

Connecticut State Department of Education
Performance Office

Public School Information System (PSIS)

2024-25 PSIS Reference Guide

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Contact Information

Please contact either of the following consultants in the Connecticut State Department of Education's Performance Office with questions on the Public School Information System (PSIS).

Contact	Name	Email	Phone
SDE Data Manager	Kendra Shakir	kendra.shakir@ct.gov	(860) 713-6896

District Support Person

Contact	Name	Email	Phone
District Support Person (DSP)	Renee Brousseau	renee.Brousseau@ct.gov	(860) 713-6865

PSIS Technical Assistance Procedure

In an effort to ensure that all authorized users of PSIS are proficient in the full use, navigation and required reporting, consultants from the Performance Office have established a formal process to provide technical assistance to districts and users alike. It is our goal to ensure that every user is proficient in the system's use and their reporting requirements.

What should I do when I have a PSIS reporting issue or question?

1. The Connecticut State Department of Education (CSDE) has made an exhaustive effort to provide all district level users with the appropriate written guidance to master the PSIS reporting process. When a district user has a reporting question or concern, they should make full use of the available written guidance published on the PSIS public help site and contained in the most recent version of the PSIS Reference Guide. The help site can be accessed using the following web address:
<http://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/PSIS-Help-Site>
 - **Resource Note:** We highly recommend that each authorized user download the most recent version of the PSIS Reference Guide and keep it as a helpful resource. This document and all pertinent PSIS emails sent to PSIS District Coordinators, shall serve as the district's primary resource for information and technical assistance.
 - After carefully reviewing all available written guidance, previous presentation materials and available resources, the district user shall contact the District Support Person (DSP) for assistance. The DSP will attempt to assist you or triage your question to the appropriate consultant who will be able to provide you with a definitive answer.



Public School Information System (PSIS) Reference Guide

PSIS District Coordinators

It is the districts' responsibility to keep the PSIS contact information accurate. The PSIS uses the contact information for all PSIS correspondence. No correspondence will be sent to any individual not listed as a formal PSIS district contact.

PSIS Overview

The Connecticut State Department of Education (CSDE) 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 and is used for public reporting and analysis as well.

Statutory References:

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 Learners, 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 defined *Timely and Accurate* as a holistic system analysis, thereby ensuring the indicator is not about occasional edits/errors...but instead is about systemic failure 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) Certification of collection.

PSIS Component	Due Date
Case Management	Cases Resolved within 10 school days
PSIS Summer Roll Up	August 1, 2024
October 2024 Collection	October 30, 2024
June 2025 Collection	July 1, 2025

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 percentage of students within various data points, etc).
 - d) Certification of collection
 - e) Certification of data exceptions
 - f) Registration-Collection Validation Report (RCV) reconciled
 - g) Nexus Discrepancy Report
 - h) Facility 1 Discrepancy Report

PSIS Component	Due Date
Case Management	No open cases more than 20 school days old
October 2024 Collection	January 8, 2025
June 2025 Collection	July 19, 2025*

*Please inform your district's Attendance staff of this change so they will have time to review the various Attendance, Chronic Absenteeism, and Truancy reports prior to the accurate due date.

Should the Timely and Accurate Due Dates fall on a weekend or holiday, and the district is unable to submit the file on those dates, it is assumed that the data are due to the CSDE on the business day prior to the listed due date.

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 and June collections. To enhance the quality of data received and reported by SDE, 'freeze dates' have been put in place. 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. Districts are encouraged to familiarize themselves with the flow and use of all submitted data as illustrated through our [CSDE Data Life Cycle](#) illustration.

Collection Freeze Dates: Districts are required to submit student-level data for the October and June collections. The 'freeze dates' for the 2024-25 school year are posted in the Due Date section below. Freeze (F0) of the October collection will be used at the discretion of the Department. LEAs are strongly encouraged to review their data prior to final certification of any PSIS 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. The 'freeze dates' for the 2024-25 school year are posted in the Due Date section below. Districts should work diligently to submit accurate data and make all corrections prior to the applicable freeze dates. After the 'freeze date' has passed, changes to data will not be permitted.

PSIS data is frequently used for public analysis, reporting and publishing; in cases where a district provides incorrect data in a collection submission and the data is not corrected prior to the applicable freeze date, it will be reported as is. LEAs are strongly encouraged to ensure they have provided accurate data to CSDE prior to final certification of any PSIS collection. Please contact the appropriate collection manager with questions

Due Dates

Collection	Freeze Cycle	Submission Due Date (TIMELY)	Final Revision Date (ACCURATE)	Freeze Dates
Case Management		Cases Resolved within 10 school days	No open cases more than 20 school days old	
PSIS Summer Roll Up		August 1, 2024		
October 2024	Freeze 0 (F0)	October 30, 2024	January 8, 2025	November 1, 2024
	Freeze 1 (F1)			January 31, 2025
	Freeze 2 (F2)			January 31, 2026
PSIS Registration	Testing Accountability Freeze			Date TBD
June 2025	Freeze 1 (F1)	July 1, 2025	July 19, 2025	July 29, 2025

Each collection year, the exact calendar due dates are published in the *LEA Level Determinations - Timely and Accurate Data Collection* calendar which is available here: <http://portal.ct.gov/SDE/Performance/Data-Collections-Guide>.

Managing Student Data

PSIS Record Layouts**2024-25 SASID Register/Unregister Record Layout (Version 3.1)****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 Student Last Name	H	Char	40	74	35	M	M	D	Character allowing a dash, period, space and apostrophe
9 Student First Name	I	Char	75	94	20	M	M	D	Character allowing a dash, period, space and apostrophe
10 Student 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” or “N”
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

2024-25 SASID Register/Unregister Record Layout (Version 3.1) (cont'd)

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.

2024-25 SASID Testing Demographics Record Layout (Version 1.1)

NOTE: Values submitted should reflect the student's status as of the testing date.

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

	Field Name	Excel Column	Data Type	Starting Position	Ending Position	Length	Required	Valid Values
1	Reporting District	A	Char	1	3	3	M	See table H
2	State Assigned Student ID (SASID)	B	Char	4	13	10	M	Numbers only
3	Date of Birth	C	Char	14	21	8	M	MMDDYYYY
4	EL/ML Status	D	Char	22	22	1	M	“Y” or “N”
5	Special Education	E	Char	23	23	1	M	“Y” or “N”
6	Eligible for free/reduced price meals	F	Char	24	24	1	M	“F”, “R” or “N”
7	Section 504 Status	G	Char	25	25	1	M	“Y” or “N”
8	Recently Arrived English Learner/Multilingual Learner (EL/ML)	H	Char	26	26	1	M	“Y” or “N”
9	Military Family	I	Char	27	27	1	M	“Y” or “N”
10	Homeless	J	Char	28	29	2	M	See table L
11	End of Record Marker	K	Char	30	30	1	M	“X”

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.

Please visit the [Student Assessment webpage](#) for more information regarding CT Assessments.**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.

2024-25 SASID Data Collections Record Layout (Version 6.1)

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	Jun	Valid Values
1	State Assigned Student ID (SASID)	A	Char	1	10	10	M	M	Numbers only
2	Reporting District	B	Char	11	13	3	M	M	See table H
3	Nexus District	C	Char	14	16	3	C	C	See table M
4	Resident Town	D	Char	17	19	3	M	M	See table G
5	Facility Code 1	E	Char	20	26	7	M	M	See table A
6	Facility Code 2	F	Char	27	33	7	C	C	See table A
7	Student Last Name	G	Char	34	68	35	M	M	Character allowing a dash, period space and apostrophe
8	Student First Name	H	Char	69	88	20	M	M	Character allowing a dash, period space and apostrophe
9	Student Middle Name	I	Char	89	108	20	R	R	Character allowing a dash, period space and apostrophe
10	Generation Suffix	J	Char	109	112	4	R	R	Character allowing a period
11	Date of Birth	K	Char	113	120	8	M	M	MMDDYYYY
12	Grade Code	L	Char	121	122	2	M	M	See table C
13	Native Language Code	M	Char	123	125	3	M	M	See table D
14	EL/ML Status	N	Char	126	126	1	M	M	“Y” or “N”
15	English Learners/Multilingual Learners (ELs/MLs) Program Code	O	Char	127	128	2	C	C	See table I
16	Special Education	P	Char	129	129	1	M	M	“Y” or “N”
17	Eligible for free/reduced price meals	Q	Char	130	130	1	M	M	“F”, “R” or “N”
18	Enrolled at No Local Expense Code	R	Char	131	132	2	M	M	See table J
19	Special Program Status Code	S	Char	133	134	2	M	M	See table E
20	PreK Program Status Code	T	Char	135	136	2	C	C	See table F
ho	Length of PreK Program Day in Hours	U	Char	137	141	5	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	1 to 366
23	District Student ID	W	Char	145	164	20	R	R	Characters and/or Numbers
24	Group Name	X	Char	165	184	20	O	O	Characters and/or Numbers
25	Group Code	Y	Char	185	194	10	O	O	Characters and/or Numbers
26	Migrant	Z	Char	195	195	1	M	M	“Y” or “N”
27	Gifted and Talented	AA	Char	196	197	2	M	M	See table K
28	Homeless	AB	Char	198	199	2	M	M	See table L
29	Number of Days of Membership	AC	Char	200	202	3	O	M	0 to 250
30	Number of Days in Attendance	AD	Char	203	205	3	O	M	0 to 250
31	Immigrant Status	AE	Char	206	206	1	M	M	“Y” or “N”
32	Military Family	AF	Char	207	207	1	M	M	“Y” or “N”
33	Title I Participation	AG	Char	208	208	1	M	M	“Y” or “N”
34	Title I Program Type	AH	Char	209	210	2	C	C	See table P
35	Truant	AI	Char	211	211	1	D	M	“Y” or “N”
33	End of Record Marker	AJ	Char	211	211	1	M	M	The letter “X” must be included in this position to mark the end of each record

2024-25 SASID Data Collections Record Layout (Version 6.0) (cont'd)

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, testing demographics and all collections. This field is used as a confidence field in change, unregister and testing demographics, 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. If the Date of Birth is in-correct in PSIS it should be manually updated in PSIS 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.

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](#) or deemed "categorically eligible" (e.g., SNAP, TANF, homeless etc.)? If the student is eligible for free meals or free milk, the code "F" should be used. If the student is eligible for reduced-price meals, the code "R" should be used. ("F" - Free, "R" - Reduced, "N" - No). This field is mandatory for all collections.

NOTE: Districts not collecting school meals applications can also use this [optional, customizable alternative income form](#) template and report those data in PSIS. Alternative income forms are not school meals applications and the costs associated with collecting household income information in CEP schools may not be charged to the nonprofit school food service account.

English Learner/Multilingual Learner (EL/ML)Program Code – See Table I. This field is conditional for all collections.

EL/ML Status – Formerly Limited English Proficient (LEP)

Student is an EL/ML ("Y" – Yes, "N" – No). An entry in this field is mandatory for all collections; determination of EL/ML status is mandatory for grades K-12. PreK students who are 4 years old may be identified as an EL/ML but this option is at the discretion of each district.

Please note that if a student is identified as an EL/ML at any time during the school year, the student must remain as an EL/ML for the entire school year. For students to exit EL/ML status, they must meet the state exit criteria on the annual English language proficiency assessment.

ESSA requires standardized identification procedures for EL/ML identification. Connecticut's standardized identification procedure for ELs/MLs includes the following steps and is generally intended to be carried out one time, upon first entry into a Connecticut public school:

- **Step 1:** Determination if the student is a potential EL/ML student through completion of the Home Language Survey in accordance with the CSDE's Home Language Survey Guidance. (Please note both of these documents can be found on the CSDE Website on the English Learners page).
 - Administer the Home Language Survey, which must include the following questions (additional questions may be added, but these should be considered for informational purposes only and should not factor into whether the student is screened):
 1. What is the primary language used in the home, regardless of the language spoken by the student?
 2. What is the language most often spoken by the student?
 3. What is the language that the student first acquired?
- **Step 2:** Review the Home Language Survey (HLS) results to determine if it indicates the student may have a primary or home language other than English (PHLOTE) and may be an EL/ML.

- **Step 3:** If the HLS indicates the student may have a PHLOTE, the approved English language proficiency (ELP) screener assessment is administered.
- **Step 4:** If the student's results on the ELP assessment indicate the student is an EL/ML, the student is identified. The student's parents/guardians are informed of the service options for their child and select the service that the student will receive or they can choose to waive services. They are also informed that they may modify their selection at any time.

If, as a result of the assessment, it is determined that the student is an EL/ML, a district must offer to provide a program of language instruction and support contingent on initial parental/guardian consent. Note that regardless of whether the parent/guardian opts for the student to receive EL/ML support services, the student must be identified and reported in PSIS as EL=Y if the screener indicates that the student is an EL/ML.

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 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 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 Kendra Shakir at (860) 713-6896. This field is mandatory for register and change, all collections and disallowed for unregister.

Please note the following guidance for Preschool students:

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 Laura Guerrera at (860) 713-6898 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. 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.

For All Other preschool students (including community-based PreK students):

- Public Prek Program/School or Elementary School where the student is receiving services **OR**
- If the services are being received in a public school that does not contain PreK or Kindergarten, use the facility code where the student would attend Kindergarten **OR**
- If the services are being received in a non-public location that does not have a facility code, use the facility code where the student would attend Kindergarten or your public Prek Program/School.

Facility Code 2 – There are three sets of circumstances that 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 B, CSDE Approved Magnet Schools) and Agricultural Science and Technology Education (ASTE) classes in Bloomfield, **Glastonbury** and Bridgeport through a shared-time arrangement in accordance with C.G.S. 10-65b. By virtue of your entries in *Facility Code 2*, the Bureau of Grants Management will assign credit for either magnet operating or ASTE grants, as appropriate. Please contact 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 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 Early College Advanced Manufacturing Pathway (ECAMP TM) at Goodwin University 2310318. 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 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 academic instruction. You will use Facility Code 2 to reflect the student's appropriate shared-time ASTE program. The Facility Codes for the shared-time ASTE centers are: Donald F. Harris Sr. AgriSciene & Technology Center 0116100 and Bridgeport Regional Vocational Aquaculture School 0156400; **and Part-Time Vocational Agriculture Program 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 E, 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.

Gender Code - Gender code ("M" – Male, "F" – Female, "N"-Non-Binary) this field is mandatory for register, and disallowed for change and unregister. Non-Binary should be used for students who do not identify exclusively as male or female.

Guidance on Civil Rights Protections and Supports for Transgender or Gender-Diverse Students

- If a transgender student requests a change to educational records to reflect the student's stated gender identity, schools should correct student education records to accurately reflect the student's chosen gender identity, regardless of whether the student has completed a legal name change. Similarly, gender information reported in PSIS should reflect a student's stated gender identity and chosen name.

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 C 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.

Group Code - This field is typically used to pass on to a vendor for assessment sorting purposes. This field is optional for all collections.

Group Name - This field is typically used to pass on to a vendor for assessment sorting purposes. This field is optional for all collections.

Homeless – Homeless as described in table L. The federal McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. (42 U.S.C. § 11434a(2)). Nighttime residence reflects the type of residence the student was using at the time the student was identified as meeting the definition of homeless. The term includes—

- Children and youths who:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up”);
 - 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; or
 - are abandoned in hospitals;
- Children and youths 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”

IMPORTANT – Once the homeless definition is applied to a student at any time throughout the school year, this field must remain populated with the applicable code throughout the homeless episode and up through the end of the academic year in which the student is deemed no longer homeless i.e. permanently housed. This field is mandatory for all collections.

If, over the course of a school year, the student uses multiple types of nighttime residences that meet the definition of homeless, only submit the type of housing the student used when first identified as homeless, unless the student is an unaccompanied homeless youth (UHY). If the student is an UHY, only submit the type of housing the student used when first identified as an UHY. Once identified as homeless, any change to the nighttime residence to reflect a new type of housing may only be entered in the new academic year.

Students living in substandard housing should be included under the category of unsheltered.

A provision in the McKinney-Vento Act (2015) changed the definition of homeless by removing students awaiting foster care placement from the definition. No student is considered homeless based solely on the fact that the student is awaiting foster care placement.

If a homeless student is enrolled by one LEA but is placed by that LEA in another for the purpose of receiving educational services not otherwise available in the enrolling LEA, the student should be assigned to the LEA that is responsible for ensuring the student receives a public education, i.e., the school in which the student enrolled. For example, a homeless student is identified as in need of special education services not available in the district. As a result, the LEA assigns the student to attend school in a neighboring district, with which the LEA has a shared services agreement for the purposes of providing special education services. The student should be reported by the LEA assigning the student because that is where the student is enrolled, even though the student attends another LEA.

If a homeless student transfers to a new LEA during the school year, the LEA must notify the new LEA of the existing homeless status. The new LEA should continue to record the homeless episode as previously identified by the prior LEA up through the end of the academic year.

Occasionally, families or unaccompanied homeless youth decline educational services available to them based on their homeless status. In this instance, the student should still be included as a part of the homeless student counts; receipt of education services is not required and does not affect the student's status as homeless.

FERPA allows records to be transferred between schools (without parental permission) when a student seeks to enroll in a new school. The McKinney-Vento Homeless Assistance Act requires that the school records of homeless students be maintained so that they are available, in a timely fashion, when a student enters a new school or school district. Enrolling schools must immediately request records from the previous school. Finally, McKinney-Vento requires that students be immediately enrolled in school and attending classes even if their education records are awaiting transfer or they are lacking other documents typically required for enrollment.

Immigrant Status – This Y/N field is mandatory for all collections. Section 3201(5) of Title III of the ESEA defines immigrant children and youths as individuals who: a) are ages 3 through 21 b) were not born in any state (defined as each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico); and c) have not been attending one or more schools in any one or more States for more than 3 full academic years.

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 – 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 P.L. 114-95, Title I, Part C – Education of Migratory Children).

Military Family – a Y/N variable identifying if the child’s parent or guardian is a member of the Armed Forces on active duty or serves on full-time National Guard duty. “Armed forces,” “active duty,” and “full-time National Guard duty” have the same meanings given them in 10 U.S.C. Sections 101(a)(4), 101(d)(1), and 101(d)(5). “Armed Forces” means the Army, Navy, Air Force, Marine Corps, Space Force and Coast Guard. “Active duty” means full-time duty in the active military service of the United States, including full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.

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.

Native Language Code (Formerly Dominant Language) – language codes 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.), a native language code must be assigned to all kindergarten through grade 12 students (including exchange students).

The student’s native language is determined by responses on the Home Language Survey. If the answer to **all three questions** is English, the student’s native language is reported as English. If **one or more** answers indicate a language other than English, then the student’s native language is reported as the other, non-English language. The questions are:

- 1) What is the primary language used in the home, regardless of the language spoken by the student?
- 2) What is the language most often spoken by the student?
- 3) What is the language that the student first acquired?

Please Note: The Home Language Survey is generally intended to be carried out one time, upon first entry into a Connecticut public school.

Nexus District – This field is mandatory 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 (and pay taxes).

Exceptions

- Districts considered to be the NEXUS DISTRICT for students attending their schools:
 - Connecticut Technical Education and Career System (CTECS)
 - Department of Corrections (USD#1)
 - Department of Children and Families (USD#2)
 - Department of Mental Health and Addiction Services
 - OPEN Choice (Receiving District) - For OPEN Choice students, the receiving district is the REPORTING and NEXUS DISTRICT. These are also the only students attending a RESC-operated facility that are not reported in PSIS by the RESC. Refer to Appendix E for specific details regarding reporting an OPEN Choice student.

For further explanation regarding nexus for special education students contact Laura Guerrera at (860) 713-6898 or laura.guerrera@ct.gov.

General education students (Special Education = “N”) placed by a state agency in a private residential facility, may have a reported Nexus district, due to rules associated with State Agency Placement Grants in the Special Education Excess Cost Grant (SEECG) Application. Please check with your director of special education if you believe that Nexus should be completed for one of your general 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:

1. That the parent signed the IEP Consent for Initial Provision of Special Education Placement (ED626), on or after Eligibility Determination.
*In the case of a parent request for delayed entry into school for children ages 3, 4 or 5 report the District Entry Date (example: 4-year-old found eligible for special education in May, parent requests to delay start of school until the fall).
2. If a student with disabilities is transferring into your district, report the District Entry Date.
3. If a DCF-603 is involved, report the “as of” date on the DCF-603.

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 09/01/2018. A Change record has been submitted where the Nexus District is 64 and the Nexus District Entry Date is 09/15/2018. The Nexus District Entry Date in Registration will be updated to 09/15/2018.

- 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 09/01/2018. A Change record has been submitted where the Nexus District is 89 and the Nexus District Entry Date is 09/15/2018. 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 09/15/2018. 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 the student returned to general education (report the **CT-SEDS Non-Eligibility Date** in Registration ~~that appears on page 3 of the IEP in the Exit Information section~~) or that the Nexus District ceased being fiscally responsible for the special education costs for the student. 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 F. 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 of 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 C for information regarding PreK students. This field is conditional for all collections.

Race/Ethnicity –The federal 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 D. This field is mandatory for register and change and disallowed for unregister.

Recently Arrived English Learner/Multilingual Learner (EL/ML) – If the student is an EL/ML and the student’s first entry date into a U.S. school was less than 24 months prior to the student’s test date, then “Y”, otherwise “N”. This field is mandatory for Testing Demographics.

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 detention center the student is in. 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, if they are receiving

tutoring. An expelled student who is attending one of the detention centers listed in Appendix J, should be reported with the appropriate facility-organization code in the facility code 1 field.

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 assigned hospital facility code if available otherwise 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 service 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 H.

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 (USD #2) or DOC (USD #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 E 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 E 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
ACES	CREATE at Whitney Academy, ACES at Mead Elementary School, ACES at Ansonia Middle School, Whitney High School North, Whitney Academy, ACES Mill Road School, Village School, Center for Autism Spectrum and Development Disorders.
CES	Transition Learning Center, Eastern Fairfield County Diagnostic Center, Preschool-Primary Learning Center (PLC), Developmental Learning Center (DLC), Therapeutic Day Program (TDP), RISE Transitional Program.
CREC	John J. Allison Polaris Center, River Street School (RSS), River Street School Birken Campus, Farmington Valley Regional Diagnostic Center (FVDC), Southern Transitional Real-World and Independent Vocational Education Program (STRIVE), Capitol Region Transition Academy.
EASTCONN	EastConn Transition Academy, EastConn Special Education.
LEARN	LEARN Transition Academy, Learn High School, Learn Intensive Program, LEARN Diagnostic and Wellness Center, LEARN Integrated Program at TFS, LEARN SAILS Program.
EDADVANCE	Steps, University Pathways Program, Partnership Learning Academy, ACCESS High School, The ACCESS School at The Danuta M. Thibodeau

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, Woodstock Academy and Goodwin University Educational Services (GUES).

SPECIAL SITUATIONS

Foster Child—Districts have implemented a variety of payment options where foster children are concerned. For purposes of PSIS, the field Resident Town should reflect the town paying for the child’s general education expenditures. Children placed by state agencies are entitled to receive the same free school privileges that are available to the other children who live within the territory of the school. If you are paying for the child’s general education expenditures, use your own town’s code for Resident Town. Follow this instruction even if you bill the child’s nexus town for costs associated with special education. If you have some other unique payment arrangement, please contact Kendra Shakir at (860) 713-6896 for guidance on proper coding.

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 Resident Town. If the parents are paying ANY part of the tuition, then the No Local Expense Code must be 03.

- 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.

Homeless Children and Youth - For purposes of PSIS, the field Resident Town should reflect the town paying for the child's general education expenditures, generally the current or most recently known town of residence. Additional guidance concerning reporting of homeless students can be found in the description of the Homeless field beginning in this guide.

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.

Section 504 – Individuals with disabilities who are being provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended. This field is mandatory for Testing Demographics.

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 January 1 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 ASTE, OPEN Choice, Magnets, Interdistrict Cooperative Arrangements, Designated High School Arrangements, Bristol Technical Education Center (BTEC), Homebound, and Municipal Detention Centers.

Please review Table E carefully for expanded definitions of these codes. This field is mandatory for all collections.

Codes 00 through 09 and 20 apply to students for whom Facility Code 2 is blank. Codes 10 through 18, 22, 23 and 32 apply to students for whom Facility Code 2 is completed with an entry *other than* a part-time magnet school or shared-time ASTE. (That is, Codes 10 thru 18, 22, 23 and 32 do not apply if Facility Code 2 is one of the following: 2419900, 2439900, 2449900, 0116100, 0156400, **0546100** and 2310318.) Please contact 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.

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

[Guidance on Civil Rights Protections and Supports for Transgender Students](#)

- Transgender students may seek to change gender and name information on their student records to reflect their gender identity and chosen name, regardless of whether they have completed a legal name change. Transgender students are entitled to equal treatment and, thus, schools should treat requests to change student records based on transgender status no differently than they would treat any other request for a change to student records.

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

Student Middle Name - Student's middle name. If you have only the student's middle initial, please report it and 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.

Title I Student Participation - A student is a Title I ("Y" – Yes, "N" – No). Report students eligible to receive Title I services between September of the current year and August of the following year including summer activities.

If a student participates in any of the Title I services through a targeted assistance program or a school-wide program including receiving Title I services through a Non-Public facility or a Neglected program facility, identify that student as a member of Title I student body.

Steps to determine eligibility:

- Step 1 - A school's eligibility for Title I is determined through the schedule which the school completes as part of its ESSA Consolidated Federal Grant Application in the Electronic Grants system (eGrant).
- Step 2- Once it is determined that a school meets Title I eligibility requirements, the school determines which Title I program (Targeted Assistance Program or Schoolwide Program) the school implements based on the eligibility requirements for each program.
 - Targeted Assistance School (TAS) - A program that serves specific students within a Title I school. These students are selected to participate when it is determined they are at the greatest risk of failing or have failed to meet state standards.

- Schoolwide Program (SWP) – A Title I school that operates a program to upgrade the entire instructional program for all students. To be eligible to provide a Schoolwide program, a school must have 40% or more low-income children or receive a waiver from the 40% poverty threshold.

Please visit <https://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/ED205-Help-Site> for more information regarding Title I.

Title I Program Type – see table P- This field is conditional for all collections.

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 and disallowed for change and unregister.

Truant – Student is truant (“Y” – Yes, “N” – No). An entry in this field is mandatory for the June collection; indicate “yes” for a student, age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month (i.e., 30-calendar-day period) or ten unexcused absences from school in any school year. For the purpose of truancy, a calendar month is a period of time (e.g., Oct. 6th to Nov. 5th) vs a specific month named in the calendar. Truant is defined [in Section 10-198a](#) of the Connecticut General Statutes.

Data Tables

Table A – All Facility codes

Code	Description
<i>See Data Tables at (http://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/PSIS-Help-Site/Documentation) for download</i>	

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 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 C for information regarding PreK students.
PK	Prekindergarten (If not P3, this is the default for PreK) Please see Appendix C 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 – Native Language Codes

Code	Description
<i>See Data Tables at (http://portal.ct.gov/SDE/Performance/Data-Collection-Help-Sites/PSIS-Help-Site/Documentation) for download</i>	

Table E – Special Program Status Codes

Code	Description
00 or Blank	This is the default if codes 01 – 32 below do not apply to student's status.
01	<p>APPLIES TO FACILITY CODE 1: To be used if the student 1) attends an Agricultural Science and Technology Education 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.</p> <p>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 12, Region 14, and Region 19.</p> <p>Bloomfield and Bridgeport, and Glastonbury should not use this code for any students who come into district solely for 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.)</p>
02	<p>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 E for guidance regarding reporting of OPEN Choice students.</p>
03	<p>APPLIES TO FACILITY CODE 1: To be used if the student attends a State-approved full-time Magnet School Program. Please see Appendix B for a list of State-approved Magnet Schools.</p> <p>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, EASTCONN and Goodwin University Educational Services.</p>
04	<p>APPLIES TO FACILITY CODE 1: To be used if the student attends your school through an Interdistrict Cooperative Arrangement.</p> <p>This code is limited to the following Reporting Districts: East Lyme and Plainfield.</p>
05	<p>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 Center at his/her Designated High School, use Code 06.)</p>
06	<p>APPLIES TO FACILITY CODE 1: To be used if the student 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.)</p>
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 placed by the court into a detention center and is receiving instruction at the expense of your district.

Table E – Special Program Status Codes (cont'd)

10	<p>Code 10 - To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances.</p> <p>(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.)</p>
11	<p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>1) attends an 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.</p> <p>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 12, Region 14, and Region 19.</p> <p>Bloomfield and Bridgeport, and Glastonbury should not use this code for any students who come into district solely for 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.)</p>
12	<p>To be used if the student attends a private special education facility in accordance with an IEP or other special circumstances, and;</p> <p>is a participant in the OPEN Choice Program. Refer to Appendix E for guidance regarding reporting of OPEN Choice students.</p>
13	<p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>Attends a State-approved full-time Magnet School Program. Please see Appendix B for a list of State-approved Magnet Schools.</p> <p>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, EASTCONN and Goodwin University Educational Services.</p>
14	<p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>Attends your school through an Interdistrict Cooperative Arrangement.</p> <p>This code is limited to the following Reporting Districts: East Lyme and Plainfield.</p>
15	<p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>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 ASTE Center at his/her Designated High School, use Code 06.)</p>

Table E – Special Program Status Codes (cont'd)

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 01 and 05 above.)
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
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 E for guidance regarding reporting of OPEN Choice students.
23	To be used if the student was placed by court in a detention center and; Is enrolled in a State-approved full-time Magnet School Program. Please see Appendix B 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, EASTCONN and Goodwin University Educational Services.
32	To be used if the student was placed by court in a detention center and; Is a participant in the OPEN Choice Program. Refer to Appendix E 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 Kendra Shakir at (860) 713-6896 to discuss.
02	Head Start--State
03	Head Start--Federal

Table F – PreK Program Status Codes (cont'd)

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 general education and students with disabilities, who attend a PreK <u>Special Education</u> program designed primarily for special education students. Use this code for programs called <i>Reverse Mainstream</i> 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

<u>LEA CODE</u>	<u>LEA TOWN</u>	<u>LEA CODE</u>	<u>LEA TOWN</u>	<u>LEA CODE</u>	<u>LEA TOWN</u>
1	Andover	80	Meriden	157	Weston
2	Ansonia	83	Middletown	158	Westport
3	Ashford	84	Milford	159	Wethersfield
4	Avon	85	Monroe	160	Willington
5	Barkhamsted	86	Montville	161	Wilton
7	Berlin	88	Naugatuck	162	Winchester
8	Bethany	89	New Britain	163	Windham
9	Bethel	90	New Canaan	164	Windsor
11	Bloomfield	91	New Fairfield	165	Windsor Locks
12	Bolton	92	New Hartford	166	Wolcott
13	Bozrah	93	New Haven	167	Woodbridge
14	Branford	94	Newington	169	Woodstock
15	Bridgeport	95	New London	201	Region 1
17	Bristol	96	New Milford	204	Region 4
18	Brookfield	97	Newtown	205	Region 5
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	220	Region 20
34	Danbury	113	Portland	231	Goodwin University Educational Services
35	Darien	114	Preston	241	CREC
36	Deep River	116	Putnam	242	EDADVANCE
37	Derby	117	Redding	243	CES
39	Eastford	118	Ridgefield	244	ACES
40	East Granby	119	Rocky Hill	245	LEARN
41	East Haddam	121	Salem	253	EASTCONN
42	East Hampton	122	Salisbury	261	Jumoke Academy
43	East Hartford	123	Scotland	263	Odyssey Community School
44	East Haven	124	Seymour	264	Integrated Day Charter School
45	East Lyme	125	Sharon	265	Interdistrict School For Arts and Communication
				268	Common Ground High School

Table H – Reporting Districts (cont'd)

LEA CODE	LEA TOWN	LEA CODE	LEA TOWN	LEA CODE	LEA TOWN
46	Easton	126	Shelton	269	The Bridge Academy
47	East Windsor	127	Sherman	270	Side By Side Community School
48	Ellington	128	Simsbury	272	Explorations
49	Enfield	129	Somers	279	Amistad Academy
50	Essex	131	Southington	280	New Beginnings Family Academy
51	Fairfield	132	South Windsor	283	Park City Prep
52	Farmington	133	Sprague	285	AF Bridgeport Academy
53	Franklin	134	Stafford	286	Highville Charter School
54	Glastonbury	135	Stamford	288	Achievement First Hartford Academy
56	Granby	136	Sterling	289	Elm City College Prep
57	Greenwich	137	Stonington	290	Brass City Charter School
58	Griswold	138	Stratford	291	Elm City Montessori School
59	Groton	139	Suffield	294	Great Oaks Charter School-Bridgeport
60	Guilford	140	Thomaston	295	Booker T. Washington Academy
62	Hamden	141	Thompson	296	Stamford Charter School for Excellence
63	Hampton	142	Tolland	297	Capital Preparatory Harbor School Inc.
64	Hartford	143	Torrington	298	Edmonds Cofield Preparatory Academy for Young Men
65	Hartland	144	Trumbull	336	CORRECTIONS/DOC - USD 1
67	Hebron	145	Union	337	Dept. of Mental Health and Addiction Services
68	Kent	146	Vernon	347	DCF - USD 2
69	Killingly	147	Voluntown	349	Office of Early Childhood
71	Lebanon	148	Wallingford	900	CTECS
72	Ledyard	151	Waterbury	901	Norwich Free Academy – NFA
73	Lisbon	152	Waterford	902	The Gilbert School – GS
76	Madison	153	Watertown	903	Woodstock Academy – WA
77	Manchester	154	Westbrook		
78	Mansfield	155	West Hartford		
79	Marlborough	156	West Haven		

Table I – EL/ML Program Codes (formerly LEP Program Codes)

Code	Description
1A	<u>Eligible</u> for bilingual education program and participating in a Transitional Bilingual Education Program or receiving native language support.
1B	<u>Eligible</u> for bilingual education program and participating in a Dual Language Program.

Table I – EL/ML Program Codes (formerly LEP Program Codes) (cont'd)

1C	<u>Eligible</u> for bilingual education program, participated in a Transitional Bilingual Education Program or received native language support for 30 months. Student approved by the CSDE to continue to participate in a Transitional Bilingual Education program or receive native language support for an additional 10 months.
1D	<u>Eligible</u> for bilingual education program, participated in a Transitional Bilingual Education Program or received native language support for 40 months. Student approved by the CSDE to continue to participate in a Transitional Bilingual Education program or to receive native language support for an additional 10 months.
1E	<u>Eligible</u> for bilingual education program, participated in a Transitional Bilingual Education Program or received native language support for 50 months. Student approved by the CSDE to continue to participate in a Transitional Bilingual Education program or to receive native language support for an additional 10 months.
02	<u>Eligible</u> for bilingual education program, enrolled with fewer than 30 months remaining before high school 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 or up to 60 months if prior CSDE approval was granted 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.

Public Act 15-5 Sec 286(b) Definition

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.

Code 1A- Mandated Transitional Bilingual Education Program: Participating Fewer Than 30 Months

Student is eligible because they are in a school with 20 or more ELs/MLs with the same non-English native language and is participating in a mandated transitional bilingual program as required by Public Act 15-5 Sec 286 (d). Students participating in a mandated transitional bilingual program are limited to thirty months, whether or not such months are consecutive, except that such time period may be extended in accordance with Sec 286 (d).

Code 1B- Mandated Dual Language Bilingual Education Program

The student is eligible for and is participating in a mandated bilingual program as required by Public Act 15-5 Sec 286 (d), and the bilingual program model is Dual Language. There is no time limit for student participation in a Dual Language Bilingual Program.

Code 1C- Mandated Transitional Bilingual Education Program: Participating 31 to 40 Months

The student participated in a transitional bilingual education program for 30 months and is eligible for additional time in this program through an application process. Under CT Public Act 15-5 Sec 286 (d), the local or regional state board of education responsible for educating the student applied to the Connecticut State Department of Education for the student to continue to participate in a transitional bilingual education program for an additional 10 months and received its approval. Eligibility is contingent in part on the existence of a mandated transitional bilingual program, and a bilingual program is mandated because there are 20 or more ELs/MLs with the same non-English native language in the school.

Code 1D- Mandated Transitional Bilingual Education Program: Participating 41 to 50 Months

The student participated in a transitional bilingual education program for 40 months and is eligible for additional time in this program through an application process. Under CT Public Act 15-5 Sec 286 (d), the local or regional state board of education responsible for educating the student applied to the Connecticut State Department of Education for the student to continue to participate in a transitional bilingual education program for an additional 10 months and received its approval. Eligibility is contingent in part on the existence of a mandated transitional bilingual program, and a bilingual program is mandated because there are 20 or more ELs/MLs with the same non-English native language in the school.

Code 1E- Mandated Transitional Bilingual Education Program: Participating 51 to 60- Months

The student participated in a transitional bilingual education program for 50 months and is eligible for additional time in this program through an application process. Under CT Public Act 15-5 Sec 286 (d), the local or regional state board of education responsible for educating the student applied to the Connecticut State Department of Education for the student to continue to participate in a transitional bilingual education program for an additional 10 months and received its approval. Eligibility is contingent in part on the existence of a mandated transitional bilingual program, and a bilingual program is mandated because there are 20 or more ELs/MLs with the same non-English native language in the school.

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

The student is receiving mandated English as a Second Language (ESL) services as required by Public Act 15-5 Sec 286 (d), inclusive of the Connecticut General Statutes. The student is at the secondary level and is eligible for a mandated bilingual education program, (because they are in a school with 20 or more ELs/MLs with the same non-English native language) but when enrolling, the student has fewer than 30 months remaining before high school graduation.

Public Act 15-5 Sec 286 (d)

When the student has fewer than thirty months remaining before graduation, the local or regional board of education shall assign the student to an English as a second language program and may provide intensive services to the student to enable the student to speak, write and comprehend English by the time the student graduates and to 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)

The student is receiving Language Transition Support Services (LTSS).

If an eligible student does not meet the English mastery standard at the end of the initial thirty months or at the end of an extension of the bilingual education program for such student, the local or regional board of education shall provide language transition and academic support services to such student. Such services may include, but need not be limited to, English as a second language programs, sheltered English programs, English immersion programs, or other research-based language development programs. Once a student has received 30 months or up to 60 months if prior CSDE approval was granted or is at the end of an extension of the bilingual education services, the student must have the program code 03 (LTSS) until they meet the CSDE's English Mastery Standard and cease to be an EL/ML student. LTSS encompasses all forms of ESL support.

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

Though the student is eligible for mandated bilingual education program (because they are in a school with 20 or more English learners with the same non-English native language), they are not receiving bilingual education or any other type of English as a second language program due to parental request.

Code 5A – Not Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Pull-Out model program.

The student is not eligible for mandated bilingual education program (because they are in a school with fewer than 20 ELs/MLs with the same non-English native language) and is receiving appropriate English as a Second Language instruction in a Pull-Out model program. There is no time limit for students who participate in this program as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming. Note that this code cannot be used for students that have completed 30 months in a bilingual program and are still identified as EL/ML-their appropriate code is 03.

Code 5B – Not Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Push-In/Co-Teaching model program.

The student is not eligible for a mandated bilingual education program (because they are in a school with fewer than 20 **ELs/MLs** with the same non-English native language) and is receiving appropriate English as a Second Language instruction in a Push-In/Co-Teaching model program. There is no time limit for students who participate in this program as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming. Note that this code cannot be used for students that have completed 30 months in a bilingual program and are still identified as EL/ML-their appropriate code is 03.

Code 5C – Not Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Sheltered English Instruction approach program.

The student is not eligible for a mandated bilingual education program (because they are in a school with fewer than 20 **ELs/MLs** with the same non-English native language) and is receiving appropriate English as a Second Language instruction in a Sheltered English Instruction approach program. There is no time limit for students who participate in this program as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming. Note that this code cannot be used for students that have completed 30 months in a bilingual program and are still identified as EL/ML-their appropriate code is 03.

Code 5D – Not Eligible 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.

The student is not eligible for a mandated bilingual education program (because they are in a school with less than 20 **ELs/MLs** with the same non-English native language) and is receiving appropriate English as a Second Language instruction in another type of English as a Second Language (ESL) program not specified in codes 05A through 05C. There is no time limit for students who participate in this program as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming. Note that this code cannot be used for students that have completed 30 months in a bilingual program and are still identified as EL/ML-their appropriate code is 03.

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

The student is not eligible for a mandated bilingual education program (because they are in a school with fewer than 20 ELs/MLs with the same non-English native language); the student is not receiving any other type of English as a Second Language program due to parental request.

Code 7A – Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Pull-Out model program.

Though the student is eligible for a mandated bilingual education program (because they are in a school with 20 or more ELs/MLs with the same non-English native language), no bilingual education program is provided due to parental request. However, the student is participating in English as a Second Language (ESL) Pull-Out model program. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit **EL/ML** status and programming.

Code 7B – Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Push-In/Co-Teaching model program.

Though the student is eligible for a mandated bilingual education program (because they are in a school with 20 or more ELs/MLs with the same non-English native language), no bilingual education program is provided due to parental request. However, the student is participating in an English as a Second Language (ESL) Push-In/Co-Teaching model program. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming.

Code 7C – Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) Sheltered English Instruction approach program.

Though the student is eligible for a mandated bilingual education program (because they are in a school with 20 or more ELs/MLs with the same non-English native language) no bilingual education program is provided due to parental request. However, the student is participating in an English as a Second Language (ESL) Sheltered English Instruction approach program. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming.

Code 7D – Eligible for Mandated Bilingual Education Program but participating in English as a Second Language (ESL) program not specified in codes 05A through 05C.

Though the student is eligible for a mandated bilingual education program (because they are in a school with 20 or more ELs with the same non-English native language), no bilingual education program is provided due to parental request. However, the student is participating in English as a Second Language (ESL) program not specified in codes 05A through 05C. There is no time limit for students who participate in these programs as is the case in bilingual education programs. Once the student meets the state mandated exit criteria, they exit EL/ML status and programming.

Table J – Students Enrolled at No Local Expense Codes

Code	Description
00 or Blank	<p>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. 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.</p> <p>Please contact Kendra Shakir at (860) 713-6896 if you have questions about this code.</p>
01	Not available for use.
02	<p>Student whose educational costs are funded entirely with non-local funds, including:</p> <ul style="list-style-type: none"> • Students whose educational expenses are being funded by one of Connecticut's Native American Tribes • Students from out of state who pay tuition <p>Do NOT use this code for students attending your schools at the expense of <i>another</i> Connecticut town.</p> <p>Do NOT use this code for OPEN Choice students.</p>
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	<p>This code should be used to identify any students attending a magnet school where all of the following apply:</p> <ul style="list-style-type: none"> • 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 <i>fully funded by federal grant monies</i> , 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	Sheltered - Children and youth in the physical custody of a parent or guardian, who are living in homeless shelters, emergency shelters, transitional shelters or similar settings.
02	Doubled up - Children and youth, in the physical custody of a parent or guardian, who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
03	Unsheltered - Children and youth in the physical custody of a parent or guardian, who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
04	Hotel/Motel - Children and youth in the physical custody of a parent or guardian, who are living in motels, hotels, or campgrounds due to the lack of alternative adequate accommodations.
11	Sheltered and Unaccompanied Youth - Children and youth not in the physical custody of a parent or guardian, who are living in homeless shelters, emergency shelters, transitional shelters or similar settings.
12	Doubled up and Unaccompanied - Children and youth not in the physical custody of a parent or guardian, who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason.
13	Unsheltered and Unaccompanied – Children and youth not in the physical custody of a parent or guardian, who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
14	Hotel-Motel and Unaccompanied Youth – Children and youth not in the physical custody of a parent or guardian, who are living in motels, hotels, or campgrounds due to the lack of alternative adequate accommodations.

Table M - Nexus Districts

LEA CODE	TOWN	LEA CODE	TOWN	LEA CODE	TOWN	LEA CODE	TOWN
001	Andover	053	Franklin	110	Plainville	162	Winchester
002	Ansonia	054	Glastonbury	111	Plymouth	163	Windham
003	Ashford	056	Granby	112	Pomfret	164	Windsor
004	Avon	057	Greenwich	113	Portland	165	Windsor Locks
005	Barkhamsted	058	Griswold	114	Preston	166	Wolcott
007	Berlin	059	Groton	116	Putnam	167	Woodbridge
008	Bethany	060	Guilford	117	Redding	169	Woodstock
009	Bethel	062	Hamden	118	Ridgefield	201	Region 1
011	Bloomfield	063	Hampton	119	Rocky Hill	204	Region 4
012	Bolton	064	Hartford	121	Salem	205	Region 5
013	Bozrah	065	Hartland	122	Salisbury	207	Region 7
014	Branford	067	Hebron	123	Scotland	208	Region 8
015	Bridgeport	068	Kent	124	Seymour	209	Region 9
017	Bristol	069	Killingly	125	Sharon	210	Region 10
018	Brookfield	071	Lebanon	126	Shelton	211	Region 11
019	Brooklyn	072	Ledyard	127	Sherman	212	Region 12
021	Canaan	073	Lisbon	128	Simsbury	213	Region 13
022	Canterbury	076	Madison	129	Somers	214	Region 14
023	Canton	077	Manchester	131	Southington	215	Region 15
024	Chaplin	078	Mansfield	132	South Windsor	216	Region 16
025	Cheshire	079	Marlborough	133	Sprague	217	Region 17
026	Chester	080	Meriden	134	Stafford	218	Region 18
027	Clinton	083	Middletown	135	Stamford	219	Region 19
028	Colchester	084	Milford	136	Sterling	220	Region 20
029	Colebrook	085	Monroe	137	Stonington	336	Unified Schl Dist 1
030	Columbia	086	Montville	138	Stratford	337	DMHAS
031	Cornwall	088	Naugatuck	139	Suffield	347	Unified Schl Dist 2
032	Coventry	089	New Britain	140	Thomaston	900	CTECS
033	Cromwell	090	New Canaan	141	Thompson	999	Out of State
034	Danbury	091	New Fairfield	142	Tolland		
035	Darien	092	New Hartford	143	Torrington		
036	Deep River	093	New Haven	144	Trumbull		
037	Derby	094	Newington	145	Union		
039	Eastford	095	New London	146	Vernon		
040	East Granby	096	New Milford	147	Voluntown		
041	East Haddam	097	Newtown	148	Wallingford		
042	East Hampton	098	Norfolk	151	Waterbury		
043	East Hartford	099	North Branford	152	Waterford		
044	East Haven	100	North Canaan	153	Watertown		
045	East Lyme	101	North Haven	154	Westbrook		
046	Easton	102	North Stonington	155	West Hartford		
047	East Windsor	103	Norwalk	156	West Haven		
048	Ellington	104	Norwich	157	Weston		
049	Enfield	106	Old Saybrook	158	Westport		
050	Essex	107	Orange	159	Wethersfield		
051	Fairfield	108	Oxford	160	Willington		
052	Farmington	109	Plainfield	161	Wilton		

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.
13	Transfer to home schooling - A student who transfers to a period of instruction in a home environment for reasons other than health.

Table N – Exit Type (cont'd)

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	<p>Discontinued schooling – A student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and in the community.</p> <p>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).</p> <p>This code shall NOT be used to exit students from your district who will be away from school for a period of time for travel and/or vacation. <u>Guidelines for Excused and Unexcused Absences (ct.gov)</u></p>
23	<p>Transfer to GED program/NEDP - A student who meets <u>one</u> of the following conditions:</p> <ul style="list-style-type: none"> • 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. <p>Special Note Regarding 17-Year Olds Effective July 1, 2023, <u>C.G.S. 10-184</u></p> <p>The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.</p>

Table N – Exit Type (cont'd)

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. This code should only be used after all protocols in Appendix L of this document are implemented with documentation in the student's record.
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 G for a list of AHSCD programs. Special Note Regarding 17-Year Olds Effective July 1, 2023, C.G.S 10-184 The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school.

Table O – Exit Status

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

Table P – Title I Program Type

Code	Description
01	Targeted Assistance
02	School-Wide

Appendices

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. **(Also, 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 – CSDE Approved Magnet Schools

FULL-TIME MAGNET SCHOOLS

Reporting District	School Name	Facility/ Organization Code	Applicable magnet Grades
Bloomfield	Wintonbury Early Childhood Magnet School	0110811	PK
	Global Experience Magnet School	0116311	6-12
Bridgeport	Biotechnology, Research & Zoological Studies Magnet High School	0150611	9-12
	Aerospace/Hydrospace, Engineering and Physical Sciences Magnet High School	0150811	9-12
	Information Technology & Software Engineering Magnet High School	0151511	9-12
	Interdistrict Discovery Magnet School	0153711	PK -8
Danbury	Western CT Academy of International Studies Elementary Magnet School	0341911	K-5
East Hartford	Connecticut IB Academy	0436311	9-12
Hartford	Montessori Magnet at Batchelder School	0640511	PK-6
	Dwight-Bellizzi Dual Language Academy	0640711	PK-1
	Environmental Sciences Magnet School at Hooker School	0640911	PK-8
	Kinsella Magnet School of Performing Arts:PK-8 Campus	0641111	PK-8
	Hartford PreKindergarten Magnet School:North Campus	0641311	PK
	Hartford PreKindergarten Magnet School:South Campus	0641610	PK
	Kinsella Magnet School of Performing Arts:High School Campus	0641710	9-12
	Webster Micro Society Magnet School	0642011	PK-8
	STEM Magnet School at Fisher School	0642511	K-8
	Betances Learning Lab Magnet School	0642811	PK-4
	Breakthrough Magnet School, South	0643311	PK-8
	Breakthrough Magnet School, North	0643511	PK-5
	Montessori Magnet School at Fisher School	0643711	PK-8
	Betances STEM Magnet School	0643811	5-8

Appendix B – CSDE Approved Magnet Schools (cont'd)

	<u>School Name</u>	<u>Facility/ Organization Code</u>	<u>Applicable magnet Grades</u>
	Sport and Medical Sciences Academy	0646511	06-12
	Pathways Academy of Technology and Design	0646611	9-12
	University High of Science and Engineering	0646711	9-12
	Capital Preparatory Magnet School	0646911	PK-12
	Great Path Academy at MCC	0647911	9-12
New Haven	Barnard Environmental Magnet School	0930211	PK-8
	Beecher School	0930311	PK-8
	Davis Academy for Arts & Design Innovation	0930911	PK-8
	Ross/Woodward School	0931011	PK-8
	John C. Daniels	0931311	PK-8
	Engineering - Science University Magnet School	0931711	6-12
	Benjamin Jepson Magnet School	0931811	PK-8
	Mauro-Sheridan Magnet School	0931911	PK-8
	King/Robinson Magnet School	0933011	PK-8
	Betsy Ross Arts Magnet School	0935511	5-8
	Metropolitan Business Academy	0936011	9-12
	Hill Regional Career High School	0936311	9-12
	Cooperative High School-Inter-District Magnet	0936411	9-12
	High School In The Community	0936611	9-12
	New Haven Academy	0937011	9-12
New London	C.B. Jennings International Elementary Magnet	0950311	K-5
	Winthrop STEM Elementary Magnet School	0950811	K-5
	Nathan Hale Arts Magnet School	0950911	K-5
	Preschool Program at B.P. Learned Mission	0951111	PK
	Science and Technology Magnet Pathway for Middle Grades	0951211	5-8
	Science and Technology Magnet Pathway for High School Grades	0951311	9-12
	New London Visual and Performing Arts Magnet School	0951411	6-12
Norwalk	Center for Global Studies	1030511	9-12
Stamford	Strawberry Hill an ext. of Rogers International	1350711	K-8
	Rogers International School	1350811	K-8
	The Academy of Information, Technology & Engineering	1356411	9-12
Waterbury	Maloney Interdistrict Magnet School	1513111	PK-5
	Rotella Interdistrict Magnet School	1513311	PK-5
	Waterbury Arts Magnet School	1516011	6-12
Windham	Charles H. Barrows STEM Academy	1630411	K-8
GUES	Connecticut River Academy at Goodwin University	2310118	06-12
	Riverside Magnet School at Goodwin University	2310218	PK-5

Appendix B – CSDE Approved Magnet Schools (cont'd)

	<u>School Name</u>	<u>Facility/ Organization Code</u>	<u>Applicable magnet Grades</u>
CREC	Glastonbury/East Hartford Magnet School	2410114	PK-5
	University of Hartford Magnet School	2410214	PK-5
	Reggio Magnet School of the Arts	2410314	PK-5
	Academy of International Studies Elementary School	2410414	PK-5
	Museum Academy	2410514	PK-5
	Ana Grace Academy of the Arts School	2410614	PK-8
	Academy of Aerospace and Engineering Elementary	2410714	PK-5
	CREC Preschool at Progress Drive	2412114	PK
	Montessori Magnet School	2413114	PK-6
	Academy of Computer Science and Engineering Middle School	2415014	6-8
	Academy of Aerospace and Engineering	2415114	6-12
	Academy of Computer Science and Engineering	2415214	9-12
	Academy of International Studies 6-12	2416114	6-12
CES	Greater Hartford Academy of the Arts High School - Full Day	2416414	9-12
	Academy of Science and Innovation	2416514	6-12
ACES	Discovery Academy	2418114	PK-5
	Six-Six Magnet School	2430114	PK-8
	Wintergreen Interdistrict Magnet School	2440314	K-8
LEARN	ACES at Chase	2445114	6-9
	Regional Multicultural Magnet School	2450114	K-5
	The Friendship School	2450214	PK
	Marine Science Magnet High School	2456114	9-12
EASTCONN	Three Rivers Middle College Magnet School	2456214	11-12
	Arts at the Capitol Theater Magnet School (ACT)	2536014	9-12
	Quinebaug Middle College	2536114	9-12

PART-TIME MAGNET SCHOOLS

	<u>School Name</u>	<u>Facility/Organization Code</u>	<u>Applicable magnet Grades</u>
CREC	Greater Hartford Academy of the Arts – Half Day	2419900	9-12
CES	Regional Center for the Arts – Part Time	2439900	9-12
ACES	ACES Educational Center for the Arts - Part Time	2449900	9-12
GUES	Early College Advanced Manufacturing Pathway at Goodwin University	2310318	12

Appendix C – 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 D – Federal Guidance Regarding Identification of Race

All students must be assigned to a racial/ethnic subgroup for analysis purposes. 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.

Appendix E – 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 – complete only if the student is Special Education; 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 – complete only if the student is Special Education; nexus code for the OPEN Choice receiving district (Reporting District).
4. Student sent out of the OPEN Choice receiving district to **a detention center**:
 - Special Program status Code “32”.
 - Facility Code 1 – the detention center where the student is placed.
 - Facility Code 2 – the OPEN Choice receiving district facility where the student **would otherwise be** enrolled if not in a detention center.
 - Nexus District – complete only if the student is Special Education; nexus code for the OPEN Choice receiving district (Reporting District).

Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System (PSIS)

On September 7, 2022, the Connecticut State Board of Education adopted the following definition of student attendance:

A student is considered to be “in attendance” if: 1) present at their assigned school, and/or 2) participating in an activity sponsored by the school (e.g., field trip); and/or, 3) participating in statutorily authorized remote learning as determined through a combination of: synchronous virtual classes, synchronous virtual meetings, activities on time-logged electronic systems, and/or the completion and submission of assignments for at least half of the instructional school day. Students serving an out-of-school suspension or expulsion are reported as “absent” except for each day that the student receives alternative education programming for at least half of the instructional school day.

General Guidance for Reporting Student Attendance in the Public School Information System

Districts may develop attendance policies (e.g., period-by-period attendance) that differ from this written guidance for their own local reporting purposes. However, for reporting student attendance to the Connecticut State Department of Education (CSDE), specifically PSIS (i.e., days of membership, days in attendance), districts **must** adhere to all guidance provided in this appendix of the most recently published *Public School Information System User Reference Guide*.

- In accordance with the State Board of Education’s definition of attendance, any student who is physically attending their assigned school building (i.e., facility 1) for **at least half** of the instructional school day should be reported as “in attendance” for the purpose of reporting membership and attendance days to the CSDE.
 - On early dismissal days and all days shortened due to inclement weather, the instructional school day is calculated as the total amount of instructional time provided to students on that school day. For example, if a school is open for four hours due to a shortened or amended school day schedule, a student must be present for a minimum of two hours to be reported as “in attendance.”
- In accordance with the State Board of Education’s definition of attendance, any student who is **not** physically attending their assigned school building (i.e., facility 1) for **at least half** of the instructional school day is reported as “absent” for the purpose of reporting membership and attendance days to the CSDE.

Guidance for Reporting Student Attendance for Special Scenarios

Disciplinary Absences (out-of-school suspension, expulsion)

1. Students serving an out-of-school suspension or expulsion are reported as “absent” except for each day that the student receives an alternative education program for **at least half** of the instructional school day.

Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System (PSIS) (cont'd)

Early Dismissal Days

1. On early dismissal days and all days shortened due to inclement weather, the instructional school day is calculated as the total amount of instructional time provided to students on that day.
 - a. For example, if a school is open for four hours due to a shortened or amended school day schedule, a student **must** be present for a minimum of two hours to be reported as “in attendance.”

Extended Family Vacations/Travel

1. Students missing **more than half** of the instructional school day for the purpose of travel or vacation are reported as “absent.”
2. The fact that a parent or guardian has authorized such absence has no impact on the child being reported as “absent.”
3. In addition, students absent from school for extended stays abroad are reported as “absent” even if the child was provided with supplemental work by their home school in an effort to minimize the child’s missed classroom instruction.
4. Districts are strongly discouraged from seeking to use the unenrollment of students to favorably report aggregate school and district-level student attendance measures (e.g., chronic absenteeism rates).
5. Children who are absent from school because of a family vacation should not be unregistered from PSIS. Moreover, only when the child is 17 years old can a parent consent for such child to withdraw from school. For all other school age children under 17, Connecticut General Statute Section 10-184 requires that parents cause their child to attend a public school regularly or show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. For these school age children under 17, all the allowable list of exit codes within PSIS ask the parent to affirm that the child is continuing to receive equivalent instruction in the studies taught in the public schools.

Half-Day Kindergarten Programs

1. Students who attend a half-day kindergarten program should be reported as “in attendance” if the student is present for **at least half** of that program’s instructional day.

Homebound Students

1. Students who are homebound due to illness or injury are reported as “absent” **unless** they are receiving instruction and/or tutoring from an appropriately certified teacher for a designated amount of time that the school or district deems adequate, which will ensure that the student is able to successfully return to their home school and regular school classroom.
 - a. If an appropriately certified teacher does not provide the student instruction, the student **must** be marked “absent.”

Medical Absences

1. Students who are absent from school for medical reasons (e.g., routine medical appointments, chronic illness, hospitalization) are reported as “absent” for each day that they are **not** present for **at least half** of the instructional school day and **not** receiving instruction by an appropriately certified teacher.

Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System (PSIS) (cont'd)

Online Virtual Learning

1. Students participating in online and/or virtual learning programs approved by the district and in full accordance with subsection (g) of section 10-221a of the Connecticut General Statutes are reported as "in attendance" for each day they are receiving eligible instruction:
 - (g) Only courses taken in grades nine to twelve, inclusive, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; (2) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; (3) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; (4) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution, shall equal one-half credit for purposes of this section; (5) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or (6) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

Outplaced Students

Students attending outplaced facilities (e.g., approved private special education facilities, vocational facilities, etc.) **must** be reported in accordance with all written guidance provided in this appendix. School-Sponsored Activities

1. Students participating in a school-sponsored activity during the instructional school day should be reported as "in attendance." Appropriate examples of such school-sponsored activities include, but are **not** limited to the following:
 - a. Cooperative work experience programs
 - b. Community service and/or service-learning programs
 - c. Field trips
 - d. District-sponsored activities

Appendix F - Guidelines for Reporting Student Attendance in the Public School Information System (PSIS) (cont'd)

Mental Health Wellness Days

Public Act 21-46, An Act Concerning Social Equity and the Health Safety and Education of Children, Section 19 (a) and (b), defines and allows students to have two Mental Health Wellness (MHW) Days in a school year. District policies should consider the following when tracking MHW absences:

1. Students are limited to two MHW days per school year;
2. MHW days cannot be taken on consecutive school days, (e.g., Friday and Monday, Wednesday and Thursday);
3. MHW absences should always be excused when parent or guardian permission is documented, regardless of the number of absences a student has accrued in the school year (i.e., Level 1 or Level 2) as per the Guidelines for Implementation of the Definitions of Excused and Unexcused Absences;
4. MHW absences should not be included in reporting or referrals related to truancy;
5. MHW absences will count towards chronic absence calculations as students are missing opportunities to learn; and
6. Districts are encouraged to create codes in their student information systems for tracking and monitoring use of MHW days.

Modified School Day

Students that are only required to attend school for a partial day should be counted as present if they are in attendance for all of their required classes.

Contact

For questions about reporting student attendance in PSIS, please contact Kendra Shakir at (860)713-6896 or kendra.shakir@ct.gov.

Additional Resources

- [Chronic Absence Resource Page](#)

Appendix G – Adult High School Credit Diploma Programs

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

Appendix G – Adult High School Credit Diploma Programs (cont'd)

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 **and** **or** 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 H – 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 CT-SEDS.
 - Not eligible for SEECG
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 CT-SEDS.
 - Not eligible for SEECG.
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 (*this includes Mediations, Hearings and Complaints*).
 - District reports in PSIS and CT-SEDS. Facility Code should reflect the placement the parent is rejecting (do not report where the student was unilaterally placed by the parents).
 - May be eligible for SEECG
 - 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 (CT-SEDS) should be referred to Laura Guerrera at (860) 713-6898 or laura.guerrera@ct.gov. Questions concerning the reporting of students in the Special Education Excess Cost Grant (SEECG) Application can be referred to Kevin Chambers at (860) 713-6455 or kevin.chambers@ct.gov

Appendix I – 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 is an exemption where a student, seventeen years of age or younger, may enroll in adult education classes without being officially withdrawn from their reporting district. Section 10-73d of the C.G.S. allows a teen mother to enroll in adult education classes with approval by the local or regional school board.

Students who attend adult educational classes under the above circumstance 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 J – Reporting of Students in Detention Centers

Districts are required to capture court placements in Detention Centers. In the past, the students remained in their school of attendance. Facility Code 1 in PSIS must reflect the detention center the student is placed in. You must use Exit Type “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). In the collection, Special Program Status Code 09 must be used to identify students in Detention Centers.

DETENTION CENTERS

Facility-Organization Code	District Name	Facility-Organization Name	Address	City	State
3480115	Judicial Centers	Bridgeport Residential Center	60 Housatonic Ave	Bridgeport	CT
3480315	Judicial Centers	Hartford Residential Center	920 Broad St.	Hartford	CT
3481715	Judicial Centers	REGIONS secure Bridgeport	60 Housatonic Ave	Bridgeport	CT
3481815	Judicial Centers	REGIONS secure Hartford	920 Broad Street	Hartford	CT
3482115	Judicial Centers	REGIONS staff secure Waterbury	80 Prospect Street	Waterbury	CT
3482215	Judicial Centers	REGIONS staff-secure Hartford	123 Washington Street	Hartford	CT
3482315	Judicial Centers	REGIONS secure Hamden	995 Sherman Avenue	Hamden	CT
3482415	Judicial Centers	AFIR-LISA'S House	50 Bank Street	Plainville	CT

Students Returning to the Public School District from Juvenile Justice System Custody:

Connecticut state [law](#) indicates students shall have the right to return to such school district immediately upon discharge from detention into the community. Students are immediately enrolled in public school upon their return from justice system custody, pursuant to [Connecticut General Statutes C.G.S. Section 10-186\(e\)](#).

Appendix K – Reporting Student in Two Facilities

HOW TO REPORT A STUDENT ATTENDING TWO EDUCATIONAL FACILITIES WITHIN THE SCHOOL DAY

The existing rule in PSIS is as follows:

If a student attends two educational facilities within the school day, report the facility where the student receives the majority of their core academic curriculum in Facility Code 1.

In cases where you are requesting organization codes for a new Alternative Program:

Students enrolled in any kind of program for the entire day must have that program's Organization Code reported as Facility Code 1 in PSIS. When students have split schedules that place them at two locations within the school day, there are two questions that should be considered when determining which location should be reported as Facility Code 1 and which as Facility Code 2 in PSIS. First, if the majority of time is spent on one location, that location should be reported as Facility Code 1. If the student's time is split fairly evenly across the two locations, consider the location where the student receives the majority of their core academic instruction and report that program as Facility Code 1.

For example: If a student attends the regular high school for 4 hours of their day and spends 2 1/2 hours each day at the alternative HS program, report the high school's organization code in Facility Code 1 and the alternative program's organization code in Facility Code 2.

It is important to distinguish between segregated special education classrooms and district wide special education programs. Segregated special education classrooms only serve students from that "community" school whereas district wide special education programs are designed to serve students from multiple sending district buildings.

For example: a district with 3 elementary schools may have 0-5 students at each building with significant behavior issues that require a segregated classroom with a full-time ED teacher. Districts may create one ED classroom in each elementary school or may choose to consolidate those three smaller classes into one district wide ED program that is housed in one of the elementary schools.

The district that offers the separate class at each building to serve the needs of the students within that building does not need a separate code. The district that consolidates the classes into a program that accepts placements from all three building is required to obtain a separate code to allow for the identification of the students placed into the program.

The code is not intended to be a deterrent to districts interested in creating districtwide programs. The code will allow for proper coding of students for federal FAPE environments and allow the department to identify the existence and location of programs that exist in the state.

Appendix L - Reporting Information about Students who are Disengaged

Sometimes, despite the most exhaustive efforts by educators, they are unsuccessful in re-engaging some students who may have stopped coming to school. Such discontinuance may occur during the year. It may also occur during the summer; for example, there are students who are registered during the summer and NEVER show up in your district.

The following guidance is designed to assist districts with reporting of students in such situations to the Public School Information System (PSIS). This guidance is related only to PSIS data reporting, and must be considered in conjunction with the law and the district's procedures regarding attendance.

Of note, even if a school district unilaterally "unregisters" a child from PSIS based on this guidance, the district may have an obligation to reenroll the child in school should the child return to the district at some future time. This obligation may exist, for example, due to the child's illustrating their continued or renewed status as a resident in the district, or their participation in certain programs that would require continued enrollment in the district (such as the Open Choice program), unless the child's parents had officially withdrawn the student.

When the whereabouts of the student are known:

1. If it has been confirmed by the district that the child is no longer residing in the district, then the district must unregister the child with the appropriate exit code. Proper evidentiary documentation must be maintained at the district to affirm that the child is no longer residing in the district. Examples of such documentation include formal notification by the parent or a formal request for records from the child's new school district.
2. If it has been confirmed by the district that the child is still residing in the district but not attending school, then the district must implement its due process procedures and practices to get the child to start attending school. These steps include but are not limited to sending mail to the student's last known address, home visitation by a school official, referral to community agencies (e.g., Youth Service Bureau, Child Guidance Clinics) filing a referral of educational neglect with the Department of Children and Families (Form DCF136), and holding PPTs in compliance with Child Find obligations to see if the child is eligible for special education. Except for as described below with parental permission, or if the child is over 18 years of age (or over 21 years and engaged in special education), the district may not unregister the school-aged child if the child is known to be residing in the district. The school must continue efforts to try to reengage the child to return to school.

If the child is 17 years of age, the parent or person having control of the child may withdraw such child from school and enroll such child in an adult education program pursuant to sections 10-69 and 10-184. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Additionally, for any child regardless of age, the parent may indicate other reasons for removing the child from school such as transferring to another public school in the state, enrolling in private school, transferring to a charter school, or receiving homeschooling instruction. If, however, the parent does not take affirmative steps to withdraw the child from school, then the child must remain enrolled in PSIS. The district must continue its efforts to try and reengage the child to return to school.

When the whereabouts of the student are NOT known:

1. If the district has been unable to locate the child, then the district must ensure that it has exhausted its due process procedures and practices. These steps include but are not limited to sending mail to the student's last known address, home visitation by a school official, health/safety visit by law enforcement, and filing a referral of educational neglect with the Department of Children and Families (Form DCF-136).

Appendix L - Reporting Information about Students who are Disengaged (cont'd)

2. If after all these and any additional efforts, the district has still been unable to locate the child, and has a reasonable belief that the student has moved out of the district, or transferred to another school in the state

(public, private, charter, etc), or is receiving homeschooling instruction, then in very limited circumstances the district may unregister the child from PSIS with an exit code of 25 (Moved, not known to be continuing). The exit date must be the date when the district completes its due process; the exit date should not be backdated. Conversely, if the due process procedures allow the district to verify that the student actually transferred to another school, then the information obtained must be used to report a transfer date.

In such cases where the child's whereabouts are unknown, there is no specific time period that dictates when to unregister a student because it will depend on the specifics of the situation and the time it takes for the district to complete its adopted due process procedures, to pursue any and all efforts to locate the student, and to investigate the reasonable belief that the child has moved out of district. Districts should consider all of the following prior to seeking to unregister a student:

- Have you made a good faith effort to ascertain the status of the student?
- Do you have evidence which supports your efforts to locate the student?
- Do you have documentation of your process leading up to the student's removal through unregistration?