



Exceptional Student Services

October 1 Data Collection

Technical Assistance Manual

Updated October 2023



Contents

October 1 Data Collection.....	3
Phase I Data Collection	3
Verification Count.....	3
How to Count SPED Students.....	3
October 1 Data Collection Checklist.....	4
October 1 Do's and Don'ts	5
Reporting Verification Counts to ADE	5
Reporting Parentally-Placed Students as of October 1 (Public School District Only).....	8
Personnel (in Full-Time Equivalency of Assignment) Employed to Provide SPED and Related Services for Students with Disabilities.	12
Phase II Reconciliation	17
SPED07 Report	17
AzEDS Reports.....	17
SPED07 Report Reconciliation Checklist	18
Phase III: Non-Reconciliation.....	19
October 1 Data Federal Reports and Citations	22
Frequently Asked Questions.....	22
Phase I Verification FAQs	22
Parentally-Placed Students FAQs	25
Personnel FAQs.....	28

October 1 Data Collection

Annually, the Arizona Department of Education (ADE) is required to report special education (SPED) data to the federal government. The October 1 Data Collection (ODC) is part of that process and is required by all Public Education Agencies (PEAs). ODC has three phases. This manual is intended to provide you with each phase's information, steps, and process and includes tools and resources to guide you.

[Return to Table of Contents](#)

Phase I Data Collection

Phase I is intended for PEAs to provide ADE with the number of SPED students receiving services on October 1. During Phase I, PEAs will also report Personnel data and Parentally-placed students (if applicable).

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 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Students whose reevaluations were out of date or not applicable due to age or grade restrictions should be included if special education services continued over October 1.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 nor 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 students that 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. (DO NOT count students attending ASDB campus sites; this includes the Tucson campus and Phoenix Day School for the Deaf or any ASDB site listed on this page: <https://www.azed.gov/specialeducation/state-institutions>)
- 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.

October 1 Data Collection Checklist

Include students who reside in your PEA and attend:

- ☐ A school within your PEA
- ☐ Other PEAs (not through open enrollment)
- ☐ Approved private day schools
- ☐ Approved residential treatment centers
- ☐ Students vouchered through ASDB but physically attending your PEA campus (This includes fee-for-service or co-op only)
- ☐ Accommodation districts
- ☐ Head start programs
- ☐ Private/parochial schools within district boundaries and receive services on ISP
- ☐ A school at home (homeschooled) within district boundaries and receive services on an ISP
- ☐ Include students who **attend** your PEA and **reside** in a transporting district or state institution
- ☐ If October 1 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 were known to have continued in SPED on the first day school was in session following October 1 (whether in your school or another PEA). The PEA that should count the student is the PEA the student was enrolled in before October 1.

Be sure to:

- ☐ Include students who are participating in SPED but are not physically present on October 1
- ☐ Include students enrolled or withdrawn from SPED on October 1
- ☐ Check birthdates; only include ages 3–21 on October 1
- ☐ Include **all** students in grades K–12 (not SPED only) in the parentally-placed student count (applicable to districts only)

[Return to Table of Contents](#)

October 1 Do's and Don'ts

DO:	DON'T:
<ul style="list-style-type: none"> • Include students who reside in and attend a school within your PEA. • Include students who reside in your PEA and attend: <ul style="list-style-type: none"> ◦ Other PEAs (not through open enrollment) ◦ Approved private day schools ◦ Approved private residential treatment centers ◦ Arizona Schools for the Deaf and the Blind (ASDB) if fee-for-service or vouchered through a regional co-op ◦ Accommodation districts acting as a public consortium ◦ Head Start programs ◦ Private/parochial schools within your district boundaries and receive services on an ISP (Individual Service Plan) ◦ School at home (homeschooled) within your district boundaries and receive services on an ISP • Check birthdates! <p>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 (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.</p> <p>Include students who are participating in SPED but are not physically present on October 1</p> <p>Include students enrolled or withdrawn from SPED on October 1</p> <p>Include students who attend your district and reside in a transporting district or state institution/station</p> <p>Include all students (including general education) in parentally-placed student count</p>	<ul style="list-style-type: none"> • Don't count students more than once, regardless of how many disabilities they have • Don't include students tuitioned-in¹ to your PEA • Don't include 2-year-olds or 22-year-olds • Don't report the SPED verification count from AzEDS (use 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 campus sites (Tucson campus and Phoenix Day School for the Deaf)

Reporting Verification Counts to ADE

Once the student verification counts have been determined, these counts 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

¹ Tuitioned-in students are counted by the responsible PEA that pays tuition for the student's services.

ADEConnect role of "ESS October 1 Data Collection: LEA Signer" or "ESS October 1 Data Collection: LEA User"

Note: The *LEA Signer* role has all permissions of the *LEA User* role. *LEA Signer* should only be assigned to the SPED director, business manager, superintendent, or PEA administrator.

If you do not have permission to access this application, please contact your PEA's local ADEConnect Entity Administrator to ask for the appropriate permission (see role names above).

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 October 1 page, where training videos, this manual, and various tools are located to assist the user. Information on the "Data Entry" and "Reports" pages will follow.

See Figure 1.

Figure 1
October 1 Data Collection Application Homepage

ARIZONA
Department of Education

ESS October 1 Data Collection Exceptional Student Services

Home Data Entry▾ Reports Management▾ Manual Corrections▾ Help Welcome, Zogut , Adam ▾

PEA Contact Build ran successfully.

Phase	Due Date	Status
Phase 1: Personnel and Verification	11/16/2022 5:00 PM	Due in 54 days
Phase 2: Reconciliation	01/18/2023 5:00 PM	Not started
Phase 3: Non-Reconciliation	04/26/2023 5:00 PM	Not started

Phase 1 Countdown:

54:09:23:06
DD HH MM SS

Contact Info

ESS Data Management
1535 W. Jefferson Street
Bin #24
Phoenix, AZ 85007
Phone: 602-542-3962
essdatamgmt@azed.gov

To enter the data from Phase I Verification Count, navigate to the "Data Entry" dropdown box and click "Count Verification." Once on the "Census Verification Count" page, enter the appropriate figures on the right side for all students ages 3–21 who received SPED services on October 1. See Figure 2.

Figure 2

Phase I Verification Count Data Entry Page

Census Verification Count

Verification of the annual child count is required for all PEAs pursuant to 34 CFR § 300.645(c).

The verification count submission should reflect the number of students with disabilities who were ages 3–21 with current evaluations, Individual Education Programs (IEPs) or Individual Service Plans (ISPs), and were receiving special education (SPED) services in your public education agency (PEA) on October 1 of the current reporting year. Students whose re-evaluations and/or IEP reviews were past due should be included, as long as these students continued to receive services on October 1.

ADE reports October 1 SPED counts that are extracted from AzEDS to the Office of Special Education Programs (OSEP) in Washington, D.C., therefore it is imperative that PEAs ensure that final counts extracted from AzEDS during Phase II (reconciliation) match the counts as verified in the verification count submission.

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, 2022 Required for districts, charter schools, secure care facilities, and state institutions	
Total number of 3-21 year old students:	0
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.	
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.	
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:	
<ul style="list-style-type: none">Attend a private non-profit, elementary, or secondary schoolAttend 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.).	
Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.	0
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.	
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

SaveCancel

After entering the figures in the appropriate boxes, proceed and click on "Save." Corrections can be made at any time during Phase I if you made an error in the verification count submission. However, changes to the verification count will not be accepted after the Phase I due date.

[Return to Table of Contents](#)

Reporting Parentally-Placed Students as of October 1 (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 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 means 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) that are eligible children with disabilities.

Figure 3: Parentally-Placed Students Data Entry

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.	
Section 1: Report total enrollment of parentally placed private school students within your district's geographic boundary.	
<small>In Arizona, parentally placed private school students include all students that meet the following criteria:<ul style="list-style-type: none">• Attend a private non-profit, elementary, or secondary school• Attend a homeschool</small>	0
<small>Note: Public Education Agencies (PEA) with overlapping geographic boundaries, only report grades offered by your PEA (K-12, K-8, 9-12, etc.).</small>	
Section 2: Of the students reported in section 1, report only the number of students that are eligible children with disabilities in K-12.	0
<small>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.</small>	
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

Students on an Individual Service Plan (ISP) may be counted up to 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. Upon selecting the "Notify signer" button, a notification will be sent to the LEA Signer to complete this step. See Figure 4.

Figure 4
Data Entry Status—Notify Signer

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

Signature Status

Notification sent to signer(s)

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." See Figure 4.5

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. The LEA Signer will scroll to the bottom of the page again to select the button "Certify Data."

Note: The Personnel and Student Count Verification process should be completed before this step.

Figure 4.5
Data Entry Status — Certify Data

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.

Save Personnel Data Comments

Certify Data

The signature page will load after selecting the "Certify Data" button. 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. See Figure 5.

Figure 5
Submit to ADE

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

-- Choose One --

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

Submit to ADE

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. Changes by the LEA User must be re-signed by the LEA Signer 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.

[Return to Table of Contents](#)

Personnel (in Full-Time Equivalency of Assignment) Employed to Provide SPED and Related Services for Students with Disabilities.

Authorization: P.L. 108-446, Section 618(a)(3); 34 CFR §§ 300.640, 300.642(b), 300.645

Provide the number of full-time equivalent (FTE) personnel **employed** and **contracted** to provide SPED and related services **on or about October 1 of the reporting year**. The figures must include data from all agencies responsible for educating children with disabilities, including personnel employed by private agencies. Report personnel employed to serve students with disabilities ages 3–21 regardless of funding source (e.g., Part B of IDEA, State, or local). Do not count teachers and other instructional personnel who serve children from birth through age two unless they also serve children with disabilities ages 3–21.

The number of personnel should be reported in FTE of 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 provide 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 CFR §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 the 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 for *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 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 (1–11) 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 or not 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 CFR § 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 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 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 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 in 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

[Return to Table of Contents](#)

Phase II Reconciliation

During Phase II, PEAs must ensure that all SPED student data are reported accurately and without error to AzEDS. SPED Students include students on an IEP or an ISP. The number of SPED students reported to AzEDS on October 1 should match the verification count reported during Phase I.

When a SPED student has been reported to AzEDS without errors for October 1 services, the student will appear on the SPED07 report.

SPED07 Report

Figure 6

Available October 1 Reports

Census and Personnel Reports

Census Reports

Fiscal Year: 2023

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

Run Report

Personnel Reports

☐ Blank Report

Fiscal Year: 2023

☐ Personnel Sections A - C
☐ Personnel Year-to-Year Change

Run Report

The SPED07 report displays the results of the most recent extract of data from the Arizona Education Data Standards (AzEDS) database. The extract date is shown in the report heading area. The SPED07 report displays an unduplicated count of students who received SPED services on October 1 of the fiscal year selected for the report. "Unduplicated" means students who receive services for more than one disability category will be listed only once, based on the Federal Primary Need Indicator (FPNI) designated in AzEDS. Note that if a student is concurrently reported with both needs HI and VI, the disability category will be converted to the federal category of DB (Deaf-Blind).

If the number of students in the SPED07 report does not match those reported during Phase I, then the PEA is responsible for troubleshooting the data. If information for students is found to be missing, incomplete, or inaccurate, appropriate corrections must be submitted to and successfully processed in AzEDS.

AzEDS Reports

Suppose the number of students on the SPED07 report does not match the number of students submitted during the Phase I verification count. In that case, a PEA should review the available AzEDS report to identify the issue. The following are recommendations to reconcile student counts:

1. Review the INTEG15 report to review any SPED students with an integrity error. This report runs nightly after the integrity process runs.
2. If all students have passed integrity, but your SPED07 report still does not reconcile, review the SPED72 report. This report can be filtered by either DOR or DOA. This report will show if the student is passing/failing integrity and identify if a student has missing data. (Example: If a student is missing race, the student will not appear on the SPED07 report).
3. You may also review the SPED73 report, which is similar to the SPED72 report; however, it's based on students receiving services on October 1. If a student appears on the SPED72 report and not the SPED73 report, it may indicate that the student was not reported on October 1.
4. The SPED10 report displays raw data uploaded to AzEDS; you may check this report an hour after uploading data from your Student Information System (SIS) to ensure that data is being received. This report displays the raw data before integrity processing.

For assistance clearing up integrity rules, please visit the ESS [AzEDS resources webpage](#) for SPED integrity error tools.

If, at the end of Phase II, the SPED07 report does not have the same number of students listed on the report as the number reported during Phase I verification, the PEA will have to complete Phase III: Non-Reconciliation. If your PEA is required to complete Phase III, they will receive a notification via email.

SPED07 Report Reconciliation Checklist

Several reasons explain why a student would be listed on the SPED73 report yet be excluded from the SPED07 report. Please consult the checklist below before reporting any discrepancies between the SPED07 report and your actual list of students receiving services on October 1.

- ☐ The student was not receiving SPED services on October 1.
- ☐ The student was less than 3 years old on October 1.
- ☐ The student reached their 22nd birthday on or before October 1.
- ☐ The student's ethnicity, gender, and/or race are missing.
- ☐ The student's SPED school enrollment is indicated as something other than "main."
- ☐ The student's DOR reported is other than the district in which the student receives services.
- ☐ The student's SPED Need and Least Restrictive Environment (LRE) was added to AzEDS after the most recent update of the SPED07 report.²
- ☐ The student's records were failing due to student integrity processing for the October 1 Federal SPED business rules (including membership and other applicable rules) at the time of the most recent update of the SPED07 report.³

Note: Students identified as fee-for-service students or vouchered to ASDB regional cooperatives will be reported by your PEA as the DOR and included in your October 1 count.

[Return to Table of Contents](#)

² In such cases, the student's records would be expected to appear on the SPED07 report the next time it is updated.

³ In such cases, if corrections are submitted to AzEDS to successfully resolve the integrity failure prior to the next SPED07 report data extract, the student's records would be expected to appear on the SPED07 report the next time it is updated.

Phase III: Non-Reconciliation

Phase III is only for PEAs that do not have matching data for Phase I and Phase II counts. Phase III is the process of PEAs providing reasons why the figures in both phases did not align.

If a PEA fails to reconcile its Phase II data with Phase I Verification, the PEA will be required to complete Phase III: Non-Reconciliation. This phase requires a PEA to let ADE know why they could not reconcile. Phase III is completed in the ESS October I Data Collection application.

PEAs will log into the ESS October I Data Collection application and, on the home page, will have a button for Non-Reconciliation. See Figure 7.

Figure 7
Non-Reconciliation Button

The screenshot shows the ESS Data Management application interface. At the top, there is a navigation bar with links: Home, Data Entry, Reports, Help, and a user welcome message 'Welcome, Signer , Mt Humphrey'. Below the navigation bar, a dark blue header displays '(16-02-56-000) Mt Humphrey Unified District - 4153'. A red alert message states: '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.' Below this message is a red button labeled 'Non-Reconciliation'. In the center, a table shows the status of three phases:

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

Below the table, a red text label reads 'Phase 2 Countdown:'. Underneath is a large digital countdown timer showing '28:03:33:40', with labels 'DD', 'HH', 'MM', and 'SS' below each respective digit group. At the bottom, a section titled 'Contact Info' provides the following details: ESS Data Management, 1535 W. Jefferson, BIN #24, Phoenix, AZ 85007, Phone: 602-542-3962, Fax: 602-364-1999, and the email address ESSDataMgmt@azed.gov.

PEAs will click on the Non-Reconciliation button, which will bring them to the page where they can select a reason for not reconciling the data. See Figure 8.

Figure 8

Provide Reason for Non-Reconciliation

Data Source	Age 3-21
AzEDS Counts	4909
Verification Counts	5216

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

PEA Selection 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

* One asterisk (*) in front of reasons (d, 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 (g) requires supporting documentation to be provided along with PEA comments.

PEA File Attachments:

File Name	Upload Date	Uploaded By
No files attached		

Reason Override Justification: (Max. # characters: 1800)

PEA Comments:

ESS Research Results Comments:

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-
5	0	-Select-
6	0	-Select-
7	0	-Select-
8	0	-Select-
9	0	-Select-
10	0	-Select-

NonRecon Determination: -Select-

NonRecon Status: Not Done

Analyst Initials:

Analysis Date: N/D

Submit Cancel

There are seven selections available for a PEA to choose for reasons of non-reconciliation, and a PEA may select all that apply.

- Phase I verification count inaccurate:** use this reason if the count for Phase I was inaccurate for any reason. PEAs have the option to comment on specifics.
- 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.
- SPED data incorrect; data passing integrity:** Use this reason if a student's SPED participation was not captured in AzEDS for any reason.
- *Tuitioned-out students reported incorrectly by DOA:** Select this if student was reported incorrectly by DOR. This selection requires documentation, SSIDs, and a brief explanation in the comments section.
- *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.
- *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.
- **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, PEA comments, and supporting documentation. Two asterisks (**) require supporting documentation along with PEA comments. Once all appropriate reasons have

After PEAs have submitted, they may review their Non-Reconciliation report. This is where a PEA can find ADE's determination. This report is available in the ESS October 1 Data application in the "Reports" tab. An example of the Non-Reconciliation report is available in Figure 9.

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]	

October 1 Data Federal Reports and Citations

Report Name		Description	Citation	PEAs required to submit
Child Count	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 CFR §§300.640, 300.641, 300.642(b), 300.643, 300.644, 300.645	Districts Charter Schools State Institutions Secure Care Facilities
	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 CFR §§300.640, 300.641, 300.642(b), 300.644, 300.645	
Personnel	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 CFR §§ 300.640, 300.642(b), 300.645	Districts Charter Schools State Institutions Secure Care Facilities Approved Private Schools Residential Treatment Centers

[Return to Table of Contents](#)

Frequently Asked Questions

Phase I Verification FAQs

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.

Contact your Local ADEConnect Entity Administrator and SPED Director to request LEA user or LEA signer permission 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 processing the request.

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 over 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 need 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 not 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 district of attendance (DOA) or district of residence (DOR)?*

A: The October 1 SPED Census is done by DOR; except for a few scenarios, PEAs should only count students that 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 that 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 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). Open enrollment is not a substitute for the adjusted modification in House Bill 2124.

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).

[Return to Table of Contents](#)

Parentally-Placed Students FAQs

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 only applies to traditional school districts with non-profit private schools within their district's geographical boundaries and homeschooled students living within their district's 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 only a count of SPED students 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 receives SPED services, would this student be included in the eligible count(s)?*

A: A parentally-placed student receiving SPED services on an ISP over the October 1 count date would be considered eligible and should be included in this count and 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: Respective of the grades served, any student parentally placed in a non-profit private elementary or secondary school or an RTC over October 1 should be included in the parentally-placed student count by the district where 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 by going 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. Suppose you don't have any private school students or homeschooled students to report. In that case, you will indicate such by entering zero in the ESS October 1 Data Collection application field that asks for the total enrollment count for private school and homeschooled students.

Q11: *What obligation, if any, do districts have to serve 3-5 year-old children 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 "elementary school" definition in the IDEA and the final regulations. "Elementary school" is defined in *34 CFR §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 or facility or homeschooled do not fall under the definition of elementary school. Accordingly, 3-5 year-old children with disabilities enrolled by their parents in a private school or facility that meets the State's "elementary school" definition 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 CFR §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 CFR §§300.145 through 300.147*. In these circumstances, the private school or facility is not required to be an "elementary school" under State law.

Sometimes, a PEA may make FAPE available in the private preschool program the parent has selected. If a public preschool program is available, the PEA of residence may choose to make FAPE available to a preschool child. If the group of persons making the placement decision, as specified in *34 CFR §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 must 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 on 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 Parentally-placed Private School (PPPS) count. ESA students who are homeschooled on an ESA may not be reported to the County School Superintendent but must be counted in PPPS 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.

Q17: *Are districts responsible for reporting Bureau of Indian Education (BIE) preschool students?*

A: School districts are responsible for preschool students within their boundaries, even if they overlap with Indian reservations, except for five-year-old children attending BIE schools. However, these preschoolers still follow standard rules of the child count. These students are considered enrolled and have an IEP with the district. Please note that all locations that provide special education services not operated by the district must be recognized and approved by Exceptional Student Services at the Arizona Department of Education to report and generate funding appropriately.

[Return to Table of Contents](#)

Personnel FAQs

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 teachers certified in the areas in which they are teaching.

Q2: *Why does OSEP collect personnel data when data on fully certified teachers is collected under 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 (KG-12)] rather than whether they teach early childhood or school age children?*

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

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

A: Data is reported by district. Several 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 of 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 contact 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, he or she 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 into the number of services 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 2 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.

Grade Range	Annual Instructional Hours Required	Annual Instructional Minutes Required	Average Daily Required Minutes
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 the same 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 CFR §300.156(c)*. If a teacher is not fully certified to teach a given subject that he or she teaches, 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: 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 SPEDal 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 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 fully certified or if they meet the definition of 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 Certificates & 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 2 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 (includes kindergarten) be reported? These teachers are not required to be fully certified. They support the regular education teacher and do not give grades, but they meet the state qualifications for the position.*

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

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 such personnel spend 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 the 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 that serve vouchered students?*

A: No. ASDB is responsible for reporting their 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 Certificates & 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 full 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) just 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 on a daily basis (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) meets the standards for a psychologist as defined in Arizona, and meets the definition of a psychologist and serves 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 not a 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" is defined as follows:

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. For teachers or related services providers who do not provide direct services to students with disabilities can be reported based on the number of hours 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 takes 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 CFR § 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.

[Return to Table of Contents](#)
