



Exceptional Student Services

October 1 Data Collection

Technical Assistance Manual

Revised September 2026



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 student count and the personnel data.

There are three phases of the ODC:

- Phase I: Personnel and Student 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 offers an overview of the components of October 1 Data Collection, step-by-step instructions on completing each Phase, and resources to assist and guide users in completing the submission and certification requirements for ODC. Additional resources for this application may be found on our [October 1 Data Collection](#) webpage, while reporting guidance for troubleshooting SPED-related data reported to AzEDS can be found on our [AzEDS SPED Reporting](#) page. Be sure to review the [ESS Important Dates Dashboard](#) for current reporting year timelines.

Student Verification Count

The student 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 student count date. OSEP gives states latitude on the student count date; however, it must be between October 1 and December 1. Arizona uses October 1. The October 1 student count data is collected based on the district of residence (DOR) as the DOR is responsible for a student's individualized education program (IEP).

The student count is unduplicated based on the Federal Primary Need (FPN). The FPN is defined as the disability/need that most adversely affects the student's ability to progress through the general

curriculum. If a student has only one eligible disability need, that disability is the FPN. If the student has multiple eligible disabilities/needs, only one can be identified as the FPN.

Parentally placed student counts are an additional component of the annual student 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

Personnel employed and contracted to provide special education 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 students with disabilities, regardless of funding source. Teachers and other instructional personnel who serve students from birth through age two should not be reported **unless** they also serve students 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 student count by the PEA, which is identified as the DOR. Arizona State School for the Deaf and Blind (ASDB) is responsible for submitting the student count (vouchered to ASDB) and personnel data (see [ASDB Student Reporting](#) for details).

Accessing the October 1 Data Collection Application

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 submit the data for ODC will need the applicable 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: PEA User**
 - Data entry and review only
- **ESS October 1 Data Collection: PEA Signer**
 - Data entry, review, and certification
 - Reserved for Special Education Directors, Superintendents, CEOs, Business Managers, Charter Holders, or equivalent titles ONLY.

The ODC application is accessible within the Exceptional Student Services Portal (ESS Portal). Users will first log in to their ADEConnect account. Next, users will access their ADEConnect applications. When viewing the list of applications, users will locate the district-level entity grouping for their PEA and select the “Exceptional Student Services Portal” link nested below this entity, as shown in Figure 1 below.

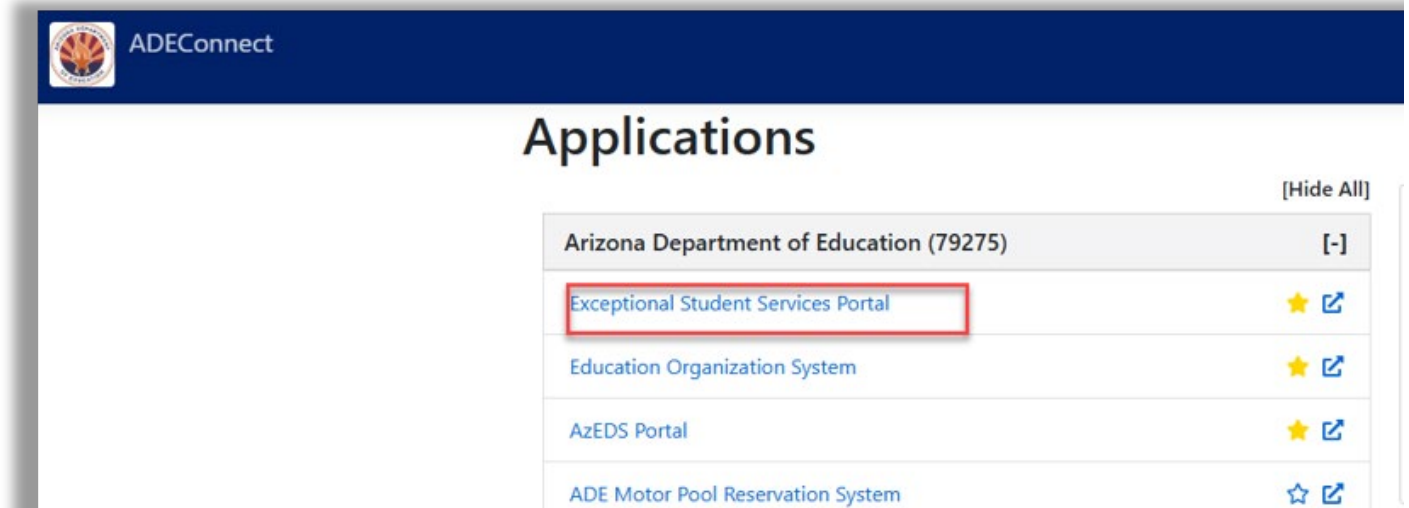


Figure 1: ADEConnect Applications page

Once in the ESS Application Portal, navigate to the October 1 Data Collection Application located in the Data Collection and Reporting section. As seen in Figure 2 below, if this link is grayed out, the user either does not have the appropriate role assigned to their account or has accessed the ESS Portal from an inappropriate entity level. Many access issues can be resolved by ensuring users enter the ESS Portal using the link nested under the district level entity.

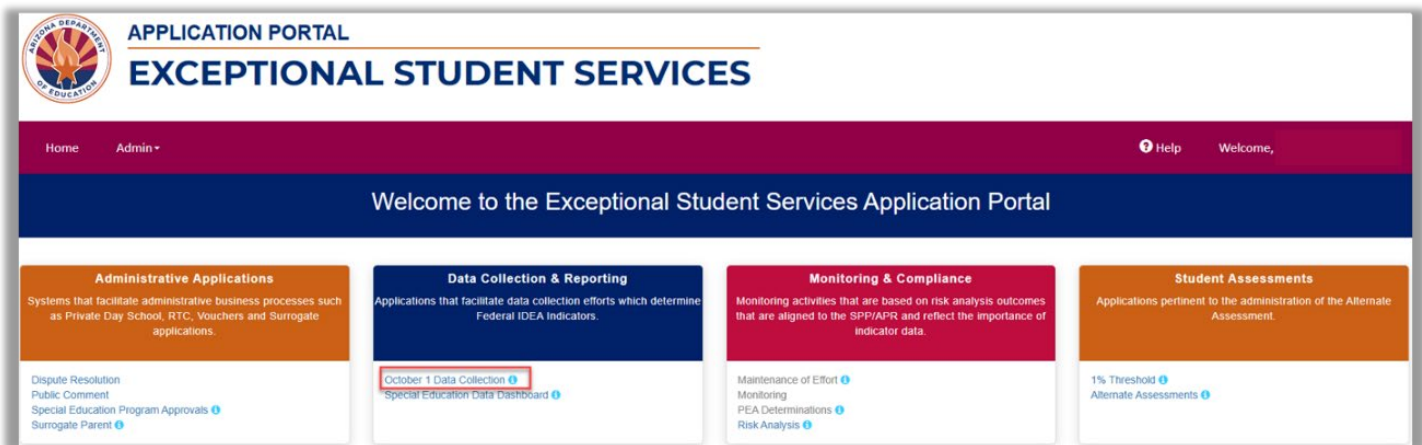


Figure 2: Homepage for Exceptional Student Services Portal

Inside the Application

When logged into the ODC Application, the homepage of the application will display a menu bar with options in the header menu. Below is a table that presents all the menu options within the application.

Option	Description
Home	The homepage of the ODC application, information about the due dates for all three phases, and the status of the application as well as any additional information important at that time.
Data Entry – Student Count Verification	This page will allow you to enter your Student Count and the Parentally Placed Students data.
Data Entry – Personnel	This page will allow you to enter your FTE personnel data for Sections A-C.
Data Entry – Certification	This page will display the different data requirements for Phase I, the status of those entries, as well as the last modified date and by information. This page will also display the status of the signature requirement for Phase I and the last modified data information.
Reports – SPED07 Report	This report displays the total number of unduplicated students with SPED services on October 1, free from integrity errors in AzEDS. You will be able to view this report during Phase II of ODC.
Reports – Verification Count Report	This report displays the student count that was submitted by the PEA during Phase I, along with the Authorized District Approval Signature information.
Reports – Non- Reconciliation Responses	This report displays the reasons selected and the description for that selection, as well as the number of attachments. The bottom section will show the PEA Details and ADE Response and Non-Reconciliation Determination.

Option	Description
Reports – Personnel Sections A-C	This report displays the data that was entered by the PEA during Phase I for all Personnel.
Reports – Personnel Year-to-Year Change	This report displays the totals for Personnel Sections A-C for current SY and the Previous SY. It will show the number difference and the percentage difference and note if it was flagged for a significant difference.
Reports – Personnel Reasons Year-to-Year Change	This report will display the Personnel Sections that were flagged (if any) and the reasons that were selected, as well as any comments from the PEA.
Help	This will redirect users to ESS Data Management's October 1 Data Collection Webpage on the ADE website.
Welcome – ADEConnect	This will direct users to the Exceptional Student Services Portal.
Welcome – ESS Portal	This will log users out of the ODC Application and return them to the ESS Application Portal.
Welcome – Logout	This will log users out of ADEConnect.

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Phase I

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

Student Verification 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 special education 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 Students Receiving Special Education Services

- Count all students who received special education services on October 1.
 - If a student was not enrolled or receiving special education 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 on that day.
 - Include students enrolled or withdrawn from special education services on October 1.
- Ensure that the students who are counted are aged 3–21 on October 1.
- As the DOR, ensure that tuition-out students are counted, including tuition-out students attending:
 - Approved Private Special Education Schools
 - Approved Residential Treatment Centers (RTCs)
 - Head Start Programs
 - Special Education Programs Operated by Another District

- This includes students receiving services from Arizona State Schools for the Deaf and the Blind (ASDB) through a voucher or inter-district agreement at a district site, not an ASDB district site.
- Accommodation schools
- 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 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 Student Verification Count

Once the student verification counts have been determined, they must be reported to ADE by the deadline. Failure to submit the verification count on time may impact your PEA Determinations, and federal funds may be interrupted until ADE/ESS receives it.

Select **Child Count Verification** under the **Data Entry** menu as shown below in Figure 3:



OCTOBER 1 DATA COLLECTION

EXCEPTIONAL STUDENT SERVICES

Home

Data Entry

Reports

Management

Help

Welcome, ESS , ESS Admin

FY 2025-2026

Child Count Verification

Personnel

Data Certification

PEA Name

4153 - Mt Humphrey Unified District - 160256000

PEA Contact Build ran successfully.

Phase	Due Date	Status
Phase 1: Personnel and Verification	11/05/2025 5:00 PM	Due in 47 days
Phase 2: Reconciliation	12/10/2025 5:00 PM	Not started
Phase 3: Non-Reconciliation	02/04/2026 5:00 PM	Not started

Phase 1 Countdown:

47

06

48

22

DD

HH

MM

SS

Figure 3: October 1 Data Collection Homepage

In the first section, enter the students that are receiving services on October 1 between the ages of 3-21, as shown in Figure 4 below.

The final extracted count is used to determine base funding for all PEAs, and adjustments for new or expanding charter schools for Federal Part B allocations under the Individuals with Disabilities Act (IDEA).
Please see Verification and Reconciliation Instructions for complete details.

Special education students served on October 1,
Required for districts, charter schools, secure care facilities, and state institutions

Total number of 3-21 year old students:
Note: This count is applicable to all PEAs and should include all students enrolled in Preschool through grade 12 receiving special education and related services over the October 1 child count date.

120

Parentally Placed Students as of October 1,
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.

Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary.
In Arizona, parentally placed private school students include all students that meet the following criteria:
• Attend a private non-profit, elementary, or secondary school
• Attend a homeschool
Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

02

Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.
Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

01

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.

0

Save Cancel

Figure 4: Student Count Verification Page

The second section will break it down into the number of students that are parentally placed within your district boundaries.

Child Count Verification

Verification of the annual child count is required for all PEAs pursuant to 34 CFR § 300.645(c).
Please inform the Special Education Director, Business Manager, or Superintendent/Charter School Administrator/PEA Administrator that the ESS Census Verification Count is ready for their electronic signature. This individual must be authorized to sign off on this data collection requirement and will need access to the ESS October 1 Data Collection application as an LEA Signer.

Data saved

Special education students served on October 1,
Required for districts, charter schools, secure care facilities, and state institutions

Total number of 3-21 year old students:
Note: This count is applicable to all PEAs and should include all students enrolled in Preschool through grade 12 receiving special education and related services over the October 1 child count date.

120

Parentally Placed Students as of October 1,
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.

Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary.
In Arizona, parentally placed private school students include all students that meet the following criteria:
• Attend a private non-profit, elementary, or secondary school
• Attend a homeschool
Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).

2

Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.
Note: Eligible children with disabilities means the student has a current special education evaluation from a PEA. Please visit the [Proportionate Share/Equitable Services FAQ](#) page for more information.

1

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.

0

Parentally Placed Students

Only public-school districts with a geographic boundary are required to report the number of parentally placed private school students as defined by the IDEA.

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.

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

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Personnel Data

PEAs must report personnel by their full-time equivalency (FTE) of the assignment, who provide services to students with disabilities on or about October 1. Full-time employees are reported as 1.0 FTE. Part-time employees are reported according to the amount of time they work. Personnel data is submitted through the ODC application.

Once the user is on the October 1 Data Collection application homepage, the **Data Entry** menu option should be selected to access the **Personnel** section, as shown in Figure 5.

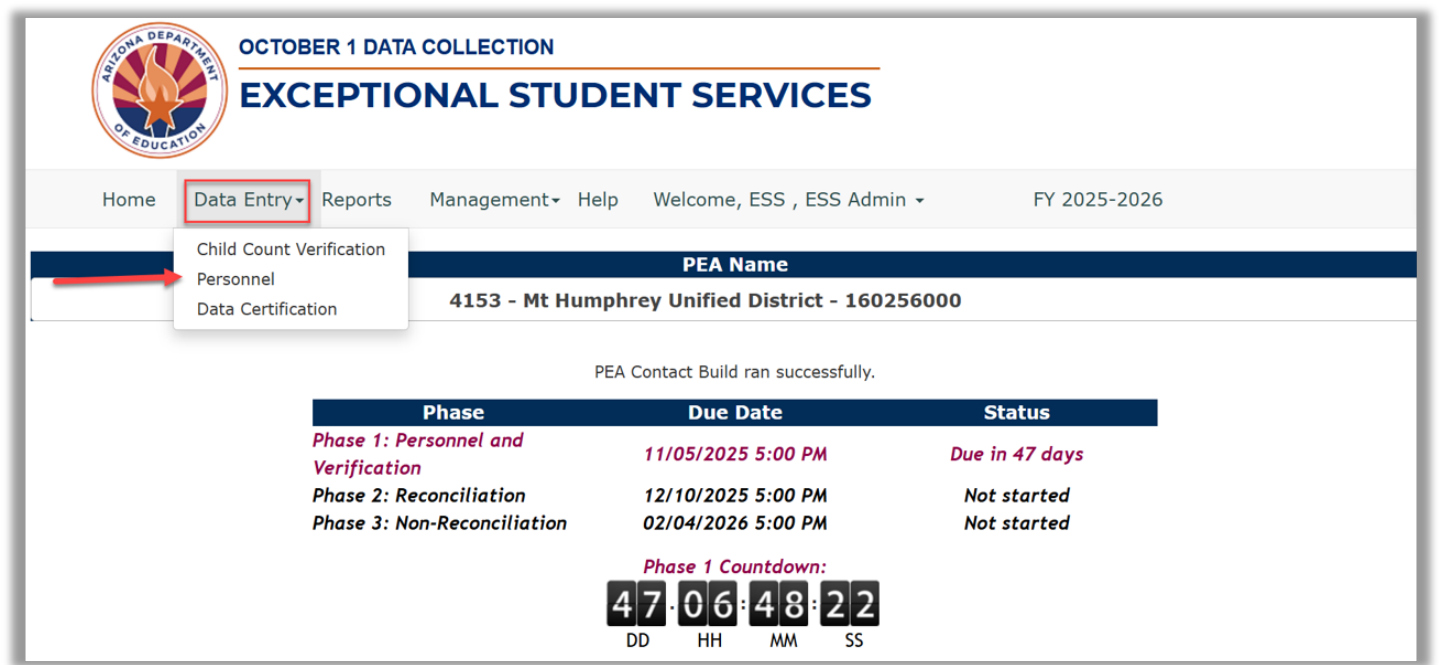


Figure 5: October 1 Data Collection homepage

Section A – Teachers

Section A, as shown in Figure 6 below, is for reporting the number of FTE Special Education teachers contracted or employed to work with students receiving special education services and whether the teachers are fully certified. On the upper row, report teachers working with students with disabilities ages 3–5 (Preschool only); on the lower row, report teachers working with students ages 5–21 (Grades K-12 only).

Section A - Teachers

Enter whole or decimal values. For zeroes, leave boxes empty or enter zero.

	Fully Certified	Not Fully Certified	Total
Special Education Teachers for Ages 3-5 (Preschool only)	1	0.00	50.00
Special Education Teachers for Ages 5-21 (Grades K-12 only)	10	0.00	0.00
Total	50.00	0.00	50.00

Figure 6: Section A

Special Education teachers are teachers employed to provide special education services to students with disabilities, including preschool teachers, itinerant/consulting teachers, and home/hospital teachers. (Do **not** include regular preschool teachers who work with students with disabilities.) For reporting Special Education 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 special education teacher works specifically with students receiving special education and related services.

Section A – Instructions

Fully Certified

For teachers employed or contracted to provide special education 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 special education 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 special teacher in elementary school, middle school, or secondary school must:

- 1) have obtained full certification as a special education teacher (including certification obtained through alternative routes to certification) or passed the State special education teacher licensing examination and hold a license to teach in the State as a special education teacher, except that a special education teacher teaching in a public charter school must meet the requirements set forth in the State's public charter school law;
- 2) have not 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. Except for SPED, charter schoolteachers are exempt from certification.

A special education teacher must have a bachelor's degree and full state certification as a special education teacher. special education 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 special education teachers must be fully certified. However, they are fully certified based on their holding the Early Childhood Special Education certificate.

Not Fully Certified

For teachers employed or contracted to provide special education 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.

Total

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

Section B – Paraprofessionals

Section B, shown in Figure 7 below, is for reporting the number of FTE special education paraprofessionals contracted or employed to work with students who are receiving special education services and are qualified. On the upper row, report paraprofessionals working with students with disabilities ages 3–5 (Preschool only); on the lower row, report paraprofessionals working with students ages 5–21 (Grades K-12 only).

Section B - Paraprofessionals			
Enter whole or decimal values. For zeroes, leave boxes empty or enter zero.			
	Qualified	Not Qualified	Total
Special Education Paraprofessionals for Ages 3-5 (Preschool only)	0.00	0.00	0.00
Special Education Paraprofessionals for Ages 5-21 (Grades K-12 only)	0.00	14	0.00
Total	0.00	0.00	0.00

Figure 7: Section B

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 special education and related services.

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)

Specific Instructions—Section B

Fully Certified

For paraprofessionals employed or contracted to provide special education 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.

Arizona 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.

Not Fully Certified

For paraprofessionals employed or contracted to provide special education 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.

Total

The total number of FTE special education paraprofessionals employed or contracted on or about October 1 of the reporting year who are fully certified and not fully certified will be automatically calculated in this column.



Section C – Related Service Providers

Section C, as shown below, is for reporting the number of FTE-related services personnel by type of personnel contracted and employed to provide related services for students with disabilities ages 3–21 who 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](#).

Note that the number of speech-language pathologists employed has been included in this section.

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

Section C - Related Service Providers			
Enter whole or decimal values. For zeroes, leave boxes empty or enter zero.			
	Fully Certified	Not Fully Certified	Total
Audiologists	0.00	0.00	0.00
Speech-Language Specialists	1.05	0.00	0.00
Interpreters	0.00	0.00	0.00
Psychologists	0.5	0.00	0.00
Occupational Therapists	0.25	0.00	0.00
Physical Therapists	0.25	0.00	0.00
Physical Education Teachers, and Recreational and Therapeutic Recreation Specialists	0.00	0.00	0.00
Social Workers	0.00	0.00	0.00
Medical/Nursing Staff	0.00	0.00	0.00
Counselors and Rehabilitation Counselors	0.5	0.00	0.00
Orientation and Mobility Specialists	0.00	0.00	0.00
Total	0.00	0.00	0.00

Save Cancel

Figure 8: Section C

Specific Instructions—Section C

Fully Certified

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).

Not Fully Certified

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.

Total

The total number of FTE Related Service Providers who employed or contracted on or about October 1 of the reporting year who are fully certified and not fully certified will be automatically calculated in this column.

Audiologists

Report an unduplicated count of the number of FTE audiologists who provide the following services to children with disabilities:

- identification of students 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 students, parents, and teachers regarding hearing loss
- determination of student's needs for group and individual amplification, selecting and fitting appropriate aid, and evaluating the effectiveness of amplification.

Speech-Language Pathologists

Report an unduplicated count of the number of FTE speech-language pathologists providing the following services to students with disabilities:

- 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, students, and teachers regarding speech and language impairments.

Do not include speech teachers reported in Section A.

Interpreters

Report an unduplicated count of the number of FTE interpreters who provide services for students who are deaf or hard of hearing, including oral transliteration services and sign language interpreting services.

Psychologists

Report an unduplicated count of the number of FTE psychologists who provide the following services to students with disabilities or in evaluations for special education eligibility:

- administering psychological and educational tests and other assessment procedures
- interpreting assessment results
- obtaining, integrating, and interpreting information about student behavior and conditions related to learning
- consulting with other staff members in planning school programs to meet the special needs of students as indicated by psychological tests, interviews, and behavioral evaluations
- planning and managing a program of psychological services, including psychological counseling for students 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) special education and related services.

Occupational Therapists

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

Physical Therapists

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 students 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

Physical Education and Recreation and Therapeutic Recreation Specialists

Include physical education teachers who provide special physical education, movement education, or motor development to students 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

Social Workers

Report an unduplicated count of the number of FTE social workers who provide the following services to students with disabilities:

- preparing the social or developmental history of a student with a disability
- group and individual counseling with the student and family
- working in partnership with parents and others on those problems in a student's living situation (home, school, and community) that affect the student's adjustment to school
- mobilizing school and community resources to enable the student 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 special education and related services.

Medical/Nursing Services

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 student has a disability, and the nature and extent of the special education and related services the student needs. Also, include personnel who provide nursing services designed to enable a student

with a disability to receive FAPE as described in the student's IEP, except for services related to medical devices that are surgically implanted (e.g., cochlear implants).

Counselors and Rehabilitation Counselors

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 students 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 special education 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.

Orientation and Mobility Services

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

Omitted Paraprofessionals

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

- playground, bus, and cafeteria aides
- special education aids 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.

Personnel Year-To-Year Change Reasons

If there are any differences in counts of 30% or a count difference of 50 (+/-) you will be flagged to submit personnel reasons. The button to complete this requirement will be located at the bottom of the certification page and will have to be completed before data certification can happen, as shown below in Figure 9.

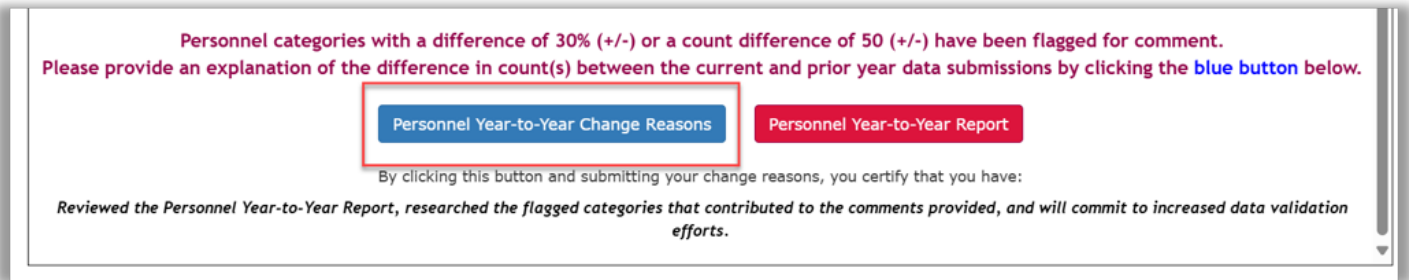


Figure 9: Personnel Year to Year button

Once the **Personnel Reasons** page is opened, the user should select **Add** for any category that appears. As shown in Figure 10 below.

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

Personnel Reasons

(Incomplete)

Personnel categories listed below have been flagged for comment(s). Please provide an explanation of the difference in count(s) between the prior and current year data submissions.

Section A: Teachers						
Reasons	Fully Certified	Status	2024 - 2025	2025 - 2026	Number Difference	Percentage Difference
ADD	Special Education Teachers for Ages 5-21 (Grades K-12 only)	User Input Required	2.50	10.00	7.50	300.00%

Reasons	Not Fully Certified	Status	2024 - 2025	2025 - 2026	Number Difference	Percentage Difference
ADD	Special Education Teachers for Ages 5-21 (Grades K-12 only)	User Input Required	3.00	0.00	-3.00	-100.00%

Section B: Paraprofessionals

Section C: Related Service Providers

[GO BACK TO DATA CERTIFICATION](#)

Figure 10: Personnel Reasons

Then select one of the categories provided for the significant increase or decrease in personnel and then click save, as shown in Figure 11 below.

Choose one or more reasons that apply to the **INCREASE** of Fully Certified Teachers for Special Education Teachers for Ages 5-21 (Grades K-12 only)

The number of students who require these services have increased

Opened a new school

Added a preschool

Position(s) have been added due to programmatic changes

Hired an FTE rather than a contracted person

Replaced not fully certified personnel with certified personnel

Part time became full time

Reclassified the position

Was able to fill a previously vacant position

Only ages 3-5 are served

Only ages 5-21 are served

Reporting error

No changes

Small number of staff at the school translates into a significant change

Other

SAVE

CLOSE

Choose one or more reasons that apply to the **DECREASE** of Not Fully Certified Teachers for Special Education Teachers for Ages 3-5 (Preschool only)

The number of students who required these services have decreased

Closed a school

Closed a preschool

Position(s) have been eliminated due to programmatic changes

Did not include contracted personnel with FTE

Certified personnel are no longer certified

Full time became part time

Reclassified the position

Unfilled positions

Only ages 3-5 are served

Only ages 5-21 are served

Reporting error

No changes

Small number of staff at the school translates into a significant change.

Other

SAVE

CLOSE

Figure 11: Categories for Personnel change reason

When all reasons for personnel changes requiring additional explanation have been submitted, the status at the top of the screen will display **"Complete."** The user can then return to the **Data Certification** page by selecting the blue button located at the bottom of the page, as shown in Figure 12 below

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

Personnel Reasons

(Complete)

Personnel categories listed below have been flagged for comment(s). Please provide an explanation of the difference in count(s) between the prior and current year data submissions.

Section A: Teachers

Reasons	Fully Certified	Status	2024 - 2025	2025 - 2026	Number Difference	Percentage Difference
EDIT	Special Education Teachers for Ages 5-21 (Grades K-12 only)	Complete	2.50	10.00	7.50	300.00%

Section B: Paraprofessionals

Section C: Related Service Providers

GO BACK TO DATA CERTIFICATION

Figure 12: Personnel Reasons Completed Page

Certifying Phase I Data

The second step in the October 1 Data Collection verification count process is the electronic signature. As shown below in Figure 13, the **"Data Certification"** option under the **"Data Entry"** tab will allow a review of the data submitted by the PEA. Upon selecting the **"Notify signer"** button, a notification will be sent to the PEA Signer to complete this step.

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
Notify Signer Notification sent to signer(s)			
Signature Status			
Description	Status	Last Modified On	Last Modified By
Current Status	Awaiting Signature	09/10/2019 2:30 PM	ESSCensusLEA3@test.com

Figure 13: Notify Signer Page

To complete the verification process, a user with the ADEConnect role of ESS October 1 Data Collection: PEA Signer must enter the application. The PEA Signer will navigate to the **"Data Certification"** option under the **"Data Entry"** tab to review the data submitted by the PEA User by scrolling to the bottom of the page.

The PEA Signer will scroll to the bottom of the page to select the "Certify Data" button, as shown in Figure 14 below.

Personnel categories with a difference of 30% (+/-) or a count difference of 50 (+/-) have been flagged for comment.
Please provide an explanation of the difference in count(s) between the current and prior year data submissions by clicking the blue button below.

Personnel Year-to-Year Change Reasons

Personnel Year-to-Year Report

By clicking this button and submitting your change reasons, 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.

Certify Data

Figure 14: Certify Data page

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 15, the PEA Signer must check the box to electronically sign, select the appropriate title from the dropdown list, and click the "Submit to ADE" button.

Data Certification

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 Child Count Verification process and verified the total number count of SPED students served over October 1 as displayed on the Data Certification 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 Data Certification page.
- ✓ Reviewed and entered required comments in response to the flagged categories in the Personnel Year-to-Year Review as displayed on the Data Certification 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

Special Education Director

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

Submit to ADE

Figure 15: Submit to the ADE page, where PEAs submit the electronic signature.

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

Phase I Do's and Don'ts

DO:

- Start early.
 - Know who to count. You will include students who:
 - are ages 3 through 21 on October 1, 2026
 - receive special education services on an IEP
 - enrolled or withdrawn from special education services on October 1
 - Include absent students
 - attend your district
- reside in your PEA boundaries and attend:
- a school in your PEA
 - other special education programs operated by another district
 - approved private special education schools
 - approved private residential treatment centers

- accommodation districts acting as a public consortium
- head start programs
- private/parochial schools within your district boundaries and receive services on an Individual Service Plan (ISP)
- homeschool and receive services on an ISP
- Check birthdates.
- 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.

If the October 1 student verification 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 special education services 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.

- 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 student and personnel counts.
- Create a standard procedure that you can replicate each year.

DON'T:

- Don't include students more than once, regardless of how many disabilities they have.
- Don't include students tuitioned into your PEA.
- Don't include 2-year-olds or 22-year-olds.
- Don't use AzEDS to get your verification count.
 - Instead, use your SIS, student roster, or some other manual collection method you can control.
- Don't include preschoolers in the parentally placed student count.
- Don't include students exclusively on a 504 plan.
- Don't include students that attend ASDB district sites.

Don't forget to utilize the resources in this manual and on our website.

Special Education Student Reporting Scenarios

Enrollment

1. Ten (10) Day Drop

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

Action: Collaborate with the registrar before October 1 to identify Students receiving special education services with potential 10-day absences to avoid an invalid verification count.

Transfer Students/Exiting

1. Students receiving special education Exiting or Enrolling Around October 1

Scenario: Students who exit/enroll in the special education 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 Students receiving special education services

Scenario: Failure to include tuition-out and homeschool Students receiving special education services in the verification count.

Action: Ensure all Students receiving special education services, including those in alternative programs, are accounted for in reporting.

3. Students Exiting special education services During Fall Break

Scenario: Students receiving special education services exit the special education program before a fall break that spans over October.

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

If the student continued special education services at another school district without a break in special education services, include the student in your verification count.

If the student did not continue special education 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 special education 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 10th 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 10th 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: Students receiving special education services are not shown 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. Concurrencies:

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 special education enrollment and membership and are integrity error-free in AzEDS.

The PEA is considered reconciled when Phase I and II counts match. The PEA must ensure the counts remain the same until Phase II closes. If a student was not counted during Phase I, reconciliation is not possible, and PEA will have to complete Phase III.

Phase II Reports

During Phase II, there are various reports that a PEA should review to ensure reconciliation is completed successfully. PEAs should monitor these regularly through Phase II to ensure successful reconciliation. The **SPED Reports 101** document located on the [AzEDS SPED Reporting](#) page will help guide you through the steps to access the following reports:

SPED07 - This report is available in the October 1 Data Collection application. The data displays the total number of unduplicated students with SPED services on October 1, free from integrity errors in AzEDS. The count on the final SPED07 report is the number that will be used for reporting purposes.

- Unduplicated means that the students who receive services for more than one disability category will only be listed once.
- AzEDS Portal Reports
 - **INTEG15** – Student Data Integrity Report
 - This report displays student data related to a student's data integrity result. The report can be filtered to display different integrity results type. 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 Student verification count.
 - **SPED10** – SPED Data Verification Report
 - 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 modifies Students receiving special education services data, this report is reviewed to ensure that AzEDS is receiving the data as intended. When a PEA makes a modification, they may be able to manually sync their SIS and check this report within a few minutes.
 - **SPED73** – October 1 FED SPED Report
 - This report provides a list of students receiving special education services, indicating whether the student was counted on the October 1 Student verification count. If the student was not counted for October 1, this report will explain why.

- **SPED99** – SPED Orphan Data Report
 - This report will display SPED data records that are not associated with enrollment. If Students receiving special education services data is reported without enrollment, it will not appear on the SPED07 report.

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

- Check the PEA internal list of Students receiving special education services that your PEA reported during Phase I and identify if any are missing from the SPED07 report.
- Check if the student data is reported in PEA Student Information System with SPED dates showing services received over October 1.
- Check INTEG15 to see if the student data is passing integrity.
- Check if the student data appears on the SPED73 report, and check if there is an EXR code
- Check if the student data appears on the SPED50 report.

Please visit the [ESS Arizona Education Data Standards \(AzEDS\) SPED Reporting](#) web page for assistance clearing up integrity errors. If you are unable to resolve issues, contact [ESS Data Management Inbox](#) with the State Student ID (SSID) only for assistance.

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 these criteria 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 16, 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.



OCTOBER 1 DATA COLLECTION

EXCEPTIONAL STUDENT SERVICES

HomeData Entry▼ReportsManagement▼HelpWelcome,

FY 2025-2026

PEA Name

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 III for Non-Reconciliation will open January 7, 2026.

Please be sure to check out the October 1 Data Collection resources found on our [October 1 Data Collection page](#)

PEA Contact Build ran successfully.

Phase	Due Date	Status
Phase 1: Personnel and Verification	11/05/2025 5:00 PM	Due date passed
Phase 2: Reconciliation	12/10/2025 5:00 PM	Due date passed
Phase 3: Non-Reconciliation	02/04/2026 5:00 PM	Due in 51 days

Figure 16: The ODC application homepage, indicating that non-reconciliation must be completed

As shown in Figure 17 and Figure 18, PEAs will then be able to select one or more reasons to clarify why they were unable to reconcile their counts. Each reason will have an info icon to help select the appropriate reason. PEAs can provide additional information by uploading attachments, providing SSIDs, and inputting details into the comment boxes.

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

Figure 17: Non-reconciliation reasons in the ODC application

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, submit the non-reconciliation. ESS staff will review the reasons entered and the documentation provided within 2-4 weeks.

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

	SSIDs	Determination	ESS Comments
1	0	-Select- ▼	
2	0	-Select- ▼	
3	0	-Select- ▼	
4	0	-Select- ▼	

Figure 18: Sample SSIDs will be prompted depending on the reason(s) selected

Non-Reconciliation Report

This report is where a PEA can find ADE's determination for Phase III. After PEAs have submitted their non-reconciliation reasons, it will be reviewed by the ESS Data Management Team and a determination is made. A notification will go out to the PEA once the determination is made, which can take 2-4 weeks after submission. It is available in the ESS October 1 Data application in the "Reports" tab. As shown below in Figures 19 and 20.

Child Count and Personnel Reports

Fiscal Year:

2025

Child Count Reports

☐ 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 19: The Reports screen in the ODC application

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

Figure 20: Sample Non-Reconciliation Reasons Report.

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.

Student 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:

Report Name	Description	Citation
Students with Disabilities Receiving SPED Under Part B of IDEA	Number of students with disabilities receiving SPED and related services on count date by age, disability, ethnicity, gender, and EL status.	<u>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</u>
Implementation of FAPE Requirements	Counts of students served under IDEA, Part B, according to their educational environments by age, disability, ethnicity, gender, and EL status.	<u>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</u>

Table 1: Student Count Reports

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:

Report Name	Description	Citation
Personnel (FTE) Employed to Provide SPED and Related Services for Students with Disabilities	FTE of personnel employed or contracted to provide SPED and related services to students with disabilities (teachers, paraprofessionals, related service providers)	<u>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</u>

Table 2: Personnel Reports

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