Connecticut State Department of Education
Bureau of Data Collection, Research and Evaluation

Public School Information System (PSIS)

2015-16 PSIS Reference Guide

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Contact Information

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Public School Information System (PSIS) Reference Guide

District Contact List
It is the districts' responsibility to keep the PSIS contact information accurate. It is imperative the district's contact information is kept up-to-date. The PSIS uses the contact information for all PSIS correspondence.

PSIS Overview
The Connecticut State Department of Education uses the Public School Information System (PSIS), to collect data regarding student enrollment throughout the state of Connecticut. These data are used for federal and state grants; PSIS data also connect to other CSDE data collection systems.

Statutory Reference:
C.G.S 10-16p, 10-66ee, 10-184, 10-226a, 10-249, 10-250, 10-261(a)(2), 10-262f, 10-264l, 10-266aa, 10-10a.

Federal Child Count Timely and Accurate (SPP Indicator 20)
The Department will take into account whether or not district data are submitted in a timely and accurate manner in District-level Annual Performance Report (APR) Determinations. Please work with all program offices (Special Education, English Language Learner, Homeless, Migrant, Gifted/Talented…) staff to ensure data submitted to the Department are timely and accurate, in accordance to Connecticut General Statute (C.G.S. 10-10a)

The Department has define *Timely and Accurate* as a holistic system analysis, thereby ensuring the indicator is not about <u>*occasional*</u> edits/errors…but instead is about <u>systemic failure</u> to report and/or follow reporting directions/guidelines.

Timely

Timely =   1) Data is submitted by due date (no extensions)

- All batches have been uploaded; or
- All records have been entered on-line

2) Data passes general edit checks and complete data has been provided.
This includes:

a) Not reporting "placeholder" data;

b) Reviewing all necessary warnings/reports to ensure data quality (failure to report an entire field, school, review etc.);

c) Pre-certifying the data collection.

PSIS Component	Due Date
Case Management	Cases Resolved within 10 school days
PSIS Summer Roll Up	September 15, 2015
October 1, 2015 Collection	October 15, 2015
January 2016 Collection	January 27, 2016
June 2016 Collection	July 14, 2016

Accurate

Accurate =   1) District corrects data errors within the edit checking timeframe established for each component.
-      a) Review all necessary reports
-      b) If necessary, make corrections to previous collections
-      c) Ensuring the data passes all reasonability tests (comparisons to state data and last year's data, no unexplained significant changes in counts or percents of students within various data points, etc).
-      d) Certification of collection
-      e) Certification of data exceptions
-      f) Registration-Collection Validation Report (RCV) reconciled

PSIS Component	Due Date
Case Management	No open cases more than 20 school days old
PSIS Summer Roll Up	September 30, 2015
October 2015 Collection	October 29, 2015
January 2016 Collection	February 17, 2016
June 2016 Collection	August 11, 2016

Freeze Dates

Accuracy in Data Reporting: PSIS data are critical to the work of education in Connecticut. Districts are required to submit student-level data for the October, January, and June collections. To enhance the quality of data received and reported by SDE, 'freeze dates' were implemented effective with the October 2013 collection. For each collection, the Freeze Date (F1) will be used for mandated Federal, State and public reporting while the Freeze Date (F2) will serve as the last possible date for corrections to that collection. After the 'freeze date' has passed, changes to data will not be possible. Because PSIS data are used by other CSDE data collection systems, it is important to ensure the accuracy of initial PSIS submission data. The 'freeze dates' for the 2015-16 school year are posted in the Due Date section below. LEAs are strongly encouraged to ensure they have provided accurate data to SDE prior to certifying the active collection. Please contact the appropriate collection manager with questions.

Due Dates

Collection	Freeze Cycle	Submission Due Date (TIMELY)	Final Revision Date (ACCURATE)	Freeze Dates
October 2015	Freeze 1 (F1)	October 15, 2015	October 29, 2015	January 31, 2016
	Freeze 2 (F2)			July 31, 2017
January 2016	Freeze 1 (F1)	January 27, 2016	February 17, 2016	March 15, 2016
	Freeze 2 (F2)			July 31, 2017
June 2016	Freeze 1 (F1)	July 14, 2016	August 11, 2016	August 18, 2016
	Freeze 2 (F2)			July 31, 2017

Each collection year, the exact calendar due dates are published in the *LEA Level Determinations - Timely and Accurate Data Collection* calendar.

Managing Student Data

PSIS Record Layouts

2015-16 SASID Register/Unregister Record Layout (Version 3.0)

M=Mandatory O=Optional R=Recommended C=Conditional D=Disallowed

	Field Name	Excel Column	Data Type	Starting Position	Ending Position	Length	Register	Change (Intra-District)	Unregister	Valid Values
1	Record Type	A	Char	1	1	1	M	M	M	"R" (Register), "C" (Change), or "U" (Unregister)
2	State Assigned Student ID (SASID)	B	Char	2	11	10	O	M	M	Numbers only
3	Reporting District	C	Char	12	14	3	M	M	M	See table H
4	Reporting District Entry Date	D	Char	15	22	8	M	D	D	MMDDYYYY
5	Resident Town	E	Char	23	25	3	M	M	D	See table G
6	Facility Code 1	F	Char	26	32	7	M	M	D	See table A
7	Facility Code 2	G	Char	33	39	7	O	O	D	See table A
8	Legal Last Name	H	Char	40	74	35	M	M	D	Character allowing a dash, period, space and apostrophe
9	Legal First Name	I	Char	75	94	20	M	M	D	Character allowing a dash, period, space and apostrophe
10	Legal Middle Name	J	Char	95	114	20	R	R	D	Character allowing a dash, period, space and apostrophe
11	Generation Suffix	K	Char	115	118	4	R	R	D	Character allowing a period
12	Date of Birth	L	Char	119	126	8	M	M	M	MMDDYYYY
13	Hispanic or Latino	M	Char	127	127	1	M	M	D	"Y" or "N" See Race/Ethnicity
14	American Indian or Alaska Native	N	Char	128	128	1	M	M	D	"Y" or "N" See Race/Ethnicity
15	Asian	O	Char	129	129	1	M	M	D	"Y" or "N" See Race/Ethnicity
16	Black or African American	P	Char	130	130	1	M	M	D	"Y" or "N" See Race/Ethnicity
17	Native Hawaiian or Other Pacific Islander	Q	Char	131	131	1	M	M	D	"Y" or "N" See Race/Ethnicity
18	White	R	Char	132	132	1	M	M	D	"Y" or "N" See Race/Ethnicity
19	Gender Code	S	Char	133	133	1	M	D	D	"M" or "F"
20	Grade Code	T	Char	134	135	2	M	M	D	See table C
21	District Student ID	U	Char	136	155	20	R	R	D	Character and/or Numbers
22	Last Name as it appears in SIS	V	Char	156	190	35	O	O	D	Character allowing a dash, period, space and apostrophe
23	Town of Birth	W	Char	191	240	50	O	D	D	Character allowing a dash, period, space and apostrophe
24	Mother's Maiden Name	X	Char	241	275	35	O	D	D	Character allowing a dash, period, space and apostrophe
25	Polio Vaccination Date	Y	Char	276	283	8	O	D	D	MMDDYYYY
26	Secondary ID	Z	Char	284	292	9	O	D	D	Reserved
27	Reporting District Exit Date	AA	Char	293	300	8	D	D	M	MMDDYYYY
28	Exit Type	AB	Char	301	302	2	D	C	M	See table N
29	Exit Status	AC	Char	303	304	2	D	D	M	See table O
30	Number of Days of Membership	AD	Char	305	307	3	D	M	M	0 to 220
31	Number of Days in Attendance	AE	Char	308	310	3	D	M	M	0 to 220
32	Facility/Grade Exit Date	AF	Char	311	318	8	D	M	M	MMDDYYYY
33	Facility/Grade Entry Date	AG	Char	319	326	8	M	M	D	MMDDYYYY

34	Nexus District	AH	Char	327	329	3	C	C	C	See Table M
35	Nexus District Exit Date	AI	Char	330	337	8	D	C	C	MMDDYYYY
36	Nexus District Entry Date	AJ	Char	338	345	8	C	C	C	MMDDYYYY
37	End of Record Marker	AK	Char	346	346	1	M	M	M	The letter "X" must be included in this position to mark the end of each record

NOTE: The above layout describes the fixed length format. For districts providing a comma-delimited file, please follow the above layout for field sequence and maximum length. Also, please include a carriage return (cr) and line feed (lf) after each record regardless of format.

Mandatory - If this field is not complete an error is generated.
Optional - The district has the option to report this field or leave it blank.
Recommended - We recommend that this field be reported but the district has the option to report this field or leave it blank.
Conditional – This field may become required depending upon your response to a related field.
Disallowed - The district may not report this field for this submission.

2015-16 PSIS Data Collections Record Layout (Version 4.3)
Data elements for the Public School Information System (PSIS) Changes from prior year are highlighted.

M=Mandatory **O**=Optional **R**=Recommended **C**=Conditional **D**=Disallowed

	Field Name	Excel Column	Data Type	Starting Position	Ending Position	Length	Oct	Jan	Jun	Valid Values
1	State Assigned Student ID (SASID)	A	Char	1	10	10	M	M	M	Numbers only
2	Reporting District	B	Char	11	13	3	M	M	M	See table H
3	Nexus District	C	Char	14	16	3	C	C	C	See table M
4	Resident Town	D	Char	17	19	3	M	M	M	See table G
5	Facility Code 1	E	Char	20	26	7	M	M	M	See table A
6	Facility Code 2	F	Char	27	33	7	C	C	C	See table A
7	Legal Last Name	G	Char	34	68	35	M	M	M	Character allowing a dash, period space and apostrophe
8	Legal First Name	H	Char	69	88	20	M	M	M	Character allowing a dash, period space and apostrophe
9	Legal Middle Name	I	Char	89	108	20	R	R	R	Character allowing a dash, period space and apostrophe
10	Generation Suffix	J	Char	109	112	4	R	R	R	Character allowing a period
11	Date of Birth	K	Char	113	120	8	M	M	M	MMDDYYYY
12	Grade Code	L	Char	121	122	2	M	M	M	See table C
13	Dominant Language Code	M	Char	123	125	3	M	M	M	See table D
14	English Language Learner (ELL)	N	Char	126	126	1	M	M	M	"Y" or "N"
15	ELL Program Code	O	Char	127	128	2	C	C	C	See table I
16	Special Education	P	Char	129	129	1	M	M	M	"Y" or "N"
17	Eligible for free/reduced price meals	Q	Char	130	130	1	M	M	M	"F", "R" or "N"
18	Enrolled at No Local Expense Code	R	Char	131	132	2	M	M	M	See table J
19	Special Program Status Code	S	Char	133	134	2	M	M	M	See table E
20	PreK Program Status Code	T	Char	135	136	2	C	C	C	See table F
21	Length of PreK Program Day in Hours	U	Char	137	141	5	C	C	C	.25 to 15.00 (in increments of .25)
22	Number of PreK Program Days per Year	V	Char	142	144	3	C	C	C	1 to 366
23	District Student ID	W	Char	145	164	20	R	R	R	Characters and/or Numbers
24	Group Name	X	Char	165	184	20	O	O	O	Characters and/or Numbers
25	Group Code	Y	Char	185	194	10	O	O	O	Characters and/or Numbers
26	Migrant	Z	Char	195	195	1	M	M	M	"Y" or "N"
27	Gifted and Talented	AA	Char	196	197	2	M	M	M	See table K
28	Homeless	AB	Char	198	199	2	M	M	M	See table L
29	Number of Days of Membership	AC	Char	200	202	3	O	O	M	0 to 220
30	Number of Days in Attendance	AD	Char	203	205	3	O	O	M	0 to 220
31	End of Record Marker	AE	Char	206	206	1	M	M	M	The letter "X" must be included in this position to mark the end of each record

NOTE: The above layout describes the fixed length format. For districts providing a comma-delimited file, please follow the above layout for field sequence and maximum length. Also, please include a carriage return (cr) and line feed (lf) after each record regardless of format.

Mandatory - If this field is not complete an error is generated.
Optional - The district has the option to report this field or leave it blank.
Recommended - We recommend that this field be reported but the district has the option to report this field or leave it blank.
Conditional – This field may become required depending upon your response to a related field.
Disallowed - The district may not report this field for this submission.

Data Field Descriptions (in alphabetical order)

Date of Birth - Student's date of birth in the format MMDDYYYY where "M" = Month, "D" = Day, "Y" = Year. This field is mandatory for register, change, unregister and all collections. This field is used as a confidence field in change and unregister, meaning that it is an identifier used with SASID to match the registration record to edit. Change records will be rejected if *both* the Legal Last Name and Date of Birth differ from the existing values in Registration. For unregister, the value may not differ from the value currently in Registration.

District Student ID - ID generated by local district/school based system. This field is recommended for register, change, all collections and disallowed for unregister.

Dominant Language Code - Dominant language as described in Table D. This field is mandatory for all collections, however may be blank or zero for grades "P3" and "PK".

In accordance with Section 10-17e-j, inclusive, of the Connecticut General Statutes (C.G.S.), all kindergarten through grade 12 students (including exchange students) must receive a preliminary assessment of dominant language using one of the following methods:

Personal contacts with the people with whom the student lives by someone fluent in the presumed dominant language; Questionnaires written in English and the presumed dominant language given to the people with whom the student lives; Personal interviews with the student in the presumed dominant language (grades 4-12 only); or School records (only when unable to use one of the methods described above).

For the purpose of this assessment, the student's dominant language is that which meets at least two of the following criteria: 1) the language that the student learned first; 2) the primary language spoken by the student's parents, guardians, or other people with whom the student lives; and 3) the primary language spoken by the student at home.

Eligible for free/reduced price meals - Is this student eligible for free or reduced price meals or free milk in accordance with the Income Guidelines for the National School Lunch Program? If the student is eligible for free lunch and/or free milk, the code "F" should be used, if the student is eligible for reduced lunch the code "R" should be used. ("F" - Free, "R" - Reduced, "N" - No). This field is mandatory for all collections.

A determination must be made for each student even if the school does not participate in the National School Lunch Program. The Income Guidelines for the National School Lunch Program may be found in Appendix B.

The poverty status of students in National School Lunch Program Provision 2 or Provision 3 schools needs to be ascertained only once in every four years. You may use their status in the baseline year for PSIS reporting. For students who enter a Provision 2 or Provision 3 school after the baseline year, you should try to ascertain their poverty status from existing records to the extent possible. This would include the poverty status determined the prior year on PSIS by another school district. Determination of poverty status need not meet the rigor of the criteria for certification under the National School Lunch Program guidelines. If a new student's poverty status cannot be determined reasonably, then he/she should be reported as free or reduced on PSIS based on the criteria in Appendix B. This student would then be reassessed and certified up to 4 years after the baseline period. At the end of a four-year cycle in a Provision 2 or Provision 3 school, all students' poverty status must be reassessed and certified and the eligibility data on PSIS updated unless the school is given an extension by the Bureau of Health/Nutrition, Family Services and Adult Education.

Remember that **free or reduced** on PSIS is not necessarily the same as certified as being eligible for the National School Lunch Program. For example, a high school student who was reported as eligible as a middle school student or has a younger sibling who is eligible, should be reported as "F" – Free or "R" - Reduced here, even though he/she does not participate in the National Free Lunch Program.

ELL Program Code (formerly LEP Program Code) – See Table I. This field is conditional for all collections.

English Language Learner (ELL) – Formerly Limited English Proficient (LEP)
Student is English Language Learner ("Y" – Yes, "N" – No). An entry in this field is mandatory for all collections; determination of ELL status is mandatory for grades K-12 and optional for PreK (may report "N" for all PreK students).

Because the Department is currently reviewing all statutes and regulations in light of No Child Left Behind (NCLB), it is recommended that the following three-step process be followed in determining whether a student is an English Language Learner. These steps include:

1. Administration of a three-question survey (preliminary assessment of dominant language) e.g., what language did you (your child) learn to speak first? What is the primary language spoken by you (your parents /guardians) or other persons living in your home? What is the primary language spoken by you (your child) at home?

2. Use of a dual language test **or** an observation procedure to determine a student's dominant language (final determination of dominant language); and

3. Determining whether a student's English proficiency is limited based on three indicators:
- a standardized English proficiency test;
- an oral interview conducted in English; and
- an examination of other indicators such as report cards, test scores, etc. that demonstrate whether achievement in academic subjects taught in English is below average. These may be available if a student is new to your school and brings his/her school records. For new students without records, a determination of academic functioning within the classroom will need to be made.

If as a result of the assessment it is determined that the student is an English Language Learner, an appropriate program of English language instruction must be provided and the student must be entered as ELL.

If 20 or more students are identified with the <u>same</u> dominant language, a program of bilingual education must be provided in the following school year.

Enrolled at No Local Expense Code – This field reflects the student's status for Facility Code 1. Two-digit code for students enrolled at no local expense. See Table J for descriptions of students for whom this field is a requirement. Please call Keryn Felder at (860) 713-6833 or Kendra Shakir at (860) 713-6896 if you have any questions about these codes and how they may apply to your students. This field is mandatory for all collections.

Exit Type – See table N. This field is mandatory for unregister and disallowed for register. For change, this field is only mandatory if the Facility Code 1 is changing (student is transferring to another facility in the same district), otherwise the field is disallowed.

Exit Status – See table O. This field is mandatory for unregister and disallowed for change and register.

Facility Code 1 – Seven-digit code of the school attended by the student. For change, this is the school the student will be newly attending. See Table A for a listing of all public schools and private special education facilities. This table also includes special school codes for out-of-state facilities and day treatment facilities. If a student is in a municipal detention center, attends Bristol Technical Education Center (BTEC), or is homebound, please use the facility code for the school he/she would otherwise attend. If you are unable to locate a school code for a student, a generic "Other" code is provided for your use. If you have questions about using "Other," please call Keryn Felder at (860) 713-6833 or Kendra Shakir at (860) 713-6896. This field is mandatory for register and change, all collections and disallowed for unregister.

Please note the following, with regard to use of the generic PreK code 9990399:

For the Head Start codes:
- Head Start students who are served/educated in an inclusive PreK school, e.g., Little Pumpkins Elementary PreK-5, should be coded to the Little Pumpkins school in Facility Code 1. For the field PreK Program Status Code, a number of choices are available, including Head Start – Federal and Head Start – State.
- For Head Start students who are served/educated in one of your schools not having PreK as a grade, you may require a (new) district-wide PreK school code. Please contact Rick Cloud at (860) 713-6871 to discuss your PreK program. Again, be sure to use the appropriate PreK Program Status Code.
- For Head Start students who are served/educated in a building other than one of your schools, you should use the assigned Facility code for that school; if no facility code has been assigned, you may use Facility Code 9990399 Head Start. Each student's PreK Program Status Code would likely be Head Start – Federal or Head Start – State, as appropriate. See the full list of PreK Program Status Codes in Table F of the Record Layout for additional selections.

Note that new facility codes exist for these schools due to the PreK Information System (PKIS) system. So be sure to check the most current list of codes in PSIS before using the generic 9990399 code. If you have questions regarding the use of these codes, please contact Kendra Shakir at (860) 713-6896.

For the Community-based PreK codes:
PreK students who are served/educated in private, community-based programs may be assigned to 9990399. For example:
- Johnny Smith attends ABC Preschool. Johnny is enrolled in Hershey Public Schools, and Hershey Public Schools pay for Johnny's tuition at ABC Preschool. For PSIS, Hershey Public Schools should use the assigned Facility code for ABC Preschool. If no facility code has been assigned you may use 9990399. Report the students total days and hours covered under the tuition paid by the public school.
- Johnny Smith attends ABC Preschool. Johnny's mom and dad pay his tuition. However, Johnny is enrolled in Hershey Public Schools, and has an IEP that calls for services. Hershey Public Schools sends an instructor out to ABC Preschool to provide his instruction. For PSIS, Hershey Public Schools should use the assigned Facility code for ABC Preschool and limit the days and hours reported to the services they provide. If no facility code has been assigned, you may use 9990399.

Note that new facility codes exist for these schools due to the PKIS system. So be sure to check the most current list of codes in PSIS before using the generic 9990399 code. If you have questions regarding the use of these codes, please contact Kendra Shakir at (860) 713-6896.

Facility Code 2 – There are three sets of circumstances which dictate the use of this field:

(1) This facility code will be **conditional** for students with select special program status codes. For example, students attending two facilities in accordance with an IEP or other special circumstances (i.e., students attending one facility for academics and another for other mandated programs like drug/alcohol rehab/anger management, etc.) must have the second facility reported via the *Facility Code 2* field.

(2) Facility Code 2 is required for students attending part-time magnets (see Appendix C, CSDE Approved Magnet Schools 2015-16 and Agricultural Science and Technology Education (ASTE) in Bloomfield, Glastonbury and Bridgeport through a shared-time arrangement in accordance with C.G.S. 10-65b. For these part-time magnet and shared-time ASTE situations, there are no corresponding *Special Program Status Codes*. By virtue of your entries in *Facility Code 2*, the Bureau of Grants Management will assign credit for either magnet operating or Agricultural Science and Technology Education (ASTE) grants, as appropriate. Please contact Keryn Felder at (860) 713-6833 or Kendra Shakir at (860) 713-6896 if you have questions about the use of *Facility Code 2* under these circumstances.

- If your district provides the academic instruction to a student also attending a part-time magnet, you will use Facility Code 1 to indicate the school in which the student receives his/her academic instruction. You will use Facility Code 2 to reflect the student's part-time magnet program. The Facility Codes 2 for the part-time magnets

are: Greater Hartford Academy of Math & Science 2419800; Greater Hartford Academy of the Arts 2419900; Regional Center for the Arts 2439900, ACES Educational Center for the Arts 2449900 and Senior Academy at Goodwin College 5420211. You may need to contact your local high school(s) for a list of affected students, in the event that your local student database does not currently identify this group of students.

- If your district provides the academic instruction to a student who leaves your district to pursue Agricultural Science and Technology Education (ASTE) instruction in one of these three shared-time centers, you will use Facility Code 1 to indicate the school in which the student receives his/her academic instruction. You will use Facility Code 2 to reflect the student's appropriate shared-time ASTE program. The Facility Codes 2 for the shared-time ASTE centers are: Vocational Agriculture Center at Bloomfield High School 0116100; Bridgeport Regional Vocational Aquaculture Center 0156400; and Vocational Agriculture Center at Glastonbury High School 0546100. You may need to contact your local high school(s) for a list of affected students, in the event that your local student database does not currently identify this group of students.

(3) Facility Code 2 is required for students participating in the OPEN Choice program who are attending a private special education facility or RESC-operated special education facility as a result of his or her Individualized Education Program (IEP). In this case, Facility Code 2 should reflect the facility at the OPEN Choice receiving district the student would otherwise attend if not outplaced. Refer to Appendix F, Guidelines for Reporting OPEN Choice Students, for further information.
This field is **conditional** for all collections where students meet the criteria outlined above under (1). It is **required** for all collections where students meet the criteria outlined above under (2) and (3). This field is disallowed for unregister and optional for register and change.

Facility/Grade Entry Date – The date the student entered the new school and/or grade. The "new" school is defined as the Facility Code 1 which the student will be attending after the register or change is processed. The "new" grade is defined as the grade which the student will be in after the register or change is processed. This field is ignored in the unregister process. Keep in mind that a change may be used for the summer rollup process, in which a student may enter both a new school and a new grade on the same day. This field is mandatory in register and change, and disallowed in unregister.

Facility/Grade Exit Date – The date the student left the previous school/grade. The "previous" school is defined as the Facility Code 1 school of record before the change or unregister is processed. This is the Facility Code 1 school the student is leaving. The "previous" grade is defined as the grade of record before the change or unregister is processed. Keep in mind that a change may be used for the summer rollup process, in which a student may leave both a previous school and a previous grade on the same day. This field is disallowed in register, and mandatory in change and unregister.

Legal First Name - Student's legal first name. Be especially careful where first initial and middle name comprise the entry for this field. Please be sure to use the student's full, legal first name. See "Name Edits" below. This field is mandatory for register, change, and all collections, and disallowed for unregister.

Legal Last Name - Student's legal last name. See "Name Edits" below. This field is mandatory for register, change, and all collections, and disallowed for unregister.

Legal Middle Name - Student's legal middle name. If you have only the student's middle initial, please report it. It will be accepted. This field is recommended for register, change, and all collections, and disallowed for unregister. See "Name Edits" below.

Name Edits

- Records will be rejected if the first, middle, or last name fields include: a TAB, a carriage return, a line feed, or any non-alphabetic character such as 0 1 2 3 4 5 6 7 8 9 ~ ! @ # $ % ^ & * + = / \ | { }( ) [ ] ` : ? ; < > " ,
  Note that commas have been accepted in prior collections. This is the first time that commas will not be allowed in the name fields

- Records will be rejected if the first, middle, or last name include 1) one or more consecutive spaces at the beginning of the field or 2) two or more consecutive spaces embedded in the field
- Records will be rejected if the first, middle, or last name include special alphabetic characters from languages other than English
- Records will be rejected if the first, middle, or last name includes a nickname within parentheses or quotation marks.
- Records will be rejected if the Collection First Name does not match the Registration First Name AND the Collection Last Name does not match the Registration Last Name
- Records will be rejected if the first, middle, or last name includes more than one accent, single quote, or apostrophe
- Records will generate an "informational edit" if the first, middle, or last name includes a single alphabetic character followed by 1) a space and one or more alphabetic characters, 2) a period, space, and one or more alphabetic characters, 3) a period and one or more alphabetic characters, or 4) a space, a period, and one or more alphabetic characters
- Records will generate an "informational edit" if the first or last name is a single alphabetic character
- Records will generate an "informational edit" if the first, middle, or last name includes a Generation Suffix, e.g., Jr., I, II, III, etc.
- Change records will be rejected if *both* the legal Last Name and Date of Birth differ from the existing values in Registration.
- Change records will be rejected if the legal First Name differs from the current value in Registration.

Gender Code - Gender code ("M" – Male, "F" – Female). This field is mandatory for register, and disallowed for change and unregister.

Generation Suffix - Student's generation suffix. For example Jr,Sr,I,II,III,IV,V,VI. This field is recommended for register and change, all collections and disallowed for unregister.

Gifted and Talented – See table K. This field is mandatory for all collections.
- **Gifted -** a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity or both. The term shall refer to the top five percent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the district.)
- **Talented -** a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts. The term shall refer to the top five percent of children so identified. (Note: The term means 5% of the children so identified as gifted and talented within the district.)
- **Identified –** The student has been identified as gifted and/or talented but is not being served
- **Served –** The student has been identified as gifted and/or talented and is being served

Grade Code – Grade code as described in Table C. For change, this is the grade the student will be entering at the Facility Code 1 school. Please see Appendix D for information regarding PreK students. This field is mandatory for registration, change and all collections, and disallowed for unregister.

For students with disabilities, report the grade in which the student is enrolled. When in doubt, check the student's IEP. After having checked the IEP, if you are still unable to make a determination, report the age-appropriate grade for the student.

Age-appropriate grade is defined by using the same criteria outlined for Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT) and follows the "1/1 rule." That is: if the student is age six by January 1, report him/her in grade 01; if the student is age nine by January 1, report him/her in grade 04; if the student is age thirteen by January 1, report him/her in grade 08; etc.

Group Code - This field is typically used to pass on to a vendor for sorting of CMT labels. This field is optional for all collections.

Group Name - This field is typically used to pass on to a vendor for sorting of CMT labels. This field is optional for all collection

Homeless – Homeless as described in table L. Section 725 of the federal McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (Doubling up);
- Children and youth who are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended) who qualify as homeless because they are living in circumstances described in this definition.
- An **Unaccompanied Youth** is defined as a youth "not in the physical custody of a parent or guardian"

Please note that if the homeless definition applies to the student at any time throughout the school year this field should be populated with the applicable code even if the student is not currently homeless. This field is mandatory for all collections.

Last Name as it appears in SIS – This is different from the "Legal Last Name" in that the student's last name may have changed for multiple reasons since their birth certificate and this is the name that is currently in use in the SIS. This field is optional for registration and change, and disallowed for unregister.

Length of PreK Program Day in Hours - The amount of time the student spends in his/her PreK program. (Round to the nearest 15-minute increment – fifteen minutes = .25; thirty minutes = .5; forty-five minutes = .75.) Note that this field is required for all students in grades P3 and PK. This field is conditional for all collections.

Migrant –This field is mandatory beginning with the 2008-09 school year. A child who is, or whose parent or spouse is, a migratory agricultural worker (including a migratory dairy worker or a migratory fisher) and who has moved within the past 36 months across state or district boundaries to obtain, or accompany such parent or spouse in order to obtain, temporary or seasonal employment in agricultural or fishing work. (Supported under federal PL 107-110, Title I, Part C – Education of Migratory Children).

Mother's Maiden Name – Maiden name of student's mother*.* This is a tie-breaker element. This field is optional for registration and disallowed for change and unregister.

Nexus District – This field is conditional for special education students for all collections. The nexus district is the district that has the legal responsibility to identify, educate, and pay for a special education student under the Individuals with Disabilities Education Act (IDEA). Generally, nexus means the town where the student's parent(s) reside with the following exceptions: The Connecticut Technical High School System (CTHSS), the Department of Corrections (USD#1), the Department of Children and Families (USD#2), and the Department of Mental Health and Addiction Services are considered to be the nexus for students attending school in any of these districts. This is also the case for OPEN Choice Students, where the receiving district (also the Reporting District, for PSIS) is the nexus and is responsible for the reasonable cost of special education and related services. For further explanation regarding nexus for special education students contact Laura

Guerrera at (860) 713-6898 or **laura.guerrera@ct.gov**. This field is conditional for register, change, unregister, and all collections.

General education students (Special Education = "N") may have a reported Nexus district, due to rules associated with State Agency Placement Grants. Please check with your director of special education if you believe that Nexus should be completed for one of your regular education students. Nexus is required for students having "Y" for Special Education.

Nexus District Entry Date – The date that the Nexus District became fiscally responsible for the special education costs for the student. Report the date in Registration that the parent signed the IEP for initial Consent for Special Education Placement (ED626). In the case of a parent request for delayed entry into school for children ages 3, 4 or 5 report the first day of school (example: 4 year old found eligible for special education in May, parent requests to delay start of school until the fall). In the event the student is transferring into your district please use the District Entry Date as the Nexus District Entry Date. If a DCF 603 is involved please use the "as of" date provided on the 603 form.   In register, this field is mandatory if a Nexus District is supplied, and disallowed otherwise. If supplied in unregister, it will be ignored.

In change: If the Nexus District supplied **is the same as the Nexus District of record (in Registration)**, then the Nexus District Entry Date supplied will replace the value currently in Registration.

Example: The Nexus District in the Register Module is 64 and the Nexus District Entry Date is 09/01/2006. A Change record has been submitted where the Nexus District is 64 and the Nexus District Entry Date is 09/15/2006. The Nexus District Entry Date in Registration will be updated to 09/15/2006.

- If the Nexus District supplied **is not the same as the Nexus District of record (in Registration)**, then the Nexus District Entry Date supplied will be used for the new Nexus District, and the Nexus District Exit Date will be applied to the current Nexus District in Registration (in this case, a Nexus District Exit Date is mandatory).

*Example: The Nexus District in the Register Module is 64 and the Nexus District Entry Date is 09/01/2006. A Change record has been submitted where the Nexus District is 89 and the Nexus District Entry Date is 09/15/2006. This change record indicates two changes: 1) the exit from Nexus District 64 and 2) the entry of Nexus District 89.   A Nexus District Exit Date (the date district 64 stopped being fiscally responsible) must be included in this transaction for it to be accepted. The Nexus District in Registration will be updated to 89 and the Nexus District Entry Date will be updated to 09/15/2006. **Please note that in the change record, the Nexus District Exit Date (for the previous Nexus District) must be a date prior to the Nexus District Entry Date (for the new Nexus District).***

Nexus District Exit Date – The date that the Nexus District ceased being fiscally responsible for the special education costs for the student. Report the date in Registration that appears on page 3 of the IEP in the Exit Information section. In the case where the exit date is the last day of school please report a date after the last day of school in order for the student to be included in the June PSIS collection. This field is mandatory for unregister only if Nexus District is supplied and disallowed otherwise, and disallowed in register. For change, it is mandatory if the Nexus District supplied differs from the Nexus District already in Registration, and optional otherwise.

Number of Days in Attendance – Optional for PreK students. Specific to the facility attended at the time of reporting, the total number of instructional days a student has been present for the current school year. This must be reported as a whole number. It must be equal to or less than the student's *Days in Membership*. It may be calculated as (Days in Membership minus absences). As reported for PSIS, student attendance (presence or absence) should be determined in accordance with the Department's Guidelines in Appendix G. As reported for a SASID In-District Change ("C" for Record Type), it is probable that this value be 0 during the summer rollup process. If you have questions regarding attendance, please contact Kendra Shakir at (860) 713-6896. This field is mandatory for the June collection, change and unregister, disallowed for register, and optional for all other collections.

Number of Days in Membership - Optional for PreK students. Specific to the facility attended at the time of reporting, the total number of instructional days a student has been *enrolled* for the current school year. Membership days will begin accruing at the student's first date of enrollment for the current school year and will end with (to include) the record date of the reporting period. As reported for a SASID In-District Change ("C" for Record Type), it is probable that this value be 0 during the summer rollup process. This field is mandatory for the June collection, change and unregister, disallowed for register, and optional for all other collections.

Number of PreK Program Days per Year - The total number of programs days for the year. **This field is student specific**. Your data may vary from student to student, even within the same program. Note that this field is required for all students in grades P3 and PK. This field is conditional for all collections.

Polio Vaccination Date – Date of student's first polio vaccination in the format MMDDYYYY where "M" = Month, "D" = Day, "Y" = Year. This is a tie-breaker element. This field is optional for register and disallowed for change and unregister.

PreK Program Status Code - PreK Program Status Code as Described in Table F. You must select only one code based upon the student's specific program or combination of programs. Note that this field is required for all students in grades P3 and PK. Please see Appendix D for information regarding PreK students. This field is conditional for all collections.

Race/Ethnicity – CSDE has adopted the new federal guidance on identification of race for the 2010-11 school year and beyond. The new guidelines create separate categories of ethnicity and race, and allow for selection of multiple races.

> *Ethnicity:*
> **Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

> *Race***:**
> **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

> **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

> **Black/African American:** A person having origins in any of the black racial groups of Africa.

> **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.

> **White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

Federal Guidance Regarding Identification of Race can be found in Appendix E. This field is mandatory for register and change and disallowed for unregister.

Record Type – "C" to change a student, "R" to register student or "U" to unregister student. Change is only allowed for students changing grade and/or facility code *in the same reporting district.* This field is mandatory for register, change and unregister.

Reporting District – Three-digit code for the district of attendance. For change, this must be the district in which the student is currently registered. This is your town code for: all students attending your schools; your students educated in private special education or residential facilities, including out-of-state (for purposes of this report, American School for the Deaf is considered a private facility); your students placed in organizations approved for transitional educational services; your students placed in municipal detention centers or day treatment facilities. For a listing of Reporting Districts, see Table H. This field is mandatory for register, change, all collections and unregister.

Do report students in detention centers. The students should be assigned a facility code which represents the school they would attend if they were not temporarily in the detention center. Special Program Status Code 09 must be used to identify these students. See Table E Special Program Status Codes. However, do not report students under the jurisdiction of the Department of Corrections (USD#1).

Do report students who have been expelled—if you continue to provide their education, at your expense. The students should be assigned a facility code which represents the school they would attend if they were not expelled.

Do report students who are homebound. The students should be assigned a facility code which represents the school they would attend if they were not homebound. Special Program Status Code 08 (or 18, if appropriate) must be used to identify these students. See Table E Special Program Status Codes.

Do report all prekindergarten students who are receiving special education services, including those referred to as service provider location students (previously known as itinerant speech services). Use PreK Program Status Code 04/Special Education Program. Report Length of PreK Program Day in Hours and Number of PreK Program Days per Year as appropriate to the student. (A student receiving services one day per week would likely be 36 PreK program days if your district has a 180-day school year.)

Do report all prekindergarten students with an IEP, including those referred to as service provider location students (previously known as itinerant speech services). Use PreK Program Status Code 04/Special Education Program. Report Length of PreK Program Day in Hours and Number of PreK Program Days per Year as appropriate to the student. (A student receiving services one day per week would likely be 36 PreK program days if your district has a 180-day school year.) Prekindergarten students receiving special education services via a services plan are not reported in PSIS Collections.

Do report students who reside in a hospital setting and receive educational programs at the expense of your district (even if a RESC is providing the educational program). Use the generic "Other" Facility Code 1 (9990199). For any questions regarding reporting of students in this situation, contact Laura Guerrera at (860) 713-6898 or laura.guerrera@ct.gov

Do not report students receiving special education services via a services plan in PSIS Collections.

Do not report students in Parent-Initiated Placements. These are situations in which the parent has rejected the district's Individualized Education Program (IEP), the student was unilaterally placed in a private facility by the parent, and the district has not accepted programmatic responsibility for the child's education through the development and implementation of an IEP. Please see the detailed guidance in Appendix I.

Do not report students sent to Department of Children and Families (DCF) facilities which include Connecticut Children's Place, Riverview Hospital, High Meadows, and Connecticut Juvenile Training School, nor students under the jurisdiction of the Department of Corrections (DOC). These students will be reported by DCF (a.k.a. Unified School District No. 2) or DOC (Unified School District No.1).

Do not report students sent to Connecticut Technical High Schools **EXCEPT FOR STUDENTS ATTENDING THE BRISTOL TECHNICAL EDUCATION CENTER (BTEC)**. If your district has students who attend BTEC, report them as if they were attending their home school, and use Special Program Status Code 07 (or 17, if appropriate) to further identify the students as attending BTEC. See Table E Special Program Status Codes.

Do not report students attending another public school district in Connecticut. They will be reported by the receiving district and will be identified as residents of your town. However, see Appendix F for details regarding reporting of OPEN Choice students in cases where the student is outplaced to another public school district for special education.

Do not report students attending special education programs operated by the Regional Education Service Centers (RESCs) **EXCEPT FOR STUDENTS PARTICIPATING IN THE OPEN CHOICE PROGRAM**. (Please refer to Appendix F for details regarding reporting of OPEN Choice students).   The RESCs are considered public schools.   Generally, students attending their programs will be reported by the respective RESC, and the students will be identified as residents of your town. RESC-operated special education programs include:

RESC	**Special Education Programs – REVISED September 10, 2009**
ACES	Center for Autism Spectrum and Developmental Disorders (CASDD), Village School, Mill Road School, Whitney High School East, Whitney High School West, Whitney High School North
CES	Preschool-Primary Learning Center (PLC), Developmental Learning Center (DLC), Therapeutic Day Program (TDP), RISE
CREC	Polaris Center, River Street School (RSS), RSS Early Learning Center, Integrated Program Models (IPM), Farmington Valley Diagnostic Center (FVDC), Soundbridge, Lincoln Academy Regional Inter-district Collaborative
EASTCONN	Northeast Regional Program, Secondary Special Needs Program @ Woodstock Academy, Young Adult Program (YAP), The Eastern Regional Academy, EASTCONN Autism Program
LEARN	RICHES, Applied Behavioral Analysis (ABA), Clinical Day Treatment (CDT).
EDUCATION CONNECTION	Project SUCCEED, Gertrude Fielding, ACCESS.

Reporting District Entry Date – This is the date at which the student first entered a school and began membership in your district in the format MMDDYYYY where "M" = Month, "D" = Day, "Y" = Year. If a student has re-entered your district, it will reflect the date of re-entry. In either case the date must be after their membership in a prior district ends.   This is a mandatory field in the Register module and disallowed in the rest of the collections.

Reporting District Exit Date – Date student's membership in district stopped accruing in the format MMDDYYYY where "M" = Month, "D" = Day, "Y" = Year. This field is mandatory for unregister and disallowed for register.

Resident Town - Three-digit code for the town of fiscal responsibility. Leave this field blank unless the resident town is different from the reporting district. This data element is applicable to students who are attending your schools "at the expense" of another town. This field is mandatory for all collections, register and change, and disallowed for unregister.

The following Reporting Districts MUST complete the Resident Town field with the appropriate code from Table G: Regions 1 through 19, RESCs, Charter Schools, Connecticut Technical High Schools, Gilbert School, Norwich Free Academy, and Woodstock Academy.

SPECIAL SITUATIONS

Children of Staff/Faculty—When children of staff/faculty attend your schools free of charge, in accordance with a formal agreement, treat the students like residents of your town. Use your own town code for the field Resident Town. (This applies only when your town is paying for all costs of the students' education. You cannot code your students in this way if you bill the parents or the towns in which the students live for any portion of the students' education.)

Please see Appendix A for additional information about resident students and "enrolled. . .at the expense of the town." For a listing of Resident Towns, see Table G.

Secondary ID – This field is reserved for future use by CSDE.

Special Education - Report "Y" for any student who has an active IEP, and receives special education instruction as of the reporting period. ("Y" – Yes, "N" – No) This field is mandatory for all collections. PreK students referred to as service provider location students (previously known as itinerant speech services) should be flagged as a "Y" for Special Education. (This is not a change from prior years.)

Special education is specially designed instruction to meet the unique needs of a child with a disability, and may include speech-language services, which can be considered special education rather than a related service under IDEA.

This does not include students who receive related services such as physical and occupational therapy, counseling services, including social work services, without a specially designed instruction component, i.e., do not have an IEP. Fill in "N" for such students.

Students less than three years of age cannot be reported as "Y" for Special Education (student must turn 3 by November 14 of the current reporting year). Call Kendra Shakir at (860) 713-6896 with questions.

Special Program Status Code – This field reflects the student's status for Facility Code 1. Special Program Status code as described in Table E. Special programs include Agricultural Science and Technology Education (ASTE), OPEN Choice, Magnets, Interdistrict Cooperative Arrangements, Designated High School Arrangements, Bristol Technical Education Center (BTEC), Homebound, and Municipal Detention Center.

Please review Table E carefully for expanded definitions of these codes, noting especially BTEC students and the multiple criteria for truant. This field is mandatory for all collections.

Codes 00 thru 09 and 20 apply to students for whom Facility Code 2 is blank. Codes 10 thru 18 and 22 apply to students for whom Facility Code 2 is completed with an entry *other than* a part-time magnet school or a shared-time Agricultural Science and Technology Education (ASTE) program. (That is, Codes 10 thru 18 and 22 do not apply if Facility Code 2 is one of the following: 2419800, 2419900, 2439900, 2449900, 0116100, 0156400, and 0546100.) Please contact Keryn Felder at (860) 713-6833 or Kendra Shakir at (860) 713-6896 if you have questions about proper use of Special Program Status Codes.

State Assigned Student Identifier (SASID) – Unique 10 digit numeric code assigned to student. This field is mandatory for all collections, change and unregister, optional for register.

Town of Birth - The city in which the student was born or comparable unit if born outside of the U.S. This is a tie-breaker element. This field is optional for register and disallowed for change and unregister

Data Tables

Table A – Facility codes

Code	Description
See Data Tables at (http://www.csde.state.ct.us/public/studentid) for download	

Table B – Race codes

Race Codes have been discontinued as of the 2010-2011 school year. Please see the Race/Ethnicity definitions in this document for more information.

Table C – Grade codes

Code	Description
P3	This field is offered to districts wishing to maintain a separate grouping for Prekindergarten students who are three years of age and who will most likely remain in PreK next year. Use of this code is completely optional. Please note that in practice, SDE will treat students coded P3 in the same manner as students coded PK; no distinction will be made. Please see Appendix D for information regarding PreK students.
PK	Prekindergarten (If not P3, this is the default for PreK) Please see Appendix D for information regarding PreK students.
KH	Kindergarten, Half Day (Programs of approximately 2 ½ hours duration per day)
KE	Kindergarten, Extended Day (Programs of greater than 2 ½ hours duration per day and less than a full day)
KF	Kindergarten, Full Day (Programs comparable in length to regular elementary education)
01	Grade 1, including transitional first graders
02	Grade 2
03	Grade 3
04	Grade 4
05	Grade 5
06	Grade 6
07	Grade 7
08	Grade 8
09	Grade 9
10	Grade 10
11	Grade 11
12	Grade 12

Table D – Dominant Language Codes

Code	Description
See Data Tables at (http://www.csde.state.ct.us/public/psis) for download	

Table E – Special Program Status Codes

Code	Description
00 or Blank	This is the default if codes 01 – 22 below do not apply to student's status.

01	APPLIES TO FACILITY CODE 1: To be used if the student 1) attends a Agricultural Science and Technology Education (ASTE) Center in your district and 2) receives his/her academic instruction in your district. (i.e., The student attends your schools on a full-time basis.) This code should be used for students entering your district from another district, if appropriate. It should also be used for your own students, in your own high school, attending the Agricultural Science and Technology Education Center. This code is limited to the following Reporting Districts: Bloomfield, Bridgeport, Glastonbury, Killingly, Lebanon, Ledyard, Middletown, New Haven, Southington, Stamford, Suffield, Trumbull, Vernon, Wallingford, Region 1, Region 6, Region 7, Region 14, and Region 19. Bloomfield, Bridgeport, and Glastonbury should not use this code for any students who come into district solely for Agricultural Science and Technology Education (ASTE) and not for academic coursework. (i.e., this code should not be used for any students attending your district on a part-time basis.)
02	APPLIES TO FACILITY CODE 1: To be used if the student is a participant in the OPEN Choice Program and is not attending a private special education facility or RESC-operated special education facility. Refer to Appendix F for guidance regarding reporting of OPEN Choice students.
03	APPLIES TO FACILITY CODE 1: To be used if the student attends a State-approved full-time Magnet School Program. Please see Appendix C for a list of State-approved Magnet Schools. This code is limited to the following Reporting Districts: Bloomfield, Bridgeport, Danbury, East Hartford, Hartford, New Haven, New London, Norwalk, Stamford, Waterbury, Windham, CREC, CES, ACES, LEARN, and EASTCONN.
04	APPLIES TO FACILITY CODE 1: To be used if the student attends your school through an Interdistrict Cooperative Arrangement. This code is limited to the following Reporting Districts: East Lyme and Plainfield.
05	APPLIES TO FACILITY CODE 1: To be used if the student pays tuition, comes from a district which does not maintain its own high school, and attends your school through a formal Designated High School arrangement. (If the student is enrolled in the Agricultural Science and Technology Education (ASTE) Center at his/her Designated High School, use Code 6.) This code is limited to the following Reporting Districts: Bolton, Granby, Griswold, Killingly, Lebanon, Ledyard, Montville, New Fairfield, New Milford, Stafford, Windham, Region 12, Region 19, Gilbert School, Norwich Free Academy, and Woodstock Academy.
06	APPLIES TO FACILITY CODE 1: To be used if the student attends the Agricultural Science and Technology Education (ASTE) program at his/her Designated High School. (i.e., the student meets the conditions of both codes 1 and 5 above.) This code is limited to the following Reporting Districts: Killingly, Lebanon, and Ledyard, Region 19.
07	To be used if the student attends the Bristol Technical Education Center (Bristol Satellite).
08	To be used if the student is homebound and is being tutored at home or receiving other instructional services at the expense of your district.
09	To be used if the student is in a detention center and is receiving instruction at the expense of your district.

Table E – Special Program Status Codes (cont.)

10	Code 10 - To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances.
	(i.e., general or special education students attending one facility for academics and a different facility for 1) job/vocational training, 2) special education services, 3) other mandated programs like drug/alcohol rehab/anger management, 4) etc.)
11	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	1) attends an Agricultural Science and Technology Education (ASTE) Center in your district and 2) receives his/her academic instruction in your district. (i.e., The student attends your schools on a full-time basis.) This code should be used for students entering your district from another district, if appropriate. It should also be used for your own students, in your own high school, attending the ASTE Center.
	This code is limited to the following Reporting Districts: Bloomfield, Bridgeport, Glastonbury, Killingly, Lebanon, Ledyard, Middletown, New Haven, Southington, Stamford, Suffield, Trumbull, Vernon, Wallingford, Region 1, Region 6, Region 7, Region 14, and Region 19.
	Bloomfield, Bridgeport, and Glastonbury should not use this code for any students who come into district solely for Agricultural Science and Technology Education and not for academic coursework. (i.e., this code should not be used for any students attending your district on a part-time basis.)
12	To be used if the student attends a private special education facility in accordance with an IEP or other special circumstances, and;
	is a participant in the OPEN Choice Program. Refer to Appendix F for guidance regarding reporting of OPEN Choice students.
13	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	attends a State-approved full-time Magnet School Program. Please see Appendix C for a list of State-approved Magnet Schools.
	This code is limited to the following Reporting Districts: Bloomfield, Bridgeport, Danbury, East Hartford, Hartford, New Haven, New London, Norwalk, Stamford, Waterbury, Windham, CREC, CES, ACES, LEARN, and EASTCONN.
14	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	attends your school through an Interdistrict Cooperative Arrangement.
	This code is limited to the following Reporting Districts: East Lyme and Plainfield.
15	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	student pays tuition, comes from a district which does not maintain its own high school, and attends your school through a formal Designated High School arrangement. (If the student is enrolled in the Agricultural Science and Technology Education Center at his/her Designated High School, use Code 6.)
	This code is limited to the following Reporting Districts: Bolton, Granby, Griswold, Killingly, Lebanon, Ledyard, Montville, New Fairfield, New Milford, Stafford, Windham, Region 12, Region 19, Gilbert School, Norwich Free Academy, and Woodstock Academy.

Table E – Special Program Status Codes (cont.)

16	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	attends the Agricultural Science and Technology Education program at his/her Designated High School. (i.e., the student meets the conditions of both codes 1 and 5 above.)
	This code is limited to the following Reporting Districts: Killingly, Lebanon, and Ledyard, Region 19.
17	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	attends the Bristol Technical Education Center (Bristol Satellite).
18	To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;
	the student is homebound and is being tutored at home or receiving other instructional services at the expense of your district.
19	Reserved for future use
20	To be used for truant students ONLY WHERE ALL THREE OF THE FOLLOWING CONDITIONS ARE MET: 1) the student has not shown up at all since the start of the school year, 2) the student is known to be truant, and 3) a formal truancy process is underway, in accordance with your district's local truancy policy. We are aware that at the local level, truancy policies vary. Please rely upon your district's local policy, in determining whether or not this code is appropriate to your students.
21	Reserved for future use
22	To be used if the student is outplaced for special education to another public school district (including RESC) in accordance with an IEP or other special circumstances, and;
	is a participant in the OPEN Choice Program. Refer to Appendix F for guidance regarding reporting of OPEN Choice students.

Table F – PreK Program Status Codes

Code	Description
00 or Blank	For students in Kindergarten thru Grade 12.
01	School Readiness Pursuant to C.G.S. 10-16 Note that this is a very specific type of PreK program. If you are unsure if your PreK program falls under this code, please call Keryn Felder at (860) 713-6833 or Kendra Shakir at (860) 713-6896 to discuss.
02	Head Start--State
03	Head Start--Federal
04	Special Education Program (Include here students who are known as service provider location students (previously called itinerant speech services.) Report here all students, both regular education and students with disabilities, who attend a PreK *Special Education* program designed primarily for special education students. Use this code for programs called *Reverse Mainstream* in prior years.
05	Title 1 / ESEA / Every Child Counts
09	All Other PreK Programs
12	School Readiness & Head Start-State
13	School Readiness & Head Start-Federal
14	School Readiness & Special Education Program
15	School Readiness & Title I
19	School Readiness & Other
23	Head Start-State & Head Start-Federal
24	Head Start-State & Special Education Program
25	Head Start-State & Title I
29	Head Start-State & Other
34	Head Start-Federal & Special Education Program
35	Head Start-Federal & Title I
39	Head Start-Federal & Other
45	Special Education Program & Title I
49	Special Education Program & Other
59	Title I & Other

Table G – Resident Towns

LEA CODE	TOWN	LEA CODE	TOWN	LEA CODE	TOWN	LEA CODE	TOWN
001	Andover	047	East Windsor	093	New Haven	139	Suffield
002	Ansonia	048	Ellington	094	Newington	140	Thomaston
003	Ashford	049	Enfield	095	New London	141	Thompson
004	Avon	050	Essex	096	New Milford	142	Tolland
005	Barkhamsted	051	Fairfield	097	Newtown	143	Torrington
006	Beacon Falls	052	Farmington	098	Norfolk	144	Trumbull
007	Berlin	053	Franklin	099	North Branford	145	Union
008	Bethany	054	Glastonbury	100	North Canaan	146	Vernon
009	Bethel	055	Goshen	101	North Haven	147	Voluntown
010	Bethlehem	056	Granby	102	North Stonington	148	Wallingford
011	Bloomfield	057	Greenwich	103	Norwalk	149	Warren
012	Bolton	058	Griswold	104	Norwich	150	Washington
013	Bozrah	059	Groton	105	Old Lyme	151	Waterbury
014	Branford	060	Guilford	106	Old Saybrook	152	Waterford
015	Bridgeport	061	Haddam	107	Orange	153	Watertown
016	Bridgewater	062	Hamden	108	Oxford	154	Westbrook
017	Bristol	063	Hampton	109	Plainfield	155	West Hartford
018	Brookfield	064	Hartford	110	Plainville	156	West Haven
019	Brooklyn	065	Hartland	111	Plymouth	157	Weston
020	Burlington	066	Harwinton	112	Pomfret	158	Westport
021	Canaan	067	Hebron	113	Portland	159	Wethersfield
022	Canterbury	068	Kent	114	Preston	160	Willington
023	Canton	069	Killingly	115	Prospect	161	Wilton
024	Chaplin	070	Killingworth	116	Putnam	162	Winchester
025	Cheshire	071	Lebanon	117	Redding	163	Windham
026	Chester	072	Ledyard	118	Ridgefield	164	Windsor
027	Clinton	073	Lisbon	119	Rocky Hill	165	Windsor Locks
028	Colchester	074	Litchfield	120	Roxbury	166	Wolcott
029	Colebrook	075	Lyme	121	Salem	167	Woodbridge
030	Columbia	076	Madison	122	Salisbury	168	Woodbury
031	Cornwall	077	Manchester	123	Scotland	169	Woodstock
032	Coventry	078	Mansfield	124	Seymour	999	Out-of-State
033	Cromwell	079	Marlborough	125	Sharon		
034	Danbury	080	Meriden	126	Shelton		
035	Darien	081	Middlebury	127	Sherman		
036	Deep River	082	Middlefield	128	Simsbury		
037	Derby	083	Middletown	129	Somers		
038	Durham	084	Milford	130	Southbury		
039	Eastford	085	Monroe	131	Southington		
040	East Granby	086	Montville	132	South Windsor		
041	East Haddam	087	Morris	133	Sprague		
042	East Hampton	088	Naugatuck	134	Stafford		
043	East Hartford	089	New Britain	135	Stamford		
044	East Haven	090	New Canaan	136	Sterling		
045	East Lyme	091	New Fairfield	137	Stonington		
046	Easton	092	New Hartford	138	Stratford		

000 or blank can be reported when resident town is the same as the reporting district

Table H – Reporting Districts

LEA CODE	LEA TOWN	LEA CODE	LEA TOWN	LEA CODE	LEA TOWN
2	Ansonia	83	Middletown	159	Wethersfield
3	Ashford	84	Milford	160	Willington
4	Avon	85	Monroe	161	Wilton
5	Barkhamsted	86	Montville	162	Winchester
7	Berlin	88	Naugatuck	163	Windham
8	Bethany	89	New Britain	164	Windsor
9	Bethel	90	New Canaan	165	Windsor Locks
11	Bloomfield	91	New Fairfield	166	Wolcott
12	Bolton	92	New Hartford	167	Woodbridge
13	Bozrah	93	New Haven	169	Woodstock
14	Branford	94	Newington	201	Region 1
15	Bridgeport	95	New London	204	Region 4
17	Bristol	96	New Milford	205	Region 5
18	Brookfield	97	Newtown	206	Region 6
19	Brooklyn	98	Norfolk	207	Region 7
21	Canaan	99	North Branford	208	Region 8
22	Canterbury	100	North Canaan	209	Region 9
23	Canton	101	North Haven	210	Region 10
24	Chaplin	102	North Stonington	211	Region 11
25	Cheshire	103	Norwalk	212	Region 12
26	Chester	104	Norwich	213	Region 13
27	Clinton	106	Old Saybrook	214	Region 14
28	Colchester	107	Orange	215	Region 15
29	Colebrook	108	Oxford	216	Region 16
30	Columbia	109	Plainfield	217	Region 17
31	Cornwall	110	Plainville	218	Region 18
32	Coventry	111	Plymouth	219	Region 19
33	Cromwell	112	Pomfret	241	CREC
34	Danbury	113	Portland	242	ED Connection
35	Darien	114	Preston	243	CES
36	Deep River	116	Putnam	244	ACES
37	Derby	117	Redding	245	LEARN
39	Eastford	118	Ridgefield	253	EASTCONN
40	East Granby	119	Rocky Hill	261	Jumoke Academy
41	East Haddam	121	Salem	263	Odyssey Community School
42	East Hampton	122	Salisbury	264	Integrated Day Charter School
43	East Hartford	123	Scotland	265	Interdistrict School For Arts and Communication
44	East Haven	124	Seymour	268	Common Ground High School
45	East Lyme	125	Sharon	269	The Bridge Academy
46	Easton	126	Shelton	270	Side By Side Community School
47	East Windsor	127	Sherman	272	Explorations District
48	Ellington	128	Simsbury	278	Trailblazers Academy
49	Enfield	129	Somers	279	Amistad Academy

LEA CODE	LEA TOWN	LEA CODE	LEA TOWN	LEA CODE	LEA TOWN
50	Essex	131	Southington	280	New Beginnings Family Academy
51	Fairfield	132	South Windsor	282	Stamford Academy
52	Farmington	133	Sprague	283	Park City Prep
53	Franklin	134	Stafford	285	AF Bridgeport Academy
54	Glastonbury	135	Stamford	286	Highville Charter School
56	Granby	136	Sterling	288	Achievement First Hartford Academy
57	Greenwich	137	Stonington	289	Elm City College Prep
58	Griswold	138	Stratford	290	Brass City Charter School
59	Groton	139	Suffield	291	Elm City Montessori School
60	Guilford	140	Thomaston	293	Path Academy (Windham)
62	Hamden	141	Thompson	294	Great Oaks Charter School-Bridgeport
63	Hampton	142	Tolland	295	Booker T. Washington Academy
64	Hartford	143	Torrington	296	Stamford Charter School for Excellence
65	Hartland	144	Trumbull	297	Capital Preparatory Harbor School Inc.
67	Hebron	145	Union	336	CORRECTIONS/DOC - USD 1
68	Kent	146	Vernon	337	Dept. of Mental Health and Addiction Services
69	Killingly	147	Voluntown	347	DCF - USD 2
71	Lebanon	148	Wallingford	349	DDS (Birth to Three) – USD 3
72	Ledyard	151	Waterbury	900	CTHSS (CT Tech. HS)
73	Lisbon	152	Waterford	901	Norwich Free Academy – NFA
74	Litchfield	153	Watertown	902	The Gilbert School – GS
76	Madison	154	Westbrook	903	Woodstock Academy – WA
77	Manchester	155	West Hartford		
78	Mansfield	156	West Haven		
79	Marlborough	157	Weston		

Table I – ELL Program Codes (formerly LEP Program Codes)

Code	Description
1A	<u>Eligible</u> for bilingual education program and participating in a Transitional Bilingual Education Program.
1B	<u>Eligible</u> for bilingual education program and participating in a Dual Language Program.
02	<u>Eligible</u> for bilingual education program, enrolled with fewer than 30 months remaining before graduation, participating in mandated high school English as a Second Language (ESL) program.
03	Receiving Mandated Language Transition Support Services (LTSS) after Completing 30 Months in a Mandated Bilingual Education Program (Except in a Dual Language/Two-Way Language Program).
04	<u>Eligible</u> for mandated bilingual education program but is not participating in bilingual education or any other English as a Second Language (ESL) program due to parental request.
5A	<u>Not Eligible</u> for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Pull-Out model program.
5B	<u>Not Eligible</u> for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Push-In/Co-Teaching model program.
5C	<u>Not Eligible</u> for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Sheltered English Instruction approach program.
5D	<u>Not Eligible</u> for Mandated Bilingual Education Program but participating in another type of English as a Second Language (ESL) program not specified in codes 05A through 05C.
06	<u>Not Eligible</u> for a bilingual education program and not participating in any English as a Second Language (ESL) program due to parental request.
7A	<u>Eligible</u> for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Pull-Out model program.
7B	<u>Eligible</u> for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Push-in/Co-Teaching model program.
7C	<u>Eligible</u> for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in English as a Second Language (ESL) Sheltered English Instruction program.
7D	<u>Eligible</u> for Mandated Bilingual Program but not receiving bilingual education due to parental request and instead participating in another type of English as a Second Language (ESL) program not specified in codes 07A through 07C.

Code 01- Mandated Bilingual Education Program

Student is eligible and is participating in a mandated bilingual program as required by Section 10-17e-j, inclusive of the Connecticut Statutes. These bilingual education programs are limited to 30 months, except for students who are in the Dual language/Two-way bilingual programs who may continue after 30 months and are still coded 01.

Sec. 10-17e Definitions

(1) *" **Eligible students"** means students enrolled in public schools in grades kindergarten to twelve, inclusive, whose dominant language is other than English and whose proficiency in English is not sufficient to assure equal educational opportunity in the regular school program;*

Sec. 10-17f.

(b) *Whenever it is ascertained that there are in any public school within a local or regional school district **twenty or more eligible students** classified as dominant in any one language other than English, the board of education of such district shall provide a program of bilingual education for such eligible students for the school year next following. Eligible students shall be placed in such program in accordance with subsection (e) of this section.*

Code 02 - Mandated High School English as a Second Language (ESL) Program

Student is receiving mandated English as a Second Language (ESL) services as required by Section 10-17e-j, inclusive of the Connecticut General Statutes. These are ELL students at the secondary level who are eligible for a mandated bilingual education program, but when enrolling have fewer than 30 months remaining for graduation.

Sec. 10-17f (d)

If an eligible student enrolls in a secondary school when the student has fewer than thirty months remaining before graduation, the local or regional board of education shall assign the student to enable the students to speak, write and comprehend English by the time the student graduates and meet the course requirements for graduation.

Code 03 – Receiving Mandated Language Transition Support Services (LTSS) after Completing Thirty Months in Mandated Bilingual Education Program (Except in a Dual Language/Two-Way Language Program)

Student is receiving Language Transition Support Services (LTSS).

If a student in a mandated bilingual program does not meet the English mastery standard at the end of thirty months, the local or regional board of education shall provided Language Transition Support Services (LTSS) to such students. Such services may include, but need not be limited to, English as a second language (ESL) programs, sheltered English programs, English immersion programs, tutoring and homework assistance. Once a student has received 30 months of bilingual education services, they must have the program code 03 (LTSS) until they meet the CSDE's English Mastery Standard and cease to be an ELL student. LTSS encompasses all forms of ESL support.

Code 04 – Eligible for Mandated Bilingual Education Program/No program provided due to   parental request.

Though student is eligible for mandated bilingual education program, student is not receiving bilingual education or any other type of English as a second language program due to parental request.

Code 05 – Not Eligible for Mandated Bilingual Education Program/Other Mandated English as a Second Language Program for English Language Learners (ELLs) Provided

Student is not eligible for mandated bilingual education program (less than 20 students dominant in any language other than English) and is receiving appropriate English as second language instruction such as English as a Second Language (ESL) and/or Sheltered English Instruction where content areas are modified for comprehension. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once student meets the state mandated exit criteria, they exit ELL status and programming.

Code 06 – **Not Eligible for Mandated Bilingual Education Program/No program provided due to parental request.**

Student is <u>not eligible</u> for mandated bilingual education program (less than 20 students dominant in any language other than English); student is not receiving any other type of English as a second language program due to parental request.

Code 07 – **Eligible for Mandated Bilingual Program but Receiving Other Type of English as a Second Language Program due to parental request.**

Though student is <u>eligible</u> for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However other type of English as a second language program is provided. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once student meets the state mandated exit criteria, they exit ELL status and programming.

Table J – Students Enrolled at No Local Expense Codes

Code	Description
00 or Blank	Use 00 or leave this field blank if none of the codes below apply AND if there are documentable local costs for the student. Local costs may be funds expended by your own town, or they may be tuition revenue received from another Connecticut town. As well, documentable local costs must be above and beyond other available funding (such as state or federal grant funds) and may include eligible in-kind services. Please contact Keryn Felder at (860) 713-6833 or Kendra Shakir at (860) 713-6896 if you have questions about this code.
01	Not available for use.
02	Student whose educational costs are funded entirely with non-local funds, including: • Students whose educational expenses are being funded by one of Connecticut's Native American Tribes • Students from out of state who pay tuition Do NOT use this code for students attending your schools at the expense of *another* Connecticut town. Do NOT use this code for OPEN Choice students.
03	Students whose parents are paying for any portion (up to and including all) of their educational costs, regardless of how small the fee/tuition. This code does not apply to extra-curricular activities. This code applies to all students, P3 through grade 12.
04	This code should be used to identify any students attending a magnet school where all of the following apply: • the Resident Town has no record/enrollment for the student; • the Resident Town has no agreement to send students to the magnet school; and • there is no tuition/fee for the Resident Town
05	This code should be used to identify any students whose educational costs are *fully funded by federal grant monies*, with no local contribution including in-kind.

Table K – Gifted and Talented

Code	Description
01	Not Gifted, not Talented
02	Gifted Identified
03	Gifted Served
04	Talented Identified
05	Talented Served
06	Gifted Identified, Talented Identified
07	Gifted Served, Talented Served
08	Gifted Identified, Talented Served
09	Gifted Served, Talented Identified

Table L – Homeless

Code	Description
00 or Blank	Not homeless
01	Shelters - Children and youth who are living in homeless shelters, emergency shelters, transitional shelters or similar settings and are in the physical custody of a parent or guardian.
02	Doubled up - Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason and are in the physical custody or a parent or guardian.
03	Unsheltered - Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and are in the physical custody of a parent or guardian.
04	Hotel/Motel - Children and youth who are living in motels, hotels, or camp grounds due to the lack of alternative adequate accommodations and are in the physical custody of a parent or guardian.
11	Sheltered/Unaccompanied Youth - Children and youth who are living in homeless shelters, emergency shelters, transitional shelters or similar settings <u>and</u> are not in the physical custody of a parent or guardian.
12	Doubled up/Unaccompanied - Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason <u>and</u> are **not** in the physical custody of a parent or guardian.
13	Unsheltered/Unaccompanied – Children and youth who are living in cares, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings <u>and</u> are **not** in the physical custody of a parent or guardian.
14	Hotel-Motel/Unaccompanied Youth – Children and youth who are living in motels, hotels, or camp grounds due to the lack of alternative adequate accommodations <u>and</u> are **not** in the physical custody of a parent or guardian.

Table M – Nexus Districts

LEA CODE	TOWN	LEA CODE	TOWN	LEA CODE	TOWN	LEA CODE	TOWN
001	Andover	054	Glastonbury	111	Plymouth	164	Windsor
002	Ansonia	056	Granby	112	Pomfret	165	Windsor Locks
003	Ashford	057	Greenwich	113	Portland	166	Wolcott
004	Avon	058	Griswold	114	Preston	167	Woodbridge
005	Barkhamsted	059	Groton	116	Putnam	169	Woodstock
007	Berlin	060	Guilford	117	Redding	201	Region 1
008	Bethany	062	Hamden	118	Ridgefield	204	Region 4
009	Bethel	063	Hampton	119	Rocky Hill	205	Region 5
011	Bloomfield	064	Hartford	121	Salem	206	Region 6
012	Bolton	065	Hartland	122	Salisbury	207	Region 7
013	Bozrah	067	Hebron	123	Scotland	208	Region 8
014	Branford	068	Kent	124	Seymour	209	Region 9
015	Bridgeport	069	Killingly	125	Sharon	210	Region 10
017	Bristol	071	Lebanon	126	Shelton	211	Region 11
018	Brookfield	072	Ledyard	127	Sherman	212	Region 12
019	Brooklyn	073	Lisbon	128	Simsbury	213	Region 13
021	Canaan	074	Litchfield	129	Somers	214	Region 14
022	Canterbury	076	Madison	131	Southington	215	Region 15
023	Canton	077	Manchester	132	South Windsor	216	Region 16
024	Chaplin	078	Mansfield	133	Sprague	217	Region 17
025	Cheshire	079	Marlborough	134	Stafford	218	Region 18
026	Chester	080	Meriden	135	Stamford	219	Region 19
027	Clinton	083	Middletown	136	Sterling	336	Unified Schl Dist 1
028	Colchester	084	Milford	137	Stonington	337	DMHAS
029	Colebrook	085	Monroe	138	Stratford	347	Unified Schl Dist 2
030	Columbia	086	Montville	139	Suffield	900	CTHSS
031	Cornwall	088	Naugatuck	140	Thomaston	999	Out of State
032	Coventry	089	New Britain	141	Thompson		
033	Cromwell	090	New Canaan	142	Tolland		
034	Danbury	091	New Fairfield	143	Torrington		
035	Darien	092	New Hartford	144	Trumbull		
036	Deep River	093	New Haven	145	Union		
037	Derby	094	Newington	146	Vernon		
039	Eastford	095	New London	147	Voluntown		
040	East Granby	096	New Milford	148	Wallingford		
041	East Haddam	097	Newtown	151	Waterbury		
042	East Hampton	098	Norfolk	152	Waterford		
043	East Hartford	099	North Branford	153	Watertown		
044	East Haven	100	North Canaan	154	Westbrook		
045	East Lyme	101	North Haven	155	West Hartford		
046	Easton	102	North Stonington	156	West Haven		
047	East Windsor	103	Norwalk	157	Weston		
048	Ellington	104	Norwich	158	Westport		
049	Enfield	106	Old Saybrook	159	Wethersfield		
050	Essex	107	Orange	160	Willington		
051	Fairfield	108	Oxford	161	Wilton		
052	Farmington	109	Plainfield	162	Winchester		
053	Franklin	110	Plainville	163	Windham		

Table N – Exit Type

Code	Description
01	**Transfer to a different public school in the same local education agency in the same state or to a private special education facility in accordance with an IEP or other special circumstances** - A student who transfers to a public school that is located within the administrative boundaries of the same local education agency or to a private special education facility in accordance with an IEP or other special circumstances.
02	**Transfer to a public school in a different local education agency in the same state** - A student who transfers to a public school that is not located within the administrative boundaries of the same local education agency but is in the same state.
03	**Transfer to a public school in a different state** - A student who transfers to a public school that is located in another state or to a United States overseas dependents school. This also includes U.S. territories.
04	**Transfer to a private, non-religiously-affiliated school in the same local education agency** - A student who transfers to a private school (operated by a non-governmental, nonreligious group or organization) that is located within the administrative boundaries of the same local education agency.
05	**Transfer to a private, non-religiously-affiliated school in a different local education agency in the same state** - A student who transfers to a private school (operated by a nongovernmental, non-religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in same state.
06	**Transfer to a private, non-religiously-affiliated school in a different state** - A student who transfers to a private school (operated by a non-governmental, non-religious group or organization) that is located in another state.
07	**Transfer to a private, religiously-affiliated school in the same local education agency** - A student who transfers to a private school (affiliated with and operated by a nongovernmental, religious group or organization) that is located within the administrative boundaries of the same local education agency.
08	**Transfer to a private, religiously-affiliated school in a different local education agency in the same state** - A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is not located within the administrative boundaries of the same local education agency but is in the same state.
09	**Transfer to a private, religiously-affiliated school in a different state** - A student who transfers to a private school (affiliated with and operated by a non-governmental, religious group or organization) that is located in another state.
10	**Transfer to a school outside of the country** - A student who transfers to a school outside the country that is not a United States overseas dependents school (includes private and public school systems).
11	**Transfer to an institution** - A student who transfers to an institution that has an educational program. This includes mental health institutions, correctional institutions, juvenile service agencies and care shelters. These codes should only be used for students transferring to Unified School District #1 (USD #1) Department of Correction or Unified School District #2 (USD #2) Department of Children and Families or the Department of Mental Health and Addiction Services (DMHAS). <u>Do not use this code for students in municipal detention centers.</u>
12	**Transfer to a charter school** - A student who transfers to an institution designated as a charter school.

Table N – Exit Type (continued)

Code	Description
13	**Transfer to home schooling** - A student who transfers to a period of instruction in a home environment for reasons other than health.
15	**Graduated with regular, advanced, International Baccalaureate, or other type of diploma** - A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment or a high school diploma from a program other than the regular school program.
16	**Completed school with other credentials** - A student who has received a certificate of completion or attendance in lieu of a high school diploma. This code is only to be used for students with disabilities.
17	**Death** - A student whose membership is terminated because he or she died during or between regular school sessions.
20	**Reached maximum age for services** - A student who left school because he or she has reached the maximum age to receive instructional services allowed by federal, state, or local laws.
21	**Discontinued schooling –** • A student who notifies school and stops attending school for reasons with a specified length of time considered by the state or district to constitute "dropping out." OR • A student whose parent or person having control of the child exercises his/her option of not sending the child to school until the child is 7 years of age, and completes an option/withdrawal form. This includes students who are no longer receiving special education services at a service provider location (previously known as itinerant service students). Note: Pursuant to C.G.S. Section 10-184, students under the age of 18 cannot drop out without parental consent or due process by the district.
23	**Transfer to GED program/EDP** - A student who meets <u>one</u> of the following conditions: • A student who has transferred to a GED program prior to the completion of his or her secondary education and will receive a CT State High School Diploma upon completion of the GED program • A student who completes a portfolio assessment to earn a high school diploma by his or her Local Education Agency
24	**Transfer to a postsecondary education** - A student who has transferred to an accredited postsecondary institution prior to his or her graduation from high school.
25	**Moved, not known to be continuing** - A student who has moved outside his or her attendance area and is not known to be continuing his or her elementary or secondary education. This includes students who were registered, but never showed up for instruction.
26	**Transfer to a state approved full-time magnet school** - A student who has transferred to an institution designated as a magnet school in another Local Education Agency.
27	**Transfer to an Adult High School Credit Diploma (AHSCD) program** - A student who has transferred to an AHSCD program with **confirmation of enrollment** and will earn an adult high school diploma issued by a Local Education Agency. See Appendix H for a list of AHSCD programs.

Table O – Exit Status

Code	Description
01	Permanent exit/withdrawal
02	Temporary exit/withdrawal

APPENDIX A

APPENDIX A – Resident Student Definition (C.G.S. 10-262f(22)) Relative to the Phrase "enrolled … at the expense of the town"

Issue: The requirement that a student be counted for equalization formula purposes only if the student is enrolled in public schools at the expense of the town has been in effect for the ECS grant since its inception, as it was for the predecessor GTB grant. The statutes offer no specific criteria for determining what "at the expense of" means. Since no district pays 100 percent of the cost of education, and since it is generally not practicable to track specific amounts from each source of funds to specific students, it is reasonable to conclude that virtually all students are educated with a combination of resources—state, federal, local and other. While the local percentage share is very high in affluent towns and much lower in needier communities, there is almost always a mixture of funding sources.

Discussion: The practice of the Department dating back to GTB and throughout the life of ECS has been to count students under the definition unless the school district determines that there is no local contribution to a program for a particular student or group of students. For example, it is conceivable that a district could require that a particular state or federally funded program be financed entirely through grant funds or other source funding with no local support even though the students are enrolled in the program through the public schools. (Enrollment in the public schools is necessary if a student is to be counted.) In such a case, the district would report the students as enrolled but not with any district expense. They would be counted in the total school enrollment for most purposes but would be excluded from the resident student count for ECS purposes.

When a district claims students to be enrolled at their expense, they are indicating that in addition to state or federal grant funds or any other funding, there are documentable local costs (including eligible in-kind services) for such students above and beyond other available funding. Those costs may be a small fraction of the total costs of the program or may represent a larger share. The Department does not set a minimum threshold either in dollars or percentage. We do not believe there is any direction in the law to do so, and in any case, it would be extremely difficult to confirm and monitor the cost allocations that would be necessary under such an arrangement.

(Note: Students accepted from another district on a tuition basis are always excluded because the receiving district does or can recover 100 percent of its per pupil costs by setting its tuition rate at a particular level. No local costs can be assigned to such students even if the district chooses to offer a tuition rate lower than one that would cover total costs per student. **As well, students for whom parents pay any amount of tuition are always excluded.**)

Recommendation: While we believe this method continues to be appropriate under the law, it is clear that in some cases towns can receive full ECS credit for students for whom the town pays a small fraction of total costs. While this practice probably had little impact in the past, it is more likely to involve larger blocks of students in the future as a result of class size reduction programs, magnet schools, and similar programs. These relatively new initiatives place more students in public school programs that are more likely to be financed completely or predominantly with non-local funds. It is important to clarify that any supplemental local financial support of such programs will continue to entitle the responsible district to count the students for ECS purposes.

APPENDIX B – INCOME GUIDELINES FOR DETERMINING ELIGIBILITY FOR FREE AND REDUCED PRICE MEALS

INSTRUCTIONS

1. Income guidelines to be used by all persons reviewing applications.
2. Distribute to all schools/sites for use by determining officials.

The following income guidelines will be used in Connecticut from **July 1, 2015** to **June 30, 2016** for determining eligibility of participants for free and reduced price meals and milk in the Child Nutrition Programs. These guidelines are taken from the United States Department of Agriculture's annual adjustments to the Income Guidelines. **Note:** Before approving ANY free/reduced price meal/milk applications, the determining official must do the following: 1) Refer to and review the USDA August 2015 *Eligibility Manual for School Meals* manual, 2) Review the 2015-16 application and instruction form, and 3) Review the 2015-16 Parent/Guardian Letter to Households for School Meals/Milk and Snacks.

	FREE MEALS/MILK					REDUCED PRICE MEALS				
Number in Family	Annual Gross Income	Monthly Gross Income	Twice Per Month Gross Income	Every Two Weeks Gross Income	Weekly Gross Income	Number in Family	Annual Gross Income	Monthly Gross Income	Twice Per Month Gross Income	Every Two Weeks Gross Income	Weekly Gross Income
1	$15,301	$1,276	$638	$589	$295	**1**	$21,775	$1,815	$908	$838	$419
2	20,709	1,726	863	797	399	**2**	29,471	2,456	1,228	1,134	567
3	26,117	2,177	1,089	1,005	503	**3**	37,167	3,098	1,549	1,430	715
4	31,525	2,628	1,314	1,213	607	**4**	44,863	3,739	1,870	1,726	863
5	36,933	3,078	1,539	1,421	711	**5**	52,559	4,380	2,190	2,022	1,011
6	42,341	3,529	1,765	1,629	815	**6**	60,225	5,022	2,511	2,318	1,159
7	47,749	3,980	1,990	1,837	919	**7**	67,951	5,663	2,832	2,614	1,307
8	53,157	4,430	2,215	2,045	1,023	**8**	75,647	6,304	3,152	2,910	1,455
Each Add'l Family Member	5,408	451	226	208	104	Each Add'l Family Member	7,696	642	321	296	148

If a household has only one source of income, or if all sources of income are the same frequency, **do not** use conversion factors. Compare the income or sum of the incomes to the chart above for the appropriate frequency and household size to make the eligibility determination.

Many households have different sources of income coming into the home at different frequencies, such as weekly or bi-weekly wages and monthly social security benefits. In these situations, all sources of income must be converted to an annual amount using the following calculations:

Multiply by: Weekly x 52 ♦ Every two weeks x 26 ♦ Twice per month x 24 ♦ Monthly x 12

*Income means income before deductions such as income taxes, Social Security taxes, insurance premiums, charitable contributions and bonds. It includes the following: 1) Monetary compensation for services, including wages, salary, commissions or fees; 2) net income from non-farm self-employment; 3) net income from farm self-employment; 4) Social Security; 5) dividends or interest on savings or bonds or income from estates or trusts; 6) net rental income; 7) public

assistance or welfare payments; 8) unemployment compensation; 9) government civilian employee or military retirement, or pensions or veterans' payments; 10) private pension or annuities; 11) alimony or child support payments; 12) regular contributions from persons not living in the household; 13) net royalties; and 14) other cash income. Other cash income would include cash amounts received or withdrawn from any source including savings, investments, trust accounts and other resources. "Income" as used here does not include any income or benefits received under any Federal programs, which are excluded from consideration as income by any legislative prohibition, for example, the value of food stamps.

In applying guidelines, a school food authority/institution must compare the household's size and total household income to the income guidelines to determine eligibility for free or reduced price meals. Children of parents or guardians who become unemployed may be eligible for free or reduced price meals or for free milk during the period of unemployment.

APPENDIX C – CSDE APPROVED MAGNET SCHOOLS

2015-16 REVISED 08/26/2015

FULL-TIME MAGNET SCHOOLS

Reporting District	School Name	Facility /Organization Code
Bloomfield	Wintonbury Early Childhood Magnet School	0110811
	Global Experience Magnet School	0116311
Bridgeport	Biotechnology, Research and Zoological Studies HS at the Fairchild-Wheeler Magnet Campus	0150611
	Aerospace/Hydrospace, Engineering and Physical Sciences HS at the Fairchild-Wheeler Magnet Campus	0150811
	Information Technology and Software Engineering High School at the Fairchild-Wheeler Magnet Campus	0151511
	Interdistrict Discovery Magnet School	0153711
Danbury	Western CT Academy of International Studies Elementary Magnet School	0341911
East Hartford	Connecticut IB Academy	0436311
Hartford	Montessori Magnet at Moylan School	0640511
	Environmental Sciences Magnet School at Mary M Hooker	0640911
	R.J. Kinsella Magnet School of Performing Arts	0641111
	Hartford PreKindergarten Magnet School	0641311
	Noah Webster Micro Society School	0642011
	STEM Magnet School at Annie-Fisher	0642511
	Dr. Ramon E. Betances Early Reading Lab School	0642811
	Breakthrough Magnet School	0643311
	Breakthrough II Elementary School	0643511
	Montessori Magnet School at Annie Fisher	0643711
	Betances STEM Magnet School	0643811
	Capital Community College Magnet Academy	0643911
	Hartford Magnet Trinity College Academy	0645411
	Classical Magnet School	0646411
	Sports and Medical Sciences Academy	0646511
	Pathways Academy of Technology and Design	0646611
	University High of Science and Engineering	0646711
	Capital Preparatory Magnet School	0646911
	Journalism and Media Academy Magnet School	0647711
	Great Path Academy Middle College High School at MCC	0647911

APPENDIX C – CSDE APPROVED MAGNET SCHOOLS (CONT'D)

New Haven	Barnard Environmental Magnet School	0930211
	Beecher School	0930311
	Davis 21st Century Magnet Elementary School	0930911
	Ross/Woodward School	0931011
	John C. Daniels	0931311
	Engineering - Science University Magnet School	0931711
	Benjamin Jepson Magnet School	0931811
	Mauro-Sheridan Magnet School	0931911
	King/Robinson Magnet School	0933011
	West Rock Authors Academy	0934911
	Betsy Ross Arts Magnet School	0935511
	Metropolitan Business Academy	0936011
	Hill Regional Career High School	0936311
	Cooperative High School	0936411
	High School In The Community	0936611
	Hyde Leadership School	0936811
	New Haven Academy	0937011
New London	Winthrop STEM Elementary Magnet School	0950811
	Nathan Hale Arts Magnet School	0950911
	New London High School (*Science and Technology Magnet High School of Southeastern Connecticut*)*	0956111
Norwalk	Brien McMahon High School (Center for Global Studies)*	1036211
Stamford	Rogers International School	1350811
	The Academy of Information Technology	1356411
Waterbury	Maloney Interdistrict Magnet School	1513111
	Rotella Interdistrict Magnet School	1513311
	Waterbury Arts Magnet School (Middle)	1515011
	Waterbury Arts Magnet School (High)	1516011
Windham	Charles H. Barrows STEM Academy	1630411

APPENDIX C – CSDE APPROVED MAGNET SCHOOLS (CONT'D)

CREC	Glastonbury/East Hartford Magnet School	2410114
	University of Hartford Magnet School	2410214
	Reggio Magnet School of the Arts	2410314
	International Magnet School for Global Citizenship	2410414
	Museum Academy	2410514
	Ana Grace Academy of the Arts Elementary School	2410614
	Academy of Aerospace and Engineering Elementary	2410714
	Montessori Magnet School	2413114
	Two Rivers Magnet Middle School	2415014
	Academy of Aerospace and Engineering	2415114
	Public Safety Academy	2415214
	Greater Hartford Academy of the Arts Magnet Middle	2415314
	Metropolitan Learning Center for Global and International Studies	2416114
	Greater Hartford Academy of the Arts High School - Full Time	2416414
	Medical Professions and Teacher Preparation Academy	2416514
	Two Rivers Magnet High School	2416714
	Discovery Academy	2418114
CES	Six-Six Magnet School	2430114
ACES	Wintergreen Interdistrict Magnet School	2440314
	Thomas Edison Magnet Middle School	2445114
LEARN	Multicultural Magnet School	2450114
	The Friendship School	2450214
	Goodwin College Early Childhood Interdistrict Magnet School	2450314
	Dual Language Arts Academy/Academia Bilingue de las Artes	2455014
	Connecticut River Academy	2456014
	Marine Science Magnet High School of Southeastern Connecticut	2456114
	Three Rivers Middle College Magnet School	2456214
EASTCONN	Arts at the Capitol Theater Magnet School (ACT)	2536014
	Quinebaug Middle College	2536114

PART-TIME MAGNET SCHOOLS

	School Name	Facility/Organization Code
CREC	Greater Hartford Academy of the Arts – Part Time -	2419900
	Greater Hartford Academy of Math and Science – Part Time	2419800
CES	Regional Center for the Arts – Part Time	2439900
ACES	A.C.E.S. Educational Center for the Arts - Part Time	2449900
	Senior Academy at Goodwin College	5420211

APPENDIX D – Policy to Clarify School Districts' Ability to Assess Fees for Regular Education Pre-Kindergarten Programs and Treatment of these Students for State and Federal Grants Determinations

ISSUE:
1) Under what circumstances do school districts have the authority to assess parental fees for regular education prekindergarten students; and
2) How should these students be treated for state and federal grant determinations?

DISCUSSION:

Generally, prekindergarten programs fall into two basic categories:
1) special education *programs*, the focus of which is statutory compliance relative to prekindergarten special education *students*. (These programs may integrate regular education *students* as part of the prekindergarten special education *program*.)
2) prekindergarten as a "general grade" whereby enrollment is open to local prekindergarten students, regardless of special needs, in the same way that a district offers grades kindergarten through 12. This category will include *all other* non-special education prekindergarten *programs.*

With respect to issue 1, the statutes do not appear to prohibit school districts from assessing fees to parents for non-mandated prekindergarten programs.

With respect to issue 2, there is a further distinction between fiscal responsibility and enrollment, both of which impact state and federal grant calculations, as follows:

Fiscal responsibility is assigned to the town (or school district) that bears the cost of a child's education regardless of the educational placement.

As opposed to fiscal responsibility, enrollment is a function of where a child attends school regardless of who is paying the cost. The enrollment count of a building includes all children in attendance regardless of the town they are from or which town is fiscally responsible.

RECOMMENDATION:
In school districts where regular education prekindergarten *students* are accepted and integrated into a special education *program*, districts may assess parental fees. Students for whom such tuitions are charged must be excluded from counts associated with fiscal responsibility, including average daily membership pursuant to C.G.S. 10-261(a)(2) and resident students pursuant to C.G.S. 10-262f(22). Charging parental fees precludes the district from claiming the student even if it is paying for some or even most of the program costs. However, the student would still be included in the school's enrollment count since this number encompasses all students attending school regardless of fiscal responsibility or source of funding.

In school districts where prekindergarten is offered as a "general grade," districts cannot legally assess parental fees. Such prekindergarten students are enrolled at the expense of the town and count toward average daily membership and resident students, as well as enrollment.

APPENDIX E – Federal Guidance Regarding Identification of Race

Starting with the 2010-11 PSIS submissions, and under the No Child Left Behind Act, all students must be assigned to a racial/ethnic subgroup for analysis purposes, therefore all children must be identified using at least one of the race/ ethnicity definitions on page 14 of this document. If a parent or student will not select a category from the five race codes provided, appropriate school personnel should select the category for the child.

In accordance with the final guidance and regulations issued by the United States Department of Education (USDE), race and ethnicity must be collected using the following two-part question:

1) Is the respondent Hispanic/Latino? – Yes/No
2) Is the respondent from one or more races using the following (choose all that apply):

a. American Indian or Alaskan Native
b. Asian
c. Black or African American
d. Native Hawaiian or Other Pacific Islander
e. White

CSDE must then report this racial/ethnic data to the USDE aggregated to the following categories:
1. Hispanic/Latino of any race;
2. American Indian or Alaska Native;
3. Black or African American;
4. Asian;
5. Native Hawaiian or Other Pacific Islander;
6. White; and
7. Two or more races.

Additional information on the Federal Race/Ethnicity guidelines can be found on the U.S. Department of Education's Web site at http://www2.ed.gov/policy/rschstat/_guid/raceethnicity/questions.html.

APPENDIX F – Reporting Guidelines for the OPEN Choice Program

Students participating in the OPEN Choice program are always reported in PSIS by the receiving district, generally in the same way as other students enrolled in the district. However, the nature of the OPEN Choice program requires specialized reporting in PSIS for the fields identified below.

1. Student educated in a public school of the OPEN Choice receiving district:
   - Special Program status Code "02".
   - Facility Code 1 – the OPEN Choice receiving district facility where the student is enrolled
   - Nexus District – complete only if the student is Special Education; use the Nexus code for the OPEN Choice receiving district (Reporting District).

2. Student sent out of the OPEN Choice receiving district to a **private** special education facility in accordance with an IEP or other special circumstances:
   - Special Program status Code "12".
   - Facility Code 1 – the private special education facility attended by the student.
   - Facility Code 2 – the OPEN Choice receiving district facility where the student **would otherwise be** enrolled if not outplaced.
   - Nexus District – Nexus code for the OPEN Choice receiving district (Reporting District).

3. Student sent out of the OPEN Choice receiving district to **another public school district (including RESC)** facility in accordance with an IEP or other special circumstances. Students in this situation are the **only** students attending another public school district (including RESC) facility that are not reported by that district but instead are reported by the OPEN Choice receiving district:
   - Special Program status Code "22".
   - Facility Code 1 – the generic "Other" facility code 9990199
   - Facility Code 2 – the OPEN Choice receiving district facility where the student **would otherwise be** enrolled if not outplaced.
   - Nexus District – Nexus code for the OPEN Choice receiving district (Reporting District).

APPENDIX G – Guidelines for Reporting Student Attendance in the Public School Information System

Definition of Student Attendance Adopted by the State Board of Education, January, 2008
A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Guidelines for Reporting Student Attendance in the Public School Information System:

1. For the purposes of reporting student attendance in the Public School Information System (PSIS), the term absent in the above definition refers to the student not being counted as "in attendance" at the assigned school.

2. A student's "assigned" school changes if:
   a. The child is reassigned to another school following the opening of the school year in order to address specific individual educational needs;
   b. The child is out-placed to a facility other than the one the child would normally attend in order to address a specific individual educational needs; or
   c. The child's parents select a "school choice program" such as a charter school or magnet school.

3. Students serving an out-of-school suspension or expulsion:
   The student is reported as not in attendance EXCEPT for each day that he/she receives an alternative educational program for at least half of the regular school day.

4. Students serving an in-school suspension:
   The student is reported as in attendance EXCEPT for instances where the time spent in ISS is greater than or equal to one-half of a school day.

5. On early dismissal days and days shortened due to inclement weather, the regular school day is considered to be the amount of instructional time offered to students on that day. For example, if a school is open for four hours on a shortened day schedule, a student must be present for a minimum of 2 hours in order to be considered "in attendance."

6. Students placed on Homebound Instruction due to illness or injury can be counted as "in attendance" if they are receiving instruction (tutoring) from an appropriately certified teacher for an amount of time the school deems adequate to ensure that the student is able to successfully return to the regular classroom setting. However, if the student is not provided instruction by an appropriately certified teacher, the student should be counted as "not in attendance."

7. Students who attend either an A.M. or P.M. Kindergarten program should be counted as "in attendance" if the student is present for at least half of the regular session, either morning or afternoon.

8. Students who attend their assigned school building (home school) for only half of the school day (e.g., part-time magnet students or vocational students) should be counted as "in attendance" if they are present for at least half of the regular session at their assigned school building (home school).

9. Examples of school sponsored activities include:
   - Cooperative work experience programs,
   - Community service,
   - Field trips

APPENDIX H – <u>Adult High School Credit Diploma Programs</u>

1. Bridgeport Adult Education
2. Bristol Adult Education
3. East Hartford Adult Education
4. East Haven Adult Education
5. East Shore Regional Adult and Continuing Education (ERACE – Branford)
6. EASTCONN Adult Education
7. Education Connection/Foothills Adult Education
8. Enfield Adult Education
9. Groton Adult Education
10. Hamden Adult Education
11. Manchester Adult Education
12. Meriden Adult Education
13. Middletown Adult Education
14. Naugatuck Adult Education
15. New Britain Adult Education
16. New Haven Adult Education
17. New London Adult Education
18. New Milford Adult Education
19. Newington Adult Education
20. Norwalk Adult Education
21. Norwich Adult Education
22. Plainville Adult Education
23. Stamford Adult Education
24. Stratford Adult Education
25. Valley Regional Adult Education
26. Vernon Regional Adult Education
27. Wallingford Adult Education
28. Waterbury Adult Education
29. West Haven Adult Education
30. Western Connecticut Regional Adult and Continuing Education (WERACE – Danbury)

High School Completion Programs

1. Adult High School Credit Diploma (AHSCD):
The Adult High School Credit Diploma program is a prescribed plan, process and structure for earning a required number of academic and elective credits. The provider must be a local education agency (LEA) or Regional Education Service Center (RESC). Credits toward a local diploma must be obtained through a prescribed plan that requires a minimum of 20 credits in core academic and elective areas. Credits for work or military experience, independent study projects and online courses taken through the CT Adult Virtual High School (CTAVHS) are additional ways to obtain credit. Each provider/town can enhance the basic AHSCD program but must adhere to the minimum state requirements: 1) use certified teachers and counselors; 2) adhere to State Department of Education requirements regarding assessment, enrollment, accountability and reporting; 3) meet required credit standards; and 4) ensure that a one credit course offers a minimum of 48 instructional hours.

Credits are required to be distributed as follows:

      4 English
      3 Social Studies (including 1 credit in US/American History and half credit in Civics/Government)
      3 Math
      2 Science
      1 Arts/Vocational Education
      7 Electives

An adult who successfully completes the required credits of the AHSCD program is issued a local diploma by the providing LEA or RESC.

2. General Educational Development (GED):
Adults who have not completed high school must demonstrate, through a four-part examination that includes technology-enhanced items and constructed responses, the attainment of academic skills and concepts traditionally acquired through completion of a high school program. Applicants for this examination must be at least 17 years of age and officially withdrawn from school for at least six months. Individuals who pass the GED® Tests are awarded a Connecticut State High School Diploma. GED instructional programs, provided throughout the state in local school districts and a variety of other instructional sites, help individuals to prepare for this rigorous examination.

3. National External Diploma Program (NEDP):
This program provides a secondary school credential designed for adults who have gained skills through life experiences and demonstrated competence in a particular job, talent or academic area. The NEDP is a flexible, self-directed online portfolio assessment program that offers no classroom instruction. An adult who successfully completes the portfolio assessment, as required, is awarded a high school diploma by his or her school district.

APPENDIX I – Parent Initiated Placements (No Individualized Education Program)

Do not report student in PSIS in cases where:

1. parent rejects District individualized education program (IEP),
2. student was unilaterally placed in a private facility by parents, and
3. district has not accepted programmatic responsibility for the child's education through the development and implementation of an IEP.

FAQs

1. Parent rejects District IEP, student is parent-enrolled in a facility. District, in order to settle (potential or pending) litigation, provides some funding to offset the parent's costs. District has not accepted programmatic responsibility for the child's education through the development and implementation of an IEP.
   - District DOES NOT report in PSIS or SEDAC.
   - Not eligible for SEDAC-G.

2. Parent rejects District IEP, student is parent-enrolled in a facility. Parent and District have not come to an agreement at collection time. Parent and/or District have **not** filed for Due Process.
   - District DOES NOT report in PSIS or SEDAC.
   - Not eligible for SEDAC-G.

3. Parent rejects District IEP, student is parent-enrolled in a facility. Parent and District have not come to an agreement at collection time. Parent and/or District have **filed for Due Process**.
   - District reports in PSIS and SEDAC.
   - May be eligible for SEDAC-G.
   - Once the Due Process is resolved, if the hearing decision is that the district is NOT responsible for the student the District would exit the student effective the hearing officer decision date and delete the student from affected PSIS collections.

If you have questions regarding PSIS reporting, please contact Kendra Shakir at (860) 713-6896 or kendra.shakir@ct.gov . Questions regarding students with disabilities (SEDAC/SEDAC-G) should be referred to Laura Guerrera at (860) 713-6898 or laura.guerrera@ct.gov.

APPENDIX J – Alternative Educational Placements

Reporting of Teen Mothers and Students Expelled for the First Time
Connecticut General Statutes allow teen mothers and students expelled for the first time to be referred to an adult educational program as an alternative educational placement within their district's comprehensive school system. Identified students should be reported in PSIS by their home district using the appropriate generic facility codes (see below):

9990799 – Generic Other – Teen Mothers attending adult education
9990899 – Generic Other – First-time Expelled Students attending adult education

In order to attend adult education classes, a student must be seventeen years of age and officially withdrawn from school in accordance with Section 10-184 of the Connecticut General Statutes (C.G.S.).

There are two exemptions where a student, seventeen years of age or younger may enroll in adult education classes without being officially withdrawn from their reporting district. One involves a teen mother, Section 10-73d of the C.G.S. and the other, a first time expelled student, Section 10-233d(20)(d) of the C.G.S. In both situations approval by the local or regional school board is required.

Students who attend adult educational classes under the above circumstances are still considered part of the comprehensive school system for general reporting purposes and therefore should be reported in PSIS by their home district with the appropriate generic facility code noted above.

APPENDIX K – Community Eligibility Provision (CEP)

2015-16 ALTERNATIVE INCOME SURVEY GUIDANCE
For Community Eligibility Provision LEAs and Schools only

For a local educational agency (LEA) to use the Community Eligibility Provision (CEP) for school year 2015-16, the LEA must have one or more schools that have an identified student percentage of 40 percent or greater as of April 1, 2015. Identified student percentage counts include only students directly certified for free meals through documentation provided by the following programs:

- Supplemental Nutrition Assistance Program (SNAP);
- Temporary Family Assistance (TFA);
- Homeless students determined as such by the district homeless liaison;
- Runaway youth determined by local officials;
- Head Start students; and
- Foster children, determined through means other than a household application.

However, since there are many students from lower income families who do not participate in programs like SNAP or TFA, the *identified students* provide a partial picture of the students in the district from economically disadvantaged families.

To greatly minimize the reporting burden, the following protocol is being established for all CEP districts/schools for the duration of their CEP commitment.

- Report all *identified students* as "free" in PSIS.
- For non-identified students who are returning from the previous school year, report their meal eligibility status from the prior year.
- For non-identified students who are newly entering the district in the current school year, report their hypothetical meal eligibility per the USDA income guidelines in this sample "alternative income survey" form. Districts may customize this form to suit their needs as long as the income ranges table that are identical to the USDA income guidelines for 2015-16 are preserved. The survey data should be coded as follows in PSIS: the lowest income range as "free", the middle income range as "reduced", and the highest income range as "not eligible".

Please note that school nutrition funds/staff cannot be used to collect or process these surveys.

Suggestions for disseminating this form and improving the response rate:

- have the forms ready for schools to send home to parents prior to opening day of school
- offer a workshop on completing the forms
- make the form school-specific by placing it on school letterhead
- impress upon parents the importance of filling out and returning the form
- send forms out in registration packets
- have forms available for distribution during open house and registration nights and in packets for parents at back-to-school events
- offer incentives to students
- involve homeroom teachers in gathering the forms from their students

- send forms with staff when home visits take place
- post forms on a relevant district webpage
- distribute reminders via e-mails and school newsletters

Additional information on CEP can be found at: http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=335336

- To download the 2015-16 Alternative Income Survey please visit the PSIS Help Site.
  http://www.csde.state.ct.us/public/psis/downloads.asp#layouts