Code Guide for the Regional Day School Program for the Deaf

For the latest Texas Education Data Standards (TEDS), see the Texas Student Data System (TSDS) Web-Enabled Data Standards (TWEDS).

Student Description Sections:

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- Section 3: Instructional Setting
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Section 1: Regional Day School Program for the Deaf (RDSPD)

RegionalDaySchoolProgramForDeaf (E0833) indicates the student is receiving instructional services from the regional day school program for the deaf.

Reported on TSDS Public Education Information Management System (PEIMS)
SpecialEducationProgramReportingPeriodAttendance

Student Description	RDSPD code
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
Itinerant services provided less than 45 minutes per week by an RDSPD teacher or not provided by an RDSPD teacher	0 = No Not enrolled in the RDSPD

(Student Attendance Accounting Handbook (SAAH), Section 4.11.1)

*To utilize the RDSPD code 3 (receiving RDSPD services), the services must be:

- Provided a minimum of 45 minutes per week;
- Provided by a teacher of the deaf/hard of hearing (TODHH); and
- Provided by a teacher who is funded by the RDSPD.

Please note the following guidelines for the reporting of TSDS PEIMS data in Submission 1 for RDSPD students:

- Only one local educational agency (LEA) may report TSDS PEIMS data on an RDSPD student.
- If there are sending and receiving LEAs involved, an agreement should be made between the LEAs regarding which LEA will report TSDS PEIMS data. The **RDSPD Shared Service Arrangement (SSA) Procedures** document requires this to be addressed in the SSA.

- All students in the RDSPD must have a disabling condition of AI (03) (Deaf or Hard of Hearing*) or DB (05) (Deafblind) as either their primary, secondary, or tertiary disability (Disability C053). This must reflect exactly what the admissions, review, and dismissal (ARD) or individualized education program (IEP) states.

Guidelines for reporting of TSDS PEIMS data in the first submission for RDSPD students can be found on the **Texas Education Data Standards (TEDS)** website.

LEAOfRDSPDService (E1527) indicates the LEA identification number of the RDSPD fiscal agent that is providing the RDSPD service. This LEA is registered with the Texas Education Agency (TEA).

Reported on TSDS PEIMS
StudentSpecialEducationProgramAssociation Entity and SpecialEducationProgramReportingPeriodAttendance Entity

Student Description	DHH services 45 minutes per week	Staff funded by the RDSPD	Service provided by TODHH	RDSPD Code E0833
Deaf or hard of hearing (DHH) student who attends school in her home district and is seen by a teacher from the RDSPD one time a month for 60 minutes.	No Services were not provided at a minimum of 45 minutes per week.	Yes	Yes	0
DHH student whose home district has hired a TODHH to provide services. This student is seen by that teacher three times a week for 45 minutes each.	Yes	No TODHH was not funded by the RDSPD.	Yes	0
DHH student who attends general education classes all day at an RDSPD campus with a certified interpreter. This student is not receiving any services from TODHH.	No Services were not provided by TODHH.	Yes	No Interpreting services does not count.	0

Section 2: Average Daily Attendance (ADA) Eligibility

ADAEligibility (E0787) indicates the eligibility status of the student as reflected in the attendance accounting records of the district.

Reported on TSDS PEIMS
StudentSchoolAssociation

Student Description	ADA eligibility code
DHH student is enrolled in RDSPD and is a full-day student (served for at least 4 hours [240 minutes]) and is a resident of the district submitting TSDS PEIMS data	1 = Eligible for Full-Day Attendance
DHH student is enrolled in RDSPD and is a half-day student (served for at least 2 hours [120 minutes]) and is a resident of the district submitting TSDS PEIMS data	2 = Eligible for Half-Day Attendance

DHH student is enrolled in RDSPD and is a full-day student (served for at least 4 hours [240 minutes]) and is not a resident of the district submitting TSDS PEIMS data	3 = Eligible for Full-Day Attendance (Note: This also requires that the student be assigned an attribution code of 06 = Transfer Student on the StudentSchoolAssociation Entity.)
DHH student is enrolled in RDSPD and is a half-day student (served for at least 2 hours [120 minutes]) but is not a resident of the district submitting TSDS PEIMS data	6 = Eligible for Half-Day Attendance (Note: This also requires that the student be assigned an attribution code of 06 = Transfer Student on the StudentSchoolAssociation Entity.)

(SAAH, Section 4.11.1)

Section 3: Instructional Setting

InstructionalSetting (E0173) indicates the setting used in providing instruction to students.

Reported on TSDS PEIMS
StudentSpecialEducationProgramAssociation. InstructionalSettingSet**,** StudentProgramAttendanceEvent**,** SpecialEducationProgramReportingPeriodAttendance, and FlexibleSpecialEducationProgramReportingPeriodAttendance

Instructional Setting Descriptors Note: Descriptors 91-98 apply to SSA members that report their students in TSDS PEIMS rather than having the students reported by the fiscal agent.
00 = No Instructional Setting (such as speech therapy)
01 = Homebound
40 = Special Education Mainstream
41 = Resource Room/Services – Less than 21%
42 = Resource Room/Services – At least 21% and less than 50%
43 = Self Contained, Mild/Moderate/Severe, Regular Campus – At least 50% and no more than 60%
44 = Self Contained, Mild/Moderate/Severe, Regular Campus – No more than 60%
45 = Full-Time Early Childhood Special Education Setting (appropriate only for students 3-5 years of age)
91 = Off Home Campus – Mainstream
92 = Off Home Campus – Resource Room/Services – Less than 21%
93 = Off Home Campus – Resource Room/Services – At least 21% and less than 50%
94 = Off Home Campus – Self Contained, Mild/Moderate/Severe, Regular Campus – At least 50% and no more than 60%
95 = Off Home Campus – Self Contained, Mild/Moderate/Severe, Regular Campus – More than 60%
96 = Off Home Campus – Separate Campus

(SAAH, Section 4.7)

Section 4: Audiological Services

Audiological Services (SPEDProgramSvc (C341) "18") indicates whether the student receiving special education and related services received, or is scheduled to receive, audiological services during the current school semester. (34 Code of Federal Regulations (CFR) §300.34)

Audiological services must be provided by a professional who holds a valid state license as an audiologist. (Texas Education Code (TEC) §§21.002, 21.003, 29.304, and 19 Texas Administrative Code (TAC) §89.1131)

Reported on TSDS PEIMS
Audiological Services are reported on the StudentSpecialEducationProgramAssociation.SPEDProgramSvcSet entity through the SPEDProgramSvc (E3058) data element using the descriptor Audiological Services (18).

Please Note: "Audiological Services" and "Audiological Management" are different types of services. Audiological Services are provided by a licensed audiologist whereas Audiological Management can be provided by a licensed audiologist, an audiology assistant, or other professionals trained in managing hearing technology (e.g., teacher of the deaf and hard of hearing). Audiological services must document anticipated frequency, location, or duration (34 CFR §300.320(a)(7)), and Audiological Management does not require a statement of anticipated frequency, location, or duration.

Section 5: Interpreting Services

Interpreting Services 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. (34 CFR §300.34(c)(4))

Reported on TSDS PEIMS
Interpreting Services are reported on the StudentSpecialEducationProgramAssociation.SPEDProgramSvcSet entity through the SPEDProgramSvc (E3058) data element using the descriptors in the table below.

Interpreting Services Type Code **(reported using the SPEDProgramSvc (C341)** descriptor table) Note: Only one type of interpreting service may be reported in TSDS PEIMS for any individual student. If more than one type is provided, the ARD committee should decide which one type is to be reported.	
00 = No Special Education Program Services	
02 = Oral Transliteration	The oral transliterator silently "mouths" a transliteration or paraphrase of a message spoken in English to a more visible form for the benefit of a person who reads the lips of the oral transliterator. Sign language is not used, but natural gestures may be included. The oral transliterator may also "voice" for the deaf student as needed.
03 = Cued Language Transliteration	Cued Language is also known as Cued Speech. Cued Speech uses speechreading, various handshapes, and hand positions near the face to allow the student to distinguish the different phonemes of spoken English.
04 = Sign Language Transliteration (Spoken English to Signed English)	The provider transliterates spoken English into a manual form of English. The transliterator works in two forms of one language: English and Manually Coded English (i.e., Signing Exact English/SEE, Morphemic Sign System/MSS).
05 = Sign Language Interpreting (Spoken English to American Sign Language (ASL))	The provider translates spoken English to ASL. The interpreter works in two languages: English and ASL.
06 = Communication Access Realtime Transcription (CART)	Using court reporting technology, the CART transcriber provides an exact word-for-word text display of the spoken message. The provider uses specialized transcription software and hardware to provide a real-time transcript of the spoken English content.
07 = C-Print	The C-Print transcriber provides a meaning-for-meaning text display of the spoken message. The transcriber produces text of spoken information using a

	software application called C-Print Pro. The captionist generally provides a meaning-for-meaning (not verbatim) translation of the spoken English content.
08 = Typewell	The Typewell transcriber provides a meaning-for-meaning text display of the spoken message. The transcriber uses a laptop computer with the Typewell abbreviation software to provide a meaning-for-meaning (not verbatim) translation of the spoken English content.
09 = Deaf-Blind Interpreting	The interpreter conveys a message in ASL or MCE/SEE in a way that is accessible to a student whose vision impairment necessitates adaptations of transitional sign language interpreting for transliterating. There are many types of interpreting services for children who are deafblind, in addition to tactile and close vision interpreting services.

Section 6: Transportation

Special Education Transportation Services (SPEDProgramSvc (C341) "26") indicates whether the student receiving special education and related services received, or is scheduled to receive, special transportation services (due to his or her disability) during the current school semester. (34 CFR §300.34 and TEC §42.155)

Reported on TSDS PEIMS
Special Education Transportation Services are reported on the StudentSpecialEducationProgramAssociation.SPEDProgramSvcSet entity through the SPEDProgramSvc (E3058) data element using the descriptor Special Education Transportation Services (26).

- If a member district provides transportation, and the RDSPD fiscal agent reports TSDS PEIMS data, the fiscal agent should report transportation TSDS PEIMS data for that RDSPD student. This is separate from the transportation reimbursement.
- Only one district may report the Special Education Transportation Services 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 TSDS PEIMS data. Note: The **RDSPD SSA Procedures** require this to be addressed in the SSA.
- 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 TSDS PEIMS.

Section 7: Infants and Toddlers

Early Childhood Intervention Services (SPEDProgramSvc (C341) "20") indicates whether the infant or toddler, from birth through age 2 is participating in the early childhood intervention program (ECI). (Texas Human Resources Code §§73.001 and 73.021)

InstructionalSetting (E0173)

ADAEligibility (E0787)

TSDS PEIMS data can be reported by the district of residence or RDSPD fiscal agent. Information about who will report the TSDS PEIMS data should be documented in the SSA.

Reported on TSDS PEIMS Early Childhood Intervention Services are reported on the StudentSpecialEducationProgramAssociation.SPEDProgramSvcSet entity through the SPEDProgramSvc (E3058) data element using the descriptor Early Childhood Intervention Program (20).

All infants (birth through two years of age) receiving services at home provided by the district (not as the contracted ECI provider) should be reported with the information shown in the following table: **Districts or RDSPD Auditory Impairment (AI) Services:** Districts and RDSPDs should have an agreement related to the reporting of TSDS PEIMS data for these infants and toddlers.

Early Childhood Intervention (ECI) Setting	Infant or Toddler Age	ADA Eligibility Code	Instructional Setting	Grade Level	SPED Program Svc	Child Count
		E0787	E0173	E0017	E3058	E0832
At home or in day care	0-2	2-4 hours per week rule	01	EE	00	Not Reported
In district or non-district centers	0-2	2-4 hours per day rule	44 or 97	EE	00	Not Reported

All infants (birth through two years of age) receiving services provided by a district in a day care center, rehabilitation center, or other/school facility contracted with the Health and Human Services Commission (HHSC) as an ECI provider/program (district is not the contracted ECI provider) should be reported with the information shown in the following table: **Texas Health and Human Services ECI Program – Operated by a School District**

Early Childhood Intervention (ECI) Setting	Infant or Toddler Age	ADA Eligibility Code	Instructional Setting Code	Grade Level	SPED Program Svc	Child Count
Home-based instruction	0-2	0	31	EE	13	Not Reported
Center-based instruction	0-2	0	32	EE	13	Not Reported
Other environment	0-2	0	34	EE	13	Not Reported

(SAAH, Section 4.12)

Section 8: Early Childhood Special Education (ECSE)

Early Childhood Special Education Services (SPEDProgramSvc (C341) "19") indicates whether the preschool student, age three through five years old and not in kindergarten, is receiving any special education and related services (including AI and VI) from the school district or charter school in any setting(s) or environment. (34 CFR §300.101(b) and 19 TAC §89.1035)

Students, 3 to 5 years old, previously reported with SPEDProgramSvc 19, who are 6 years old as of the TSDS PEIMS Fall snapshot date, should not be reported as receiving Early Childhood Special Education Services.

InstructionalSetting (E0173)

ADAEligibility (E0787)

Reported on TSDS PEIMS Early Childhood Special Education Services are reported on the StudentSpecialEducationProgramAssociation.SPEDProgramSvcSet entity through the SPEDProgramSvc (E3058) data element using the descriptor Early Childhood Special Education Services (19).

ECSE Setting	Student Age	ADA Eligibility	Instructional Setting	Grade Level	SPED Program Svc	Child Count
		E0787	E0173	E0017	E3058	E0832
A student who is eligible for only AI/DHH and or VI services and is receiving those services:						
▪ At home ▪ Non-profit daycare or private preschool (dual enrollment)	3-4	2-4 hours per week rule	01	EE	19	3

(SAAH, Section 4.12)

If an ARD committee determines that a student aged three or four years is eligible for and in need of special education instruction and/or related services, the parent may:

- Enroll the student only in the public school; or
- "Dual enroll" the student; or
- Decline to have the student enroll in public school.

Dual enrollment means the enrollment of a three or four-year-old student who is eligible for special education services in a public school district and who attends a non-profit day care or private preschool.

Section 9: Shared Service Arrangement Transfers

An SSA is an arrangement in which school districts enter into a written contract to jointly operate their special education programs. School districts may also enter SSAs to establish regional day school programs for the deaf. A student who attends a program operated under an SSA may be reported by the receiving district without the necessity of a legal transfer.

RDSPD SSAs reporting students in TSDS PEIMS 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.

StudentAttribution (E1000) is a characteristic of a student relating to their individual enrollment circumstances. It indicates that the student attends school by means of a transfer between LEAs.

Reported on TSDS PEIMS StudentSchoolAssociation Entity

SSA Transfer	Attribution Code
If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district.	06 = transfer between school districts

(SAAH, Section 4.11)

CampusIdOfResidence (E0903) 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.

Section 10: Shared Service Arrangement Members

SSAType (E0776) indicates the type of program or service provided by a SSA.

SSAType
10 = Regional Day School Program for the Deaf

Reported on TSDS PEIMS SharedServiceArrangementExt and SSAOrgAssociationExt

SSAMemberDistrictId (E0981) indicates the county-district number of the school district (as registered with TEA) which is a member district in the SSA.

The fiscal agent reporting SSA actual financial data must report SSA organization data. All RDSPD fiscal agents are required to report SSA financial data for their member districts.

Reported on TSDS PEIMS SharedServiceArrangementExt Entity **by Fiscal Agent**

FiscalAgentDistrictId (E0777) is the county-district number of the SSA fiscal agent registered with TEA.

For a fiscal agent, the LocalEducationAgency and FiscalAgentDistrictId will be the same.

The fiscal agent district is responsible for reporting:

- The actual financial data for the prior school year for the SSA,
- Personnel, payroll, and responsibility information for all administrative, and
- All itinerant employees who are paid by the fiscal agent, whether or not these employees are shared by the member districts.

For additional information regarding reporting requirements, reference the **Financial Accountability System Resource Guide (FASRG)**.

Section 11: Dyslexia

DyslexiaRisk (E1644) indicates the results of screening for dyslexia and related disorders required under TEC §38.003(a).

DyslexiaRisk is only reported for students in kindergarten and first grade. For all other grade levels, this data element must be blank/not reported.

Translation	Dyslexia Risk Code
Screened and determined not to be at risk for dyslexia or related disorders	01
Screened and determined to be at risk for dyslexia or related disorders	02
*Not screened for dyslexia or related disorders	03

DyslexiaScreeningExceptionReason (E1732) indicates the reason a student in kindergarten or first grade was not screened for dyslexia during the screening window.

DyslexiaScreeningExceptionReason is only reported and must be reported for students in kindergarten and first grade who have not been screened for dyslexia or related disorders (DyslexiaRisk "03").

Translation	Dyslexia Screening Exemption Reason Code
Grade 1 student withdrew from the LEA on or before January 31st (Grade 1 Dyslexia Screen Period End Date)	01
Kindergarten student withdrew from the LEA on or before the last instructional day of the school year (Kindergarten Dyslexia Screening Period End Date)	02
Grade 1 student enrolled in the LEA after January 31st (Grade 1 Dyslexia Screen Period End Date)	03
Student currently identified and receive dyslexia services	04
Dyslexia screening inappropriate for the child (document by ARD or 504 committee)	05
Dyslexia screening included in Special Education evaluation or 504 evaluation process (documented by ARD or 504 committee)	06
Parent or child repeated refusal for dyslexia screening (documentation required)	07
Student absent during the designated dyslexia screening and no make-up provided during screening window (constitutes non-compliance)	08
No appropriately trained and/or qualified individual in the LEA, as required, to conduct dyslexia screening (constitutes non-compliance)	09
Technology access or failure (e.g., Software) prevented the LEA from screening the student for dyslexia (constitutes non-compliance)	10
No dyslexia screening instrument available or no screening instrument adopted by district-level committee (constitutes non-compliance)	11
Other (reason not listed above; documentation required, potential non-compliance)	12

Resources

- **Financial Accountability System Resource Guide (FASRG)**

  Texas Education Agency. (2024). Financial Accountability System Resource Guide Modules 1 and 2 (Version 19). Retrieved from https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide

- **Student Attendance Accounting Handbook (SAAH)**

  Texas Education Agency. 2025-2026 Student Attendance Accounting Handbook. Retrieved from https://tea.texas.gov/finance-and-grants/financial-compliance/student-attendance-accounting-handbook

- **Texas Student Data System: Texas Education Data Standards (TSDS: TEDS)**

  Texas Education Agency. 2025-2026 Texas Education Data Standards via TWEDS. Retrieved from: https://www.texasstudentdatasystem.org/tsds/teds/tweds-upgrade