considered enrolled students at a PEA that offers this program. A student with an IEP participating in a DRP over October 1 should be included in the October 1 count. Note that a DRP can operate services through an education management organization (EMO); however, the education services must be overseen by a PEA (an EMO cannot oversee this process, but can provide services).

## Personnel Questions

*Q1: Why does the Office of Special Education Programs (OSEP) collect personnel data? There is no statutory basis for this data collection.*

A: Section 618(a)(3) of the IDEA gives OSEP the authority to collect personnel data. OSEP uses the data about SPED teachers for two of its Government Performance and Results Act (GPRA) indicators. Currently, these indicators are:

- the number of states with at least 90% of SPED teachers of children with disabilities ages 6- 21 who are fully certified in the areas in which they are teaching; and
- the number of states with at least 90% of early childhood SPED-accredited teachers in the areas in which they are teaching.

*Q2: Why does OSEP collect personnel data when data on fully certified teachers is collected under the Every Student Succeeds Act (ESSA)?*

A: The data reported under IDEA is submitted as an individual person count by FTE. The data reported under ESSA are submitted as a count of classrooms.

*Q3: Why are teachers reported according to the age of the children they teach [3–5 (preschool), 5–21 (K-12)] rather than whether they teach early childhood or school-age children?*

A: The age groupings [3–5 (preschool) and 5–21 (K-12)] used by OSEP reflect the age groupings that are specified in IDEA.

**Q4:** *Is personnel data reported by the school or by the district?*

**A:** Data is reported by district. Years ago, we asked for this data by school. This data is now collected at the district level.

**Q5:** *How are personnel counts reported?*

**A:** Personnel numbers should be reported by FTE for the assignment. Decimals may be used.

FTE should be standardized within your PEA to a standard framework of time. In most cases, this would be a 40-hour workweek. All FTEs should then be proportioned against this standard number. If you are unsure if a staff member meets this requirement, please get in touch with your Human Resources department for more information.

There may be cases where an individual staff member's total FTE can exceed 1.0. The requirements to report an FTE higher than 1.0 is steep and would have to be outlined in the scope of work within a contract or job description where the position is expected to work beyond the standard FTE. Additionally, the extra hours worked beyond a typical 40-hour workweek would have to occur consistently during most of the school year. If you are unsure if a staff member meets this requirement, they should be reported with a 1.0 FTE.

**Q6:** *How many decimals can be used to report FTE?*

**A:** The FTE counts are rounded off to two decimal places where appropriate, consistent with federal reporting requirements.

**Q7:** *Should FTE be based on the length of the school day or the actual hours employed?*

**A:** FTE should be based on the length of the school day.

**Q8:** *Should the lunch hour be considered as part of the school day when calculating FTE?*

**A:** The lunch hour can be included in the FTE only if personnel are providing SPED and related services to students with disabilities during that time.

**Q9:** *How do I report FTE for personnel (employed or contracted) who only provide a few hours of service periodically during the school year?*

**A:** FTE can be calculated by day, week, month, or even year. Determine the number of hours in a school day, week, month, or year, and divide the number of hours calculated by the number of service hours provided. Report the resulting FTE accordingly. If the FTE figure is .009 or less,

you will not be able to report this FTE since the application does not accept figures with more than two decimal places.

Example 1—To calculate FTE based on a school day:

A part-time resource room teacher working 4 hours per day (in a 6-hour school day) would be  $4 / 6 = .67$ .

Example 2—To calculate FTE based on a school week:

An SLP visits once a week for 4 hours.

5 school days in a week x 6 hours a day = 30 hours.

$4 / 30 = .13$

Example 3—To calculate FTE based on a school year:

An audiologist visits a few times during the school year for a total of 15 hours.

180 school days x 6 hours a day = 1,080 hours.

$15 / 1,080 = .0138888$

Round off to 2 decimal places = .01

*Q10: As an AOI school, traditional school days are not the norm. How would FTE for personnel for AOI schools be calculated?*

A: The chart below describes the required instructional hours/minutes in schools. Given that Arizona Online Instruction (AOI) schools report minutes for Average Daily Membership (ADM), it is recommended that FTE be calculated based on these guidelines.

<b>Grade Range</b>	<b>Annual Instructional Hours Required</b>	<b>Annual Instructional Minutes Required</b>	<b>Average Daily Required Minutes</b>
KG Programs	356	21,360	119
1-3	712	42,720	238
4-6	890	53,400	297
7-8	1,000	60,000	333
9-12	900	54,000	300

*Q11: Should I report contracted employees?*

A: Yes. You must report contracted employees as either fully certified or not fully certified (teachers, paraprofessionals, and related service providers).

*Q12: What are the fully certified requirements under ESSA?*

A: A fully certified teacher is a teacher with a bachelor's degree, full state certification (intern, provisional, reciprocal, or standard teaching certificate), and who demonstrates subject matter competency in the academic subject area assigned to teach. Except for SPED, charter school teachers are exempt from the certification requirement.

*Q13: What are the requirements for SPED teachers?*

A: A SPED teacher must have a bachelor's degree and full state certification as a SPED teacher. For a SPED teacher of record in a core academic subject area, a teacher is required to meet the same subject matter competency requirements as elementary, middle grade, junior high, and secondary teachers.

*Q14: What does it mean to be the teacher of record?*

A: A teacher of record directly instructs, evaluates, and assigns grades to students in core academic subjects.

*Q15: What does it mean if you are not the teacher of record?*

A: A SPED teacher does not have to demonstrate subject-matter competency in core academic subjects if the teacher's role is limited to providing fully certified teachers with consultation on adapting curricula, using behavioral supports and interventions, selecting appropriate accommodations or if the teacher does not directly instruct students in those subjects, such as assisting students with study or organization skills or providing reinforcing instruction to a student who already received instruction from a teacher who is fully certified in that core academic subject. SPED teachers who are not the teacher of record are then determined to be fully certified by virtue of having the appropriate Arizona SPED Certificate.

*Q16: How should personnel who are fully certified to teach in some areas but not others be reported?*

A: SPED teachers must meet fully certified requirements for every core academic subject they teach. See the definition of fully certified for the IDEA under [34 C.F.R. §300.156\(c\)](#). Suppose a

teacher is not fully certified to teach a given subject. In that case, that teacher should be reported as not fully certified for the FTE associated with teaching any such subject.

*Q17: Are early childhood SPED teachers required to meet the fully certified requirement?*

A: Early childhood SPED teachers must be fully certified. However, they are fully certified based on holding the Early Childhood SPED certificate. A.R.S. § [15-901\(A\)\(3\)](#) defines the common school (elementary school) as preschool children with disabilities.

*Q18: Rather than fully certified versus non-fully certified, why doesn't OSEP collect teacher data according to whether a teacher met SPED endorsement requirements or whether a teacher met the core content area requirements?*

A: The collection of additional categories regarding endorsement and core content would be an additional reporting burden that OSEP does not believe is warranted at this time.

*Q19: Are SPED paraprofessionals required to meet the fully certified requirements under ESSA?*

A: Yes, if the paraprofessional is in a Title I school-wide or targeted-assistance program. However, teaching assistants who only attend to the health needs of SPED students or serve in non-instructional roles are not required to be qualified.

*Q20: Which paraprofessionals should be reported in section B? That is, what types of work assignments are relevant?*

A: As defined on pages 1 & 2 of the instructions, the term paraprofessional includes employees who provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher, assist with classroom management such as organizing instructional and other materials, provide instructional assistance in a computer laboratory, conduct parental involvement activities, provide support in a library or media center, act as translators, or provide instructional support services under the direct supervision of a teacher.

*Q21: How does a paraprofessional in a Title I school-wide or targeted-assistance program meet the fully certified requirements in Arizona?*

A: According to Arizona guidance, an instructional paraprofessional in a Title I school-wide program or in a Title I targeted-assistance program who is paid with Title I funds is required to hold a secondary school diploma or GED and meet the following requirements:

- Hold an associate's degree or

- Complete two years of study or 60 credit hours at an accredited institution of higher education; or
- Obtain a passing score on an ADE-approved assessment. Arizona recognizes Para Pro, ACT WorkKeys, or Master Teacher's Para Educator Learning Network assessments.

*Q22: How do I report paraprofessionals who are not in a Title I school?*

A: Report these paraprofessionals under the appropriate column in Section B, depending on whether they meet the qualifications for being fully certified or if they meet the definition of being fully certified as defined in Section C.

*Q23: Does a paraprofessional in a computer lab have to meet the fully certified requirements?*

A: The answer depends upon the responsibilities assigned to the paraprofessional. If the paraprofessional is an instructional aide assisting students with curricular issues, the answer is yes. However, if the paraprofessional is employed in a computer lab for maintenance, mechanical assistance, or security responsibilities, the paraprofessional would not be considered an instructional aide and would not be required to meet the qualified definition.

*Q24: If I have additional questions on fully certified, where can I go for answers?*

A: [ADE's Certification Requirements web page](#).

*Q25: Does fully certified include other state certifications?*

A: No. Fully certified only refers to Arizona certification. Certification in other states is not applicable.

*Q26: What if there are no certification requirements for a position?*

A: If there are no Arizona certification requirements for a position, the employee is considered fully certified.

*Q27: Should teachers and other instructional personnel who serve children from birth to age two be reported?*

A: No.

*Q28: Should regular education teachers who work with children with disabilities be included?*

A: No.

*Q29: How should inclusion teachers working with students ages 5–21 (including kindergarten) be reported? These teachers are not required to be fully certified. They support regular education teachers and do not give grades, but they meet the state qualifications for the position.*

A: You can count these individuals as either teachers who are not fully certified or as qualified paraprofessionals.

*Q30: Should I report only the related services personnel who provide services solely to SPED students?*

A: No, personnel who work with both children who do and who do not have disabilities should not be excluded from this report. However, report only the FTE personnel who spend time working with children with IEPs and service plans for this data collection. Personnel who do not work at all with children with disabilities should not be represented in this data collection. This is one of the reasons that personnel data collection uses FTE as a unit of measurement. The report of related service personnel should be based on the percentage of time that those personnel work with children with disabilities.

*Q31: Should I report personnel data for the entire school year?*

A: No. You must report personnel employed or contracted to provide SPED and related services on or about October 1 of the reporting year.

*Q32: Should I include ASDB personnel who serve vouchered students?*

A: No. ASDB is responsible for reporting its personnel by FTE.

*Q33: Why doesn't this report include a complete list of SPED personnel and related service providers?*

A: This report is not intended to be a comprehensive count of all types of personnel providing services to students with disabilities. Report only specified personnel.

*Q34: Why isn't the psychologist category labeled school psychologist?*

A: The personnel category labels come from the definition of related services in IDEA. That definition refers to psychological services, not just those provided by a school psychologist. Therefore, the label will not be changed.

*Q35: Should vision teachers be reported?*

A: No. Since none of the sections specify a category for vision teachers, they should not be included in the personnel report.

*Q36: How do I report gifted teachers?*

A: Gifted teachers are not to be included in any of the sections of the Personnel report.

*Q37: Where can I find SPED certification requirements for Arizona?*

A: You can find the requirements for Early Childhood, Hearing Impaired, Severely and Profoundly Disabled, and Visually Impaired at [ADE's Certification Requirements web page](#).

*Q38: How do you report resource officers dealing with SPED students having discipline problems?*

A: A resource officer is described as a fully sworn/commissioned law enforcement officer whose primary assignment is within the local schools for the purpose of enforcing laws (when applicable), conducting law-related workshops/presentations to the students, faculty, and parents, and counseling/mentoring students. These personnel do not provide SPED and related services, and their role is not specific to SPED. If the resource officer provides the same service to all students, but some (or most) happen to be students with IEPs, then they should not be counted on the personnel report at all.

*Q39: How should Spanish interpreters be reported?*

A: If a Spanish interpreter is working with a student due to EL/LEP status and not because of the student's disability, you would not report the interpreter on the personnel report.

*Q40: Are nursing assistants required to be licensed/certified?*

A: They are not required to be certified by ADE. We would assume they are required to be licensed as nursing assistants through the Board of Nursing (LPN license). Additional information can be found on the [Arizona Board of Nursing](#) website.

*Q41: If a school nurse administers medication to SPED students daily (not written into the IEP), should these personnel be counted in Section C of the personnel report, and if so, how should FTE be calculated?*

A: Given the definition of medical/nursing personnel (see page 6 of the personnel instructions), the personnel described would be excluded from this report. The school nurse is not involved in any diagnostic or evaluation work with SPED students, and this would not constitute

enabling children to receive FAPE as described in the IEPs simply because of administering medication.

*Q42: Can psychology interns be reported with Psychologists in Section C?*

A: If the intern(s) meet the standards for a psychologist as defined in Arizona, meet the definition of a psychologist, and serve the functions outlined in statute (see Personnel Instructions), report this individual in Personnel Report Section C.

*Q43: How would a Speech-Language Pathology Assistant (SLPA) or an Occupational Therapy Assistant (OTA) be reported?*

A: There is no separate category for either SLPA or OTA in Section C of the Personnel report. However, if an SLPA or OTA meets the definition of a paraprofessional as defined in the Personnel instructions, the FTE of these personnel can be included in Section B.

*Q44: Some related service provider categories (i.e., OT, PT, OTA, SLPA) require licensure. How would these be reported?*

A: The term Fully Certified refers to qualified personnel. The term also refers to:

1. Staff who hold appropriate certification and licensure for the position held,
2. Staff in personnel categories that do not require certification or licensure if the staff meet existing state standards or requirements for the position they hold, and
3. Staff in positions for which no state standards or requirements exist.

Therefore, categories that require licensure would be reported as Fully Certified if licensed and Not Fully Certified if not licensed.

*Q45: How would personnel who do not provide direct services to students with disabilities be reported (i.e., consultant teachers, personnel who do paperwork only, etc.)?*

A: A teacher or related service provider cannot be reported with an FTE greater than 1.0. Completion of paperwork is considered a function of providing SPED services to students with disabilities and, therefore, would be absorbed in the FTE. Teachers or related service providers who do not provide direct services to students with disabilities can be reported based

on the number of hours of service through consultation or doing paperwork that is proportionate to their FTE.

For example, if a full-time SPED teacher is tasked with developing IEPs, which only take up half their FTE, the teacher would be reported as .5 FTE on the Personnel Report.

*Q46: Are CNAs that provide support to SPED students, as noted in their IEP, counted in personnel data?*

A: Per [34 C.F.R. § 300.156\(a\)\(2\)\(iii\)](#):

Allow paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulation, or written policy, in meeting the requirements of this part to be used to assist in the provision of special education and related services under this part to children with disabilities.

Thus, if a CNA meets paraprofessional requirements, they can be reported as qualified under Section B, but if not, then report as not qualified.

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## Parentally Placed Student Questions

*Q1: What is the citation for collecting parentally placed student counts?*

A: [34 CFR § 300.705\(b\)\(3\)\(i\)](#)

*Q2: Which PEAs are required to submit parentally placed student counts?*

A: This is only applicable to traditional school districts that have non-profit private schools within their district's geographical boundaries and homeschooled students that live within their district's geographical boundaries. If your district's geographical boundary overlaps with another district, only report private school counts for the grades your district serves.

This does not apply to charter schools, secure care facilities, state institutions, accommodation districts, transporting districts, and county regional districts, as these entities do not have geographical boundaries.

*Q3: What are the criteria for reporting parentally placed students?*

A: Students must be enrolled in non-profit private elementary or secondary schools, residential schools, or homeschooled and participate in a kindergarten program or grades 1-12.

*Q4: Is the parentally placed student count a count of SPED students only or all students enrolled on October 1?*

A: Districts should report all students aged 3-21 enrolled on October 1 in a kindergarten program or grades 1-12, not only those receiving SPED services.

*Q5: If a parentally placed student is receiving SPED services, would this student be included in the eligible count(s)?*

A: Yes, a parentally placed student who is receiving SPED services on an ISP over the October 1 count date would be considered eligible and should be included in this count, as well as the October 1 SPED count.

*Q6: If a parentally placed student was found eligible with an expired evaluation, would that student be considered eligible?*

A: No, a student with an expired evaluation cannot be included as eligible and would not be guaranteed equitable services. In determining eligibility for parentally-placed students, the PEA must undertake activities similar to the activities taken for the agency's public-school children regulated under [34 C.F.R. § 300.131](#).

*Q7: Do private schools include approved private SPED schools?*

A: With respect to the grades served, any student who has been parentally placed in a non-profit private elementary or secondary school or RTCs over October 1 should be included in the parentally placed student count by the district in which the approved private school resides. For a complete list of approved private day schools and residential treatment centers, visit [Private & Public Programs](#) on the ESS website.

*Q8: Where can I find a list of private schools within my district's geographical boundaries?*

A: The ADE does not maintain a list of all private schools in Arizona. [The National Center for Educational Statistics \(NCES\)](#) provides a private school search tool on its website. The ADE does not endorse this tool.

*Q9: How can I determine a private school's non-profit status?*

A: You can determine if a private school is non-profit by asking them directly, or you can go through the [Arizona Corporation Commission website](#) to look up the corporation name.

*Q10: What if I don't have any private schools within my district boundaries?*

A: If you do not have any private schools within your district boundaries, then you will only report your homeschooled student count, if any. If you don't have any private school students or

homeschooled students to report, then you will indicate such by entering zero in the field of the ESS October 1 Data Collection application that asks for the total enrollment count for private school and homeschooled students.

*Q11: What obligation, if any, do districts have to serve 3-to-5-year-old children who are parentally placed in private schools?*

A: A PEA's obligation to serve children aged 3-5 under the equitable services provisions depends on whether a child is enrolled in a private school or facility that meets the definition of "elementary school" in the IDEA and the final regulations. "Elementary school" is defined in [34 C.F.R. §300.13](#) as a non-profit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law. Arizona state law defines elementary grades as kindergarten programs and grades 1-8. Preschool programs at a private school, facility, or homeschooled do not fall under the definition of elementary school. Accordingly, 3-5 year-old children with disabilities who are enrolled by their parents in a private school or facility that meets the State's definition of "elementary school" would be considered parentally-placed and the equitable participation provisions would apply.

A child aged 3-5 enrolled by their parents in a private school or facility that does not meet the State's definition of "elementary school" would not be eligible to be considered for equitable services. However, the State's obligation to make FAPE available to such a child remains. Section 612(a)(1) of the IDEA requires that States make FAPE available to eligible children with disabilities aged 3-21 in the State's mandated age range ([34 C.F.R. §300.101](#)). Because many PEAs do not offer public preschool programs, particularly for three and four-year-olds, PEAs often make FAPE available to eligible preschool children with disabilities in private schools or facilities in accordance with [34 C.F.R. §§300.145](#) through [300.147](#). In these circumstances, there is no requirement that the private school or facility be an "elementary school" under State law.

In some instances, a PEA may make FAPE available in the private preschool program that the parent has selected. If there is a public preschool program available, the PEA of residence may choose to make FAPE available to a preschool child in that program. If the group of persons making the placement decision, as specified in [34 C.F.R. §300.116\(a\)\(1\)](#), places the child in a public or private preschool program, and the parents decline the public agency's offer

of FAPE because they want their child to remain in the private preschool program they have selected, the public agency is not required to provide FAPE to that child. The parent may challenge the public agency's determination of what constitutes FAPE for their child using the State complaint and due process procedures available under IDEA.

*Q12: Whom can I contact to see if any homeschooled students reside within my district's geographical boundaries?*

A: Parents of homeschooled children are required to register with the county superintendent's office. Contact information for these offices can be found on the [County Educational Service Agencies webpage](#).

*Q13: How do I report the parentally placed student count if my district's geographical boundaries overlap with another district's geographical boundaries?*

A: If your district's geographical boundaries overlap with another district's geographical boundaries, then only report the parentally placed students in private schools for the grade range that your district serves. The homeschool count would only apply to homeschooled students who reside within your district's geographical boundaries.

*Q14: What about Head Start Programs? Are they considered private schools?*

A: The primary determination of whether a student should be counted or not under parentally placed counts is determined by whether they meet the definition of "elementary school" detailed in question 11.

*Q15: Should empowerment scholarship account (ESA) students be included in the October 1 count and, if so, how?*

A: Students on an ESA program are eligible for proportionate share funding and thus can be included in the parentally placed student count. ESA students who attend non-profit private elementary or secondary schools within the district's boundaries must be reported in the Parentally placed Private School Student (PPPSS) count. ESA students who are homeschooled on an ESA must be counted in the PPPSS count for your district.

*Q16: Why is it necessary to report eligible counts by age group?*

A: Parentally placed students who have been evaluated and determined eligible for SPED services must be reported in the appropriate age group to calculate proportionate share amounts for the IDEA Basic and IDEA Preschool grants. While the data collection does specify

three- and four-year-old students, they would have to be classified as participating in a kindergarten program or a school-age grade in order to be counted in this data collection.

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