2019 – 2020 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.

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.

***This document was created using the most recent official documents created by the Texas Education Agency. Legislative changes will impact this information as soon as this year.**

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Table of Contents

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Regional Day School Program for the Deaf
E0833 REG-DAY-SCH-PROG-DEAF-CODE

Reported on TSDS PEIMS 41163 & 42401	
REG-DAY-SCH-PROG-DEAF-CODE (E0833) indicates the student is receiving instructional services from the regional day school program for the deaf.	
C067 Reg-Day-Sch-Prog-Deaf	
If a student receives:	**then use RDSPD code:**
Cluster site, itinerant services, or parent infant services provided <u>at least</u> 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 RDSPD teacher	**0 = No** Not enrolled in the RDSPD

(SAAH, Section 4.11.1)

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

Please note the following guidelines for the reporting of PEIMS data in Submission 1 for RDSPD students:
- Only one Local Education Agency (LEA) may report PEIMS data on RDSPD student.
- If there are sending and receiving LEAs involved, an agreement should be made between the LEAs regarding which LEA will report PEIMS data. The TEA RDSPD Shared Services Arrangement (SSA) Procedures document requires this to be addressed in the SSA contract.
- 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 disability. This must reflect exactly what the ARD/IEP states.

*The term Auditory Impairment continues to exist currently in TSDS TEDS and SAAH.

All students who are in the RDSPD may generate average daily attendance (ADA) based on their ADA-ELIGIBILITY-CODE and their special education instructional setting code. These funds can be used to supplement the costs of the RDSPD.

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

The RDSPD is part of an LEA special education program which receives additional state funds. The TEA RDSPD SSA Procedures document requires all SSAs to include two or more LEAs.

The fiscal agent for the RDSPD is often the LEA where students attend classes. There are some Education Service Centers (ESC) that serve as RDSPD fiscal agents. It is recommended that the RDSPD fiscal agent report PEIMS data for students attending the RDSPD district rather than their home district.
(TSDS:TEDS 2.4, p. 117)

E1527 DISTRICT-OF-RDSPD-SERVICE

Reported on TSDS PEIMS 41163 & 42401
DISTRICT-OF-RDSPD-SERVICE (E1527) indicates the LEA identification number of the RDSPD Fiscal Agent that is providing RDSPD services. This LEA is registered with the Texas Education Agency.

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.*

Frequently Asked Questions				
	DHH Services 45 min/wk	Staff Funded by RDSPD	Service provided by DHH Teacher	E0833 RDSPD Code
Julie is a DHH student. She attends school in her home district and is seen by a teacher from the RDSPD one time a month for 60 minutes. Should she be coded as RDSPD since it is an RDSPD teacher providing her services?	No	Yes	Yes	0
				Why? Not enough time
Bobby is a DHH student. His home school district has hired a teacher of the deaf/hard of hearing to provide his services. He is seen by that teacher three times a week for 45 minutes	Yes	No	Yes	0
				Why? Not RDSPD staff

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

each. Should he be coded as RDSPD since he is receiving services more than 45 minutes per week?				
Lynn is a Deaf student who attends general education classes all day at an RDSPD campus with a certified interpreter. She is not receiving any services from a teacher of the deaf/hard of hearing. Should she be coded as RDSPD since she has an interpreter more than 45 minutes per week?	Do Interpreting services count? No	Yes	No	0 Why? Not by a DHH teacher

ADA Eligibility
E0787 ADA-ELIGIBILITY-CODE

Reported on TSDS PEIMS 40100
ADA-ELIGIBILITY-CODE (E0787) indicates the eligibility status of the student as reflected in the attendance accounting records of the district.
C059 ADA-ELIGIBILITY-CODE

If a student is enrolled in an RDSPD:	**then use ADA eligibility code:**
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
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
and is a full-day student (served for at least 4 hours [240 minutes]) but is a 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 6 – Transfer Student on the 40100 record)
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 6 – Transfer Student on the 40100 record)

(SAAH, Section 4.11.1)

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Instructional Setting
E0173 INSTRUCTIONAL-SETTING-CODE

Reported on TSDS PEIMS 41163 & 42401
INSTRUCTIONAL-SETTING-CODE (E0173) identifies the setting used in providing instruction to students.
C035 INSTRUCTIONAL-SETTING-CODE

Instructional Setting Code	NOTE: Codes 91-98 apply to SSA members that report their students in PEIMS rather than having the students reported by the fiscal agent.
00 - No Instructional Setting (Speech Therapy)	
01 - Homebound	
40 - Special Education Mainstream	91 - Off Home Campus - Mainstream
41 - Resource Room/Services - Less Than 21%	92 - Off Home Campus - Resource Room/Services - Less Than 21%
42 - Resource Room/Services - At Least 21% and Less Than 50%	93 - Off Home Campus - 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%	94 - Off Home Campus - Self-Contained, Mild/Moderate/Severe, Regular Campus - At Least 50% and No More Than 60%
44 - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60%	95 - Off Home Campus - Self-Contained, Mild/Moderate/Severe, Regular Campus - More Than 60%
45 - Full-Time Early Childhood Special Education Setting	96 - Off Home Campus - Separate Campus

(SAAH, Section 4.7)

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Audiological Services
E0838 AUDIOLOGICAL-SERV-IND-CODE

Reported on TSDS PEIMS 41163
AUDIOLOGICAL-SERV-IND-CODE (E0838) indicates whether the student receiving special education and related services received, or is scheduled to receive, audiological services during the current school semester. (See 34 CFR §300.34.)
C088 PARTICIPATION-INDICATOR-CODE

Frequently Asked Questions	
What's the difference between Audiological Services and Audiological Management?	
Audiological Services	**Audiological Management**
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.)	Can be provided by an audiologist, an audiology assistant, or other professionals trained in managing hearing technology
Must document anticipated frequency, location, or duration (See 34 Code of Federal Regulations (CFR) §300.320(a)(7))	Does not need a statement of anticipated frequency, location, or duration
Must be documented in Related Services section of the IEP	Documented in services in support of instruction section of the IEP
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.
How does IDEA define Audiological Services?	

Audiological Services
• § 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;	

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

> (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
> (iv) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

Interpreting Services
E1040 INTERPRETING-SERVICES-TYPE-CODE

Reported on TSDS PEIMS 41163
INTERPRETING-SERVICES-TYPE-CODE (E1040) 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).)
C174 INTERPRETING-SERVICES-TYPE-CODE

Interpreting Services Type Code	NOTE: Only one type of interpreting service 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.
00 - No Interpreting	
01 - 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.
02 - 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.
03 - 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)
04 - Sign Language	The Interpreter works in two languages: English and American

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Interpreting (Spoken English to ASL)	Sign Language (ASL). The provider translates spoken English to ASL.
05 - 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.
06 - 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.
07 - 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.
08 - Deaf-Blind Interpreting	The interpreter conveys a message in American Sign Language or Manually Coded English in a way that is accessible to a student whose visual impairment necessitates adaptations of transitional sign language interpreting for transliterating. There are many types of interpreting services for children who are deaf-blind, in addition to tactile and close vision interpreting services.

(TSDS:TEDS 4, p. 168)

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.

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Transportation
E0851 TRANSPORTATION-INDICATOR-CODE

Reported on TSDS PEIMS 41163
TRANSPORTATION-INDICATOR-CODE (E0851) 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. (See 34 CFR §300.34 and TEC §42.155.)
C088 PARTICIPATION-INDICATOR-CODE

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.**

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. Note: The RDSPD SSA Procedures require this to be addressed in the SSA contract.

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.
(TSDS:TEDS 2.4, p. 118)

Frequently Asked Questions	
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 districts report transportation data to the agency through the web-based FSP System 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?	The RDSPD SSA Procedures document must indicate which district is reporting PEIMS data.
We have students attending Texas School for the Deaf, and we are providing transportation to and from the pick-up	You can document this in the FSP system and report the transportation.

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

| site. Can we get reimbursed for transportation? | |

(STAH, Section 4, p. 19)

Infants and Toddlers
E0900 EARLY-CHILDHOOD-INTERV-IND-CODE
E0173 INSTRUCTIONAL-SETTING-CODE
E0787 ADA-ELIGIBILITY-CODE

IMPORTANT: *All Infants and toddlers who are deaf/hard of hearing __must__ be reported in PEIMS, regardless of how much AI/DHH service time they receive. IF YOUR PEIMS SOFTWARE WILL NOT LET YOU ENROLL AN INFANT, YOU ARE OUT OF COMPLIANCE! Contact your software vendor and let them know they need to fix this!*

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.

Reported on TSDS PEIMS 40100, 41163 & 42401
EARLY-CHILDHOOD-INTERV-IND-CODE (E0900) indicates whether the infant or toddler, from birth through age 2, is participating in the early childhood intervention program. (See Texas Human Resources Code §73.001 and §73.021.)

	Student Age	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count
		E0787	E0173	E0017	E0899	E0900	
All Districts except Katy ISD and Lubbock ISD **District or RDSPD Auditory Impairment (Deaf/Hard of Hearing) Services** Districts and RDSPDs should have an agreement related to the reporting of TSDS PEIMS data for these students.							
At home or in day care	0–2	2–4 hr/*wk* rule	01	EE	0	0	0
In district or non-district centers	0–2	2–4 hr/*day* rule	44 or 97	EE	0	0	0

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Katy ISD and Lubbock ISD Only Texas Health and Human Services ECI Program—Operated by a School District							
Home-based instruction	0–2	0	31	EE	0	1	0
Center-based instruction	0–2	0	32	EE	0	1	0
Other environment	0–2	0	34	EE	0	1	0

(SAAH, Section 4.12)

Frequently Asked Questions

Should infants and toddlers being served by the RDSPD enroll in their district of residence, RDSPD, or both?	Children can be enrolled in either the district of residence **or** the RDSPD. Information about who will enroll and report PEIMS data should be documented in the Shared Service Arrangement.
The school will not allow the family to enroll the child, since she hasn't been immunized. Since the child won't be attending school, does she have to be immunized to enroll in school?	Children attending school or day care must be immunized (unless they meet criteria for exemption). Infants and toddlers being served in the home and not on the school campus do not need to be immunized to enroll.
We have asked the family for the child's birth certificate, but they can't find it. Can they use something else instead? How long do they have to get the paperwork?	Any of the documents in the following list is acceptable for proof of identity and age ● birth certificate ● adoption [records] record ● church baptismal record ● any other legal document that establishes identity When enrolling the child, the family has up to 30 days to provide proof of age and identity, or up to 90 days from enrollment for a child not born in the United States.
The family hasn't provided any proof of identity or age. Should we provide services or wait until they have the paperwork?	Failure to receive the information required for student enrollment must not preclude your district from enrolling and serving a student.

(SAAH Section 3)

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Early Childhood Special Education (ECSE)
E0899 PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD**
E0173 INSTRUCTIONAL-SETTING-CODE
E0787 ADA-ELIGIBILITY-CODE

Reported on TSDS PEIMS 40100, 41163 & 42401
PRESCHL-PROG-CHLDRN-WITH-DISAB-IND-CD (E0899)** indicates whether the preschool student, age three through five years old, is receiving any special education and related services (including AI/DHH and VI) from the school district or charter school in any setting(s) or environment. [See 19 TAC §89.1035, and 34 CFR §300.101(b).]
**The term PPCD continues to exist currently in the TSDS TEDS. It has been changed to ESCE in the SAAH.

	Student Age	ADA Elig. Code	Instructional Setting Code	Grade Level	PPCD Ind.	ECI Ind.	Child Count
		E0787	E0173	E0017	E0899	E0900	
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 hr/*week* rule	01	EE	1	0	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 1) enroll the student only in the public school, 2) "dual enroll" the student, or 3) 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.
(SAAH, Section 4.9.9.1)

Frequently Asked Questions

We have a DHH student who has been receiving ECI services from a deaf ed teacher. The student is turning three, doesn't qualify for Pre-K, and a self contained classroom is not an appropriate setting. Can we still serve him when he turns three? What would that look like?	Services can continue being provided in the home, at day care, or at a non-profit private preschool. Types of services are determined by the ARD committee and are based on the student's goals and objectives, developed based on the PLAAFP.
We have a student who will be attending a private preschool when she turns three. The parents are declining dual enrollment. Can we provide services?	Students ages 3 to 4 who are enrolled in a private school can receive services through an IEP, as long as they are also enrolled in the LEA (dual enrollment). If the parents decline dual enrollment, services are provided through a Service Plan, and the LEA's obligation is limited.

Shared Service Arrangement Transfers

A shared services arrangement (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 into 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 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.

E1000 STUDENT-ATTRIBUTION-CODE
E0903 CAMPUS-ID-OF-RESIDENCE

Reported on TSDS PEIMS 40110 & 43415
STUDENT-ATTRIBUTION-CODE (E1000) indicates whether the student: • attends school by means of a transfer between LEAs;
C161 STUDENT-ATTRIBUTION-CODE

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

If the RDSPD fiscal agent district reports TSDS PEIMS data for students who reside in another district	Attribution code 6 – transfer student
CAMPUS-ID-OF-RESIDENCE (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.	

(SAAH, Section 4.11/ TSDS:TEDS 2.4, p. 46)

Frequently Asked Questions

Our district is not a member of an RDSPD and has hired its own teacher of the deaf. Can we code our AI/DHH students as RDSPD and receive RDSPD funding?	The TEA RDSPD SSA Procedures document requires all SSAs to include two or more LEAs.

Shared Service Arrangement Members
E0776 SHARED-SVCS-ARRANGEMENT-TYPE-CODE

Reported on TSDS PEIMS 20033 & 10011
SHARED-SVCS-ARRANGEMT-TYPE-CODE (E0776) indicates the type of program or service provided by a shared services arrangement.
C049 SHARED-SVCS-ARRANGEMT-TYPE-CODE
10 - Regional Day School Program For The Deaf (RDSPD)

E0981 SHARED-SVCS-ARR-MEMBER-DIST-ID

Reported on TSDS PEIMS 20033 by Fiscal Agent
SHARED-SVCS-ARR-MEMBER-DIST-ID (E0981) indicates the county-district number of the school district (as registered with the Texas Education Agency) which is a member district in the shared services arrangement.
The fiscal agent district reporting SSA actual financial data must report SSA organization data. All RDSPD fiscal agents are required to report Shared Service Arrangement financial data for their member districts.

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

E0777 FISCAL-AGENT- DISTRICT-ID

Reported on TSDS PEIMS 10011 by Member Districts & Fiscal Agent
FISCAL-AGENT-DISTRICT-ID (E0777) is the county-district number of the shared services arrangement fiscal agent registered with the Texas Education Agency.
For a fiscal agent, the DISTRICT-ID and FISCAL-AGENT-DISTRICT-ID will be the same.

The fiscal agent district is responsible for reporting:
- the actual financial data for the prior school year for the shared services arrangement,
- 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.

(TSDS:TEDS 2.1, p. 60)

IMPORTANT: *Charter schools do not submit any data through the SSA Org Association Extension Complex Type (10011). A charter school cannot be reported as either an SSA member or an SSA fiscal agent.*
(TSDS:TEDS 2.2, pp. 15-16; FARG Module 2, p. 19)

For additional information regarding the reporting requirements, reference the Financial Accounting Resource Guide.

2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency

Documents Referenced

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2019-2020 PEIMS Reporting for the RDSPD
Texas Sensory Support Network at Education Service Center Region 11,
in collaboration with the Texas Education Agency