



Exceptional Student Services

Frequently Asked Questions

October 1 Data Collection

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General Questions

How do I verify my October 1 student count?

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.

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?

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 [contact ADE Support](#) via email at adesupport@azed.gov.

Contact your local ADEConnect Entity Administrator and SPED director to request permission for the PEA user or PEA signer role to access the ESS October 1 Data Collection application. With the SPED director's approval, the entity administrator will submit a request for access to ADE/ESS on your behalf. The application should be accessible to you shortly after the request is processed.

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

The SPED07 report is derived from student data reported in AzEDS. Your PEA reports student data in its SIS, which sends it to AzEDS. The SPED07 report lists all students reported with a disability as of October 1 and is updated daily. If there is an error in the SPED07 report, please review the student data in your SIS to ensure accurate



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reporting. 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.

What is a DB need?

The Deaf-Blind (DB) need is a federal disability category, not a state category. For the federal student count, a student is determined to be DB if the student has both an HI and a VI need reported concurrently in AzEDS. This disability category will not be found on any other report except for the SPED07 report.

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

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

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

An automatic email notification will be sent to both the PEA user and PEA 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.

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

A student count that could not be reconciled in AzEDS by the time the final SPED07 report is generated may have an impact on the PEA determination, and the PEA may also be subjected to an ADM audit. In addition, the non-reconciliation step must be



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completed within the ESS October 1 Data Collection application. PEAs that did not reconcile will be notified after Phase II ends.

What happens if the census verification count is not submitted?

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. Additionally, the SPED07 report will not be accessible until the Census Verification Count has been submitted.

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

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

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

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

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

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

CEC-B students who reside in the PEA because of placement by a state agency or state/federal court and attend the PEA where they reside in placement (not PEA where



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parents reside) are claimed by the DOA, which is equivalent to the DOR. These students would be included in the census for the DOR.

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

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.

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?

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

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

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

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

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



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education management organization (EMO); however, the education services must be overseen by a PEA (an EMO cannot oversee this process but can provide services).

Parentally Placed Student Questions

What is the citation for collecting parentally placed student counts?

[34 CFR § 300.705\(b\)\(3\)\(i\)](#)

What is the criteria for reporting parentally placed students and which PEAs are required to submit parentally placed student counts?

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

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

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

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.



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

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

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

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](#).

Do private schools include approved private SPED schools?

With respect to the grades served, any student who has been parentally placed in a non-profit private elementary or secondary school or RTCs over October 1 should be included in the parentally placed student count by the district in which the approved private school resides.

For a complete list of approved private day schools and residential treatment centers, visit [Private & Public Programs](#) on the ESS website.

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

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.



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

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

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

If you do not have any private schools within your district boundaries, then you will only report your homeschooled student count, if any. If you don't have any private school students or homeschooled students to report, then you will indicate such by entering zero in the field of the ESS October 1 Data Collection application that asks for the total enrollment count for private school and homeschooled students.

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

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

Accordingly, 3–5-year-old children with disabilities who are enrolled by their parents in a private school or facility that meets the State's definition of "elementary school" would be considered parentally placed and the equitable participation provisions would apply.

A student 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



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

In some instances, a PEA may make FAPE available in the private preschool program that the parent has selected. If there is a public preschool program available, the PEA of residence may choose to make FAPE available to a preschool student in that program. If the group of persons making the placement decision, as specified in [34 C.F.R. §300.116\(a\)\(1\)](#), places the student in a public or private preschool program, and the parents decline the public agency's offer of FAPE because they want their student to remain in the private preschool program they have selected, the public agency is not required to provide FAPE to that student. 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.

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

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.



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What about Head Start Programs? Are they considered private schools?

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

Should Empowerment Scholarship Account (ESA) students be included in the October 1 count and, if so, how?

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

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

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 to be counted in this data collection.