PEIMS Reporting for the Regional Day School Program for the Deaf (RDSPD) Plus Frequently Asked Questions

**Important Note:** It is essential that the data reported in PEIMS is accurate.

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- Student Attendance Accounting Handbook
- Texas Education Data Standards (TEDS)
- School Transportation Allotment Handbook
- Financial Accounting Resource Guide
- RDSPD Shared Service Arrangement Guidelines
- Memorandum of Understanding TEA/ECI

Documents resourced available at tea.state.tx.us

RDSPD funding calculations are based on the data reported in PEIMS. Failure to code students properly impacts state and federal funding allocations and could result in local tuition increases. Please check the shared services arrangement document to verify how each RDSPD student is to be coded in PEIMS.
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ADA Eligibility
E0787 ADA-ELIGIBILITYCODE

1 – eligible for full-day attendance
and is a full-day student (served for at least 4 hours [240 minutes]) and is a resident of the district submitting PEIMS data

2 – eligible for half-day attendance
and is a half-day student (served for at least 2 hours [120 minutes]) and is a resident of the district submitting PEIMS data

3 – eligible for full-day attendance
and is a full-day student (served for at least 4 hours [240 minutes]) but is not a resident of the district submitting PEIMS data
(note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 40100 record)

6 – eligible for half-day attendance
and is a half-day student (served for at least 2 hours [120 minutes]) but is not a resident of the district submitting PEIMS data
(note: this also requires that the student be assigned an attribution code of 6 – transfer student on the 40100 record)

Instructional Setting
E0173 INSTRUCTIONAL-SETTING-CODE

(00) No Instructional Arrangement/Setting
(01) Homebound
(40) Special Education Mainstream
(41) Resource/Services <21%
(42) Resource/Services 21-49%
(43) Self-Contained 50-59%
(44) Self-Contained >60%
(45) SPED Early Childhood (all self-contained)
(91) Off Home Campus, Mainstream
(92) Off Home Campus, Resource/Services <21%
(93) Off Home Campus, Resource/Services 21-49%
(94) Off Home Campus, Self-Contained 50-59%
(95) Off Home Campus, Self-Contained >60%
(98) SPED Early Childhood (all self-contained)

NOTE: Codes 91-98 apply to SSA members that report their students in PEIMS rather than having the students reported by the fiscal agent.
Regional Day School Program for the Deaf
E0833 REG-DAY-SCH-PROGDEAF-CODE

### Frequently Asked Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>DHH Services 45 min/wk</th>
<th>Staff Funded by RDSPD</th>
<th>Service provided by DHH Teacher</th>
<th>E0833 RDSPD Code</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie is a student who has an Auditory Impairment. She attends school in</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>0</td>
<td>Why? Not enough time</td>
</tr>
<tr>
<td>her home district and is seen by a teacher from the RDSPD one time a</td>
<td></td>
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<tr>
<td>month for 60 minutes. Should she be coded as RDSPD since it is an</td>
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<tr>
<td>RDSPD teacher providing her services?</td>
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</tr>
<tr>
<td>Bobby is a student who has an Auditory Impairment. His home school</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>0</td>
<td>Why? Not RDSPD staff</td>
</tr>
<tr>
<td>district has hired a teacher of the deaf/hard of hearing to provide his</td>
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<tr>
<td>services. He is seen by that teacher three times a week for 45 minutes</td>
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<td></td>
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<tr>
<td>each. Should he be coded as RDSPD since he is receiving services more</td>
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<td>than 45 minutes per week?</td>
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</tr>
<tr>
<td>Lynn is a Deaf student who attends general education classes all day at</td>
<td>Do Interpreting</td>
<td></td>
<td></td>
<td>0</td>
<td>Why? Not by a DHH</td>
</tr>
<tr>
<td>an RDSPD campus with a certified interpreter. She is not receiving any</td>
<td>services count?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>services from a teacher of the deaf/hard of hearing. Should she be</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>coded as RDSPD since she has an interpreter more than 45 minutes per</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>week?</td>
<td></td>
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</tbody>
</table>

### Disability Criteria for Regional Day School for the Deaf Students:
- All students in the RDSPD must have a disabling condition of AI (03) (Auditory Impairment) or DB (05) (Deaf-Blind) as either their primary, secondary, or tertiary condition. This must reflect exactly what the ARD/IEP states. For students with deafblindness, it is recommended that DB be classified as the primary disability. It is not necessary to document visual impairment and auditory impairment as secondary and tertiary disabilities.

### E1527 DISTRICT-OF-RDSPD-SERVICE
- Indicates the LEA ID number of the RDSPD Fiscal Agent that is providing RDSPD services.

### IMPORTANT:
- If you are a member of two Shared Service Arrangements, it is critical that each student’s 41163 record includes the correct service provider. This indicator directly impacts RDSPD funding calculations.

To be coded as receiving RDSPD services, the services must be provided:
- a minimum of 45 mins/wk
- by a teacher of the deaf/hard of hearing
- who is funded by the RDSPD.

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Cluster site, itinerant services, or parent infant services provided at least 45 minutes per week by an RDSPD teacher

3 = Yes
Enrolled in the RDSPD

0 = No
Not enrolled in the RDSPD

Itinerant services provided less than 45 minutes per week by an RDSPD teacher or not provided by RDSPD teacher
Audiological services must be provided by a professional who holds a valid state license as an audiologist. (See TEC §§21.002, 21.003, 29.304, and 19 TAC §89.1131.)

indicates whether the student receiving special education and related services received, or is scheduled to receive, audiological services during the current school semester.

### Audiological Services or Audiological Management:

- **§ 300.34 Related services**
  - (c) *Individual related services terms defined.* The terms used in this definition are defined as follows:
    1. **Audiology** includes—
       - (i) Identification of children with hearing loss;
       - (ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;
       - (iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;
       - (iv) Creation and administration of programs for prevention of hearing loss;
       - (v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and
       - (vi) Determination of children’s needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

- Audiological Services are a related service. The Individuals with Disabilities Act (IDEA) requires that the Individualized Education Program (IEP) for a student receiving related services contain a statement of the anticipated frequency, location, and duration of those services, 34 Code of Federal Regulations (CFR) §300.320(a)(7).

### FAQ

**TEA says we have to have to document frequency, location, or duration for Audiological Services on the IEP. How can we do that when we don’t know when we will need to call in the Audiologist to repair broken equipment or fit ear molds?**

**Most services provided by Educational Audiologists, such as maintaining equipment, fitting ear molds, etc, do not meet the definition of Audiological Services as defined in IDEA.**

**Audiological Management** are services in support of instruction and do not need a statement of anticipated frequency, location, and duration.
Transportation
E0851 TRANSPORTATION-INDICATOR-CODE

Only one district may report the TRANSPORTATION-INDICATOR-CODE for an RDSPD student.

If there are sending and receiving districts involved, an agreement must be made between the two districts regarding which district will report PEIMS data.

If a member district provides transportation, and the RDSPD fiscal agent reports PEIMS data, the fiscal agent should report transportation PEIMS data for that RDSPD student. This is for PEIMS purposes only and is separate from transportation reimbursement.

Transportation allotment funding is provided to the district that is paying for the transportation, which may be different from the district that is reporting the student in PEIMS.

We have students who live in our district but are attending the RDSPD in another district. How can we get reimbursed for transportation if the student isn’t in our PEIMS system?

Transportation allotment funding is provided to the district that is paying for the transportation, and the reports are generated in TEASE rather than PEIMS.

We have students who live in our district but are attending the RDSPD in another district. Can we register them in PEIMS and collect the ADA?

Only one LEA may report PEIMS data on RDSPD student. It is recommended that the RDSPD fiscal agent report PEIMS data for students served, except for itinerant students.

For more information visit the TEA website, School Transportation Funding Page: [http://bit.ly/2bxZRB](http://bit.ly/2bxZRB)
School Transportation Allotment Handbook, Section 4, p 19
Infants and Toddlers
E0900 EARLY-CHILDHOOD-INTERV-IND-CODE & E0173 INSTRUCTIONAL-SETTING-CODE & E0787 ADA-ELIGIBILITYCODE

All Infants and toddlers who are deaf/hard of hearing **must** be reported in PEIMS, regardless of how much AI service time they receive. PEIMS data can be reported by the district of residence or RDSPD fiscal agent. Information about who will report PEIMS data should be documented in the Shared Service Arrangement.

### Texas Health and Human Services Early Childhood Intervention Program—Operated by a School District

Only districts that operate an ECI program under the auspices of the Health and Human Services Services should report children 0-2 using the ECI indicator code 1.

<table>
<thead>
<tr>
<th>ECI Indicator (E0900)</th>
<th>District or RDSPD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0</strong></td>
<td><strong>ECI Indicator</strong></td>
</tr>
<tr>
<td>All school districts except those listed below.</td>
<td><strong>Auditory Impairment (Deaf) Services</strong></td>
</tr>
<tr>
<td>ADA Elig Code 2-4 hr/week rule</td>
<td>At home or in day care</td>
</tr>
<tr>
<td>ADA Elig Code 2-4 hr/day rule</td>
<td>In district or nondistrict centers</td>
</tr>
</tbody>
</table>

**Texas Health and Human Services Early Childhood Intervention Program—Operated by a School District**

- **ECI Indicator** (E0900)
- **Katy ISD and Lubbock ISD**

**ECI Indicator code “0” is used for children (0-2) who receive joint district and ECI services under the ECI TEA AI/VI MOU from an ECI program not operated by your district.**

- **ECI Indicator** (E0900)
- **Home-based instruction**
- **ADA Elig Code 0—enrolled, not in membership**

- **Center-based instruction**
- **ADA Elig Code 0—enrolled, not in membership**

- **Other environment**
- **ADA Elig Code 0—enrolled, not in membership**

Reported on TSDS PEIMS 40100, 41163 & 42401
Interpreting Services
E1040 INTERPRETING-SERVICES-TYPE-CODE

Interpreting Services Type Code

indicates whether the student who is deaf and receiving special education and related services received, or is scheduled to receive, interpreting services during the current school semester. (See 34 CFR §300.34(c)(4).)

<table>
<thead>
<tr>
<th>Code</th>
<th>Service Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>00</td>
<td>No Interpreting</td>
</tr>
<tr>
<td>01</td>
<td>Oral Transliteration</td>
</tr>
<tr>
<td>02</td>
<td>Cued Language Translation or Cued Speech</td>
</tr>
<tr>
<td>03</td>
<td>Sign Language Transliteration (Signed English)</td>
</tr>
<tr>
<td>04</td>
<td>Sign Language Interpreting (ASL)</td>
</tr>
<tr>
<td>05</td>
<td>CART – Communication Access Real Time</td>
</tr>
<tr>
<td>06</td>
<td>C-Print</td>
</tr>
<tr>
<td>07</td>
<td>Typewell</td>
</tr>
<tr>
<td>08</td>
<td>Deaf-Blind Interpreting</td>
</tr>
</tbody>
</table>

**NOTE:** Only one type of Interpreting may be reported in PEIMS for any individual student. If more than one type is provided, local ARD/IEP teams should decide which one type is to be reported.

In the event than an ARD committee recommends more than one type of interpreting services [e.g., sign language transliteration services and communication access real-time translation (CART) services], the ARD committee is responsible for providing attendance personnel the appropriate interpreting services type code. In no case should attendance personnel be responsible for determining the appropriate interpreting services type code for a student.
RDSPD SSAs must report students who reside in one district but receive educational services in another district as transfer students.

The matter of which district will report the student should be outlined in the SSA agreement between the member districts. The same district reports the student for all TSDS PEIMS reporting.

Our district has hired its own teacher of the deaf/hard of hearing who sees the students at least 45 minutes per week. Can we code our AI students as RDSPD and receive RDSPD funding?

The TEA RDSPD SSA Procedures document requires all SSAs to include two or more LEAs.

E1000 STUDENTATTRIBUTION-CODE
E0903 CAMPUS-ID-OF-RESIDENCE

If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district

Attribution code 6 – transfer student

indicates the unique campus identification number corresponding to the campus attendance area in which the student currently resides.

This is reported for all charter school students and school district students who are not regular residents of that school district.