



Exceptional Student Services

Frequently Asked Questions

October 1 Data Collection - Personnel

Table of Contents

Why does the Office of Special Education Programs (OSEP) collect personnel data if there is no statutory basis for this data collection.	4
Why does OSEP collect personnel data when data on fully certified teachers is collected under Every Student Succeeds Act (ESSA)?	4
Why are teachers reported according to the age of the <i>students</i> they teach [3–5 (preschool), 5–21 (K-12)] rather than whether they teach early childhood or school-age <i>students</i> ?	4
Is personnel data reported by the school or by the district?	4
How are personnel counts reported?	5
Should FTE be based on the length of the school day or the actual hours employed?	5
Should the lunch hour be considered as part of the school day when calculating FTE?	5
How do I report FTE for personnel (employed or contracted) who only provide a few hours of service periodically during the school year?	5
How would FTE for personnel for AOI schools be calculated?	6
Should I report contracted employees?	6
What are the requirements for SPED teachers?	7
How should personnel who are fully certified to teach in some areas but not others be reported? ...	7



Exceptional Student Services

Are early childhood SPED teachers required to meet the fully certified requirement?	7
Which paraprofessionals should be reported in section B?	7
How does a paraprofessional in a Title I school-wide or targeted-assistance program meet the fully certified requirements in Arizona?	8
How do I report paraprofessionals who are not in a Title I school?	8
Does a paraprofessional in a computer lab have to meet the fully certified requirements?	8
Does fully certified include other state certifications?	9
What if there are no certification requirements for a position?	9
Where can I go for additional questions on who is fully certified?	9
Should teachers and other instructional personnel who serve children from birth to age two be reported?	9
Should regular education teachers who work with children with disabilities be included?	9
How should inclusion teachers working with students ages 5–21 (including kindergarten) be reported?	9
Should I report only the related services personnel who provide services solely to SPED students?	10
Should I report personnel data for the entire school year?	10
Should I include ASDB personnel who serve vouchered students?	10
Why doesn't this report include a complete list of SPED personnel and related service providers?	10
Why isn't the psychologist category labeled school psychologist?	10
Should vision teachers be reported?	10
How do I report gifted teachers?	11



Exceptional Student Services

Where can I find SPED certification requirements for Arizona?.....	11
How do you report resource officers who engage with SPED students having discipline problems?	11
How should Spanish interpreters be reported?.....	11
Are nursing assistants required to be licensed/certified?.....	11
If a school nurse administers medication to students receiving special education services daily (not written into the IEP), should these personnel be counted in Section C of the personnel report, and if so, how should FTE be calculated?	12
Can psychology interns be reported with Psychologists in Section C?.....	12
How would a Speech-Language Pathology Assistant (SLPA) or an Occupational Therapy Assistant (OTA) be reported?.....	12
Some related service provider categories (i.e., OT, PT, OTA, SLPA) require licensure. How would this be reported?.....	13
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.)?	13
Are CNAs that provide support to SPED students, as noted in their IEP, reported in personnel data?	14



Exceptional Student Services

Why does the Office of Special Education Programs (OSEP) collect personnel data if there is no statutory basis for this data collection.

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

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

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

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.

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

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

Is personnel data reported by the school or by the district?

Data is reported by district.



Exceptional Student Services

How are personnel counts reported?

Personnel numbers are reported by FTE for the assignment. The FTE counts are rounded off to two decimal places where appropriate, consistent with federal reporting requirements.

FTE should be standardized within your PEA to a standard framework of time. In most cases, this would be a 40-hour work week. All FTEs should then be proportionated against this standard number.

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

FTE should be based on the length of the school day.

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

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

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

FTE can be calculated by day, week, month, or even year. Determine the number of hours in a school day, week, month, or year, and divide the number of hours calculated by the number of service hours provided. Report the resulting FTE accordingly. If the FTE figure is .009 or less, you will not be able to report this FTE since the application does not accept figures with more than two decimal places.

Example 1—To calculate FTE based on a school day: A part-time resource room teacher working 4 hours per day (in a 6-hour school day) would be $4 / 6 = .67$.

Example 2—To calculate FTE based on a school week: An SLP visits once a week for 4 hours. 5 school days in a week x 6 hours a day = 30 hours. $4 / 30 = .13$



Exceptional Student Services

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. $180 \text{ school days} \times 6 \text{ hours a day} = 1,080 \text{ hours}$. $15 / 1,080 = .0138888$ Round off to 2 decimal places = .01

How would FTE for personnel for AOI schools be calculated?

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

Should I report contracted employees?

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



Exceptional Student Services

What are the requirements for SPED teachers?

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

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

SPED teachers must meet fully certified requirements for every core academic subject they teach. See the definition of fully certified for the IDEA under [34 C.F.R. §300.156\(c\)](#). If a teacher is not fully certified to teach a given subject, that teacher should be reported as not fully certified for the FTE associated with teaching any such subject.

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

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.

Which paraprofessionals should be reported in section B?

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.



Exceptional Student Services

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

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

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

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

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

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

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.



Exceptional Student Services

Does fully certified include other state certifications?

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

What if there are no certification requirements for a position?

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

Where can I go for additional questions on who is fully certified?

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

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

No.

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

No.

How should inclusion teachers working with students ages 5–21 (including kindergarten) be reported?

You can count these individuals as either teachers who are not fully certified or as qualified paraprofessionals. These teachers are not required to be fully certified. They support regular education teachers and do not give grades, but they meet the state qualifications for the position.



Exceptional Student Services

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

No, personnel who work with both students who do and who do not have disabilities should not be excluded from this report. However, report only the FTE personnel who spend time working with students with IEPs and service plans for this data collection. The report of related service personnel should be based on the percentage of time that those personnel work with students with disabilities.

Should I report personnel data for the entire school year?

You must report only the personnel employed or contracted to provide SPED and related services on October 1 of the reporting year.

Should I include ASDB personnel who serve vouchered students?

No. ASDB is responsible for reporting those personnel.

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

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.

Why isn't the psychologist category labeled school psychologist?

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.

Should vision teachers be reported?

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



Exceptional Student Services

How do I report gifted teachers?

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

Where can I find SPED certification requirements for Arizona?

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

How do you report resource officers who engage with SPED students having discipline problems?

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

How should Spanish interpreters be reported?

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.

Are nursing assistants required to be licensed/certified?

They are not required to be certified by ADE. Additional information can be found on the [Arizona Board of Nursing](#) website.



Exceptional Student Services

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

No, the school nurse is not involved in any diagnostic or evaluation work with students receiving special education services, and this would not constitute enabling students to receive FAPE as described in the IEPs simply because of administering medication.

Can psychology interns be reported with Psychologists in Section C?

Yes, if the intern(s) meet the standards for a psychologist as defined in Arizona, meet the definition of a psychologist, and serve the functions outlined in statute, report this individual in Personnel Report Section C. Additional information can be found in the October 1 Data Collection manual.

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

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.



Exceptional Student Services

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

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

- Staff who hold appropriate certification and licensure for the position held,
- 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
- 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.

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.)?

Completion of paperwork is considered a function of providing SPED services to students with disabilities and, therefore, would be absorbed in the FTE. Teachers or related service providers who do not provide direct services to students with disabilities can be reported based on the number of hours of service through consultation or doing paperwork that is proportionate to their FTE.

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



Exceptional Student Services

Are CNAs that provide support to SPED students, as noted in their IEP, reported in personnel data?

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

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

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

[Return to Table of Contents](#)