

Directions for Completing the ED165  
Connecticut School Data Report  
2025-26



Connecticut State Department of Education

September 2025

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### Introduction

The 2025-26 ED165 collection has shifted back to being a fall collection and has seen Schedule 1 (Readiness to Learn) shifted to another collection.

For questions regarding the ED165, Connecticut School Data Report, please email Raymond Martin at [raymond.martin@ct.gov](mailto:raymond.martin@ct.gov).

### Who Should File?

All public schools and programs must submit an ED165, except programs that do not serve grades kindergarten through Grade 12, part-time programs and schools/programs that did not have enrollment on October 1. These may include:

1. Pre-kindergarten-only programs
2. Transition programs
3. Programs that had no enrollment on October 1.
4. Adult Education programs
5. Part-Time programs
  - a. Part-Time Magnet Programs
  - b. Programs that are embedded in a public school and whose students attend some classes in the host school (Please see below)

As stated above, programs that are embedded in a public school and whose students attend some classes in the host school can be exempted under certain circumstances. This exemption must be requested and approved by CSDE. Exemptions must be requested and approved annually. **Past approval of exemption requests has no bearing on current year exemptions.** Programs must qualify in the school year the exemption is sought to receive an exemption.

To qualify for the exemption, programs must meet all of the following criteria:

1. The program must be reported in the Directory Manager system as having a Program Location of the host school;
2. The program's October 1 enrollment (as reported to the state on the Public School Information System [PSIS]) of less than 10 students;
3. The program follows the same schedule as the host school;
4. The program's students receive some of their instruction in classes with the students of the host school;
5. The program and the host school are run by the same district, and
6. The program's grade range is generally consistent with the host school.

Districts interested in applying for an exemption should contact Raymond Martin at [Raymond.martin@ct.gov](mailto:Raymond.martin@ct.gov). Requests for exemption must be in writing (emails are acceptable) and should address all of the criteria above. Exceptions are for one year only. Districts with more than one program which meet the criteria are strongly encouraged to make one consolidated exemption request.

## Individual Schedule Directions

**Note:** all data are for **2025-26**, unless specifically stated otherwise

### SCHEDULE 1. RESERVED FOR FUTURE NEEDS

### SCHEDULE 2. SCHOOL CALENDAR AND SCHEDULE

Filed by: All Schools

A and B: School Calendar

General Instructions: Report the number of days of instruction and hours of instruction for both Half/Extended-day K and Grades 1-12 and Full-day K that were scheduled for your school at the start of the school year. "Actual School Work," reported as Hours of Instruction Per Year, may not include time for lunch/snack, recess, homeroom, passing time, nonacademic opening/closing exercises or instructional time that is not required of all students. Use the School Calendar Worksheet (attached to ED165 form) to calculate the total instructional hours per year and retain a copy of that schedule for later reference.

Legal Considerations (Excerpts):

- C.G.S. Sec. 10-15 Towns to Maintain Schools: "Public Schools including kindergartens shall be maintained in each town for at least one hundred eighty days of actual school sessions during each year. ..."
- C.G.S. Sec. 10-16 Length of School Day: "Each school district shall provide in each school year no less than one hundred and eighty days of actual school sessions for grades kindergarten to twelve, inclusive, nine hundred hours of actual school work for full-day kindergarten and grades one to twelve, inclusive, and four hundred and fifty hours of half-day kindergarten, provided school districts shall not count more than seven hours of actual school work in any school day towards the total required for the school year."

Special Considerations:

- Grades within a school operating under different schedules: In some schools, different grades within the school operate under different schedules. For example, Grades 1 and 2 may have an extra recess period that Grades 3-5 do not have; or, in a K-8 school, Grades 1-4 operate on an elementary schedule while Grades 5-8 operate on a middle school schedule. Determine the hours of instruction for each set of grades. Use multiple copies of the School Calendar Worksheet for this purpose. The school average to be reported on Schedule 3 will be a student-weighted average of the different schedules. For example, if Grades 1-2 have 80 students and 940 hours of actual school work and Grades 3-5 have 120 students and 980 hours of actual schoolwork, you should report 964 hours ( $\{[80 \times 940] + [120 \times 980]\} / \{80 + 120\}$ ) on Schedule 2. Do not count Kindergarten students in this calculation.

### C. Standard Full School Day Schedule

General Instructions: Report the number of full school days for students, the opening and closing times for students on full school days, the amount of time students receive for lunch on those days and the availability for recess on full school days. By definition, school days shortened for teacher parent conferences, teacher professional development, prior to holidays, etc. are shorter than a full school day and therefore should not be counted on Schedule 2C. If your school has more than one type of full

## Schedule 2 (continued)

school day (i.e., days that have different start and end times), report the most common full school day and only report the number of full school days using that schedule on line C1. When calculating the amount of time available to students for lunch, make certain any passing time afforded to students to get to and from the cafeteria is not included in the lunch period. When answering the question on recess, make certain to report what is scheduled to be available on a full school day. Report the highest grade in your school where recess of at least 20 minutes per day is scheduled to be offered.

### Special Considerations:

- Different lunch lengths: If your standard school day has lunch periods of differing lengths, report an average lunch period length. For example, if lunches are normally 20 minutes, but are 30 minutes on Fridays, a prorated average for a normal week would be 22 minutes [20 minutes \* 4 days + 30 minutes on Friday = 110 minutes per week / 5 days = 22 minutes per day].
- High school lunch/studies: Some high schools do not offer set lunch periods. Instead, they allow students to eat during their study periods, if they have one. Schools using this model should not report these periods, unless all students are required to have a study period (common practice is not sufficient). If the lunch/study is required of all students, report the portion of the lunch/study in which students may eat. Please note the time reported available for lunch in the lunch/study period may not be counted as instructional time on Schedule 2B above.
- Teachers' discretion over recess: Some schools give teachers some discretion over recess. If teachers of a certain grade are given the discretion to choose whether or not to schedule recess or not, do not count that grade as having recess. If, on the other hand, recess is scheduled, but teachers are given the authority to cancel recess on a given day for a class or a student, count that grade as having recess.

## SCHEDULES 3 & 4. RESERVED FOR FUTURE NEEDS

### SCHEDULE 5. STAFF ATTENDANCE

Filed by: All Schools Open in **2024-25**

General Instructions: For the 2024-25 school year, record to one decimal place under total FTE days absent the sum of the whole and part school days absent due to illness (including personal, family and worker's compensation) and personal time (including family funeral, religious holidays, and jury duty) for classroom teachers. For the purposes of this schedule, consider the absence of only full-time and part-time classroom teachers who worked exclusively in your school and itinerant teachers who work at least .5 FTE in your school during the 2024-25 school year. Record under FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2024-25. Classroom teachers are certified professionals who provide direct instructional services to pupils. Count full-time and part-time people serving as kindergarten, elementary, art, music, physical education, English, world language, mathematics, reading, health, science, social studies, vocational education, bilingual, English as a second language, remedial reading or mathematics, gifted and talented, and special education except speech and hearing. Record under FTE classroom teacher count the number of full-time equivalent classroom teachers working in your school in 2024-25.

*Note:* Do not report the average number of days absent for teachers, the state needs the aggregate numbers to make district-level calculations.

## Schedule 5 (continued)

### Special Considerations:

- Part-time staff: All staff that are scheduled to work only in your school at least one half day per week should be reported. Count only the full-time equivalent time missed. For example, if a .4 FTE world language teacher missed a day, add 0.4 days to the sum for classroom teachers.
- Long-term illness: If a staff member out on a long-term illness (greater than 10 days) was replaced by a person fully certified for the position, report only those days before the appropriately certified substitute started or when the substitute was out ill. If no appropriately certified substitute was hired, include all of the days of a long-term illness. If a teacher died or left in the middle of the school year, count as absences the number of days until a person fully certified for the position replaced the teacher.
- School (re) opened in September 2025: If your school was not operating in the 2024-25 school year, leave this schedule blank.
- Positions vacant at the beginning of the school year – If your school had a vacant position at the beginning of the school year that was covered by a substitute and eventually filled, treat the days before the position was filled as teacher absences.