

Connecticut State Department of Education
Performance Office

Public School Information System (PSIS)

2017-18 PSIS Reference Guide

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 |
| SDE Data Manager | Marqu elle Middleton | marquelle.middleton@ct.gov | (860) 713-6877 |

District Support Person Assignments

To provide increased assistance to all of the districts we serve, each school district is assigned to one of the two following support staff members in the Performance Office. Districts should become familiar with who their assigned District Support Person (DSP) is and contact them with questions and concerns around PSIS reporting issues. Please use the following link to download the most recent listing detailing to which DSP each district is assigned to: <http://www.csde.state.ct.us/public/psis/downloads/DSP.pdf>

| Contact | Name | Email | Phone |
|-------------------------------|---------------------|--|----------------|
| District Support Person (DSP) | Renee Brousseau | Renee.Brousseau@ct.gov | (860) 713-6865 |
| District Support Person (DSP) | Yvonne Dillon-Terry | Yvonne.dillon-terry@ct.gov | (860) 713-6861 |



Public School Information System (PSIS) Reference Guide

District Contact List

It is the districts' responsibility to keep the PSIS contact information accurate. It is imperative the district's contact information is kept up-to-date at all times. 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 Reference:

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

Federal Child Count Timely and Accurate (SPP Indicator 20)

The Department will take into account whether or not district data are submitted in a timely and accurate manner in District-level Annual Performance Report (APR) determinations. Please work with all program offices (Special Education, English 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) Pre-certifying the data collection.

| PSIS Component | Due Date |
|-------------------------|--------------------------------------|
| Case Management | Cases Resolved within 10 school days |
| PSIS Summer Roll Up | September 15, 2017 |
| October 2017 Collection | October 15, 2017 |
| June 2018 Collection | July 14, 2018 |

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

| PSIS Component | Due Date |
|-------------------------|--|
| Case Management | No open cases more than 20 school days old |
| PSIS Summer Roll Up | September 30, 2017 |
| October 2017 Collection | October 29, 2017 |
| June 2018 Collection | August 11, 2018 |

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. For each collection, the Freeze Date (F1) will be used for mandated Federal, State and public reporting while the Freeze Date (F2) will serve as the last possible date for corrections to that collection. After the ‘freeze date’ has passed, changes to data will not be possible. Because PSIS data are used by other CSDE data collection systems, it is important to ensure the accuracy of initial PSIS submission data. **A Freeze (F0) of the October collection will be used at the discretion of the Department.** The ‘freeze dates’ for the 2017-18 school year are posted in the Due Date section below. LEAs are strongly encouraged to ensure they have provided accurate data to CSDE prior to certifying the active collection. Please contact the appropriate collection manager with questions.

Districts are encouraged to familiarize themselves with the flow and use of all submitted data as illustrated through our CSDE Data Life Cycle illustration which can be downloaded using the following link:

http://www.sde.ct.gov/sde/lib/sde/pdf/digest/2016_17/backtoschool_data lifecycle_and_timelines.pdf

Collection Freeze Dates: Districts are required to submit student-level data for the October and June collections. 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 2017-18 school year are posted in the Due Date section below. It should be noted that additional internal freeze dates (F0) of the October collection will be used for various analysis purposes at the discretion of the Department. 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 certifying the active collection. Please contact the appropriate collection manager with questions.

Due Dates

| Collection | Freeze Cycle | Submission Due Date (TIMELY) | Final Revision Date (ACCURATE) | Freeze Dates |
|---------------------|-------------------------------|--------------------------------------|--|------------------|
| Case Management | | Cases Resolved within 10 school days | No open cases more than 20 school days old | |
| PSIS Summer Roll Up | | September 15, 2017 | September 30, 2017 | |
| October 2017 | Freeze 0 (F0) | October 15, 2017 | October 30, 2017 | November 1, 2017 |
| | Freeze 1 (F1) | | | January 31, 2017 |
| | Freeze 2 (F2) | | | July 31, 2018 |
| PSIS Registration | Testing Accountability Freeze | | | Date TBD |
| June 2018 | Freeze 1 (F1) | July 14, 2018 | August 11, 2018 | August 18, 2018 |
| | Freeze 2 (F2) | | | July 31, 2019 |

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

Managing Student Data

PSIS Record Layouts

2017-18 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 |

2017-18 SASID Register/Unregister Record Layout (Version 3.1) (cont.)

| | | | | | | | | | | |
|----|---|----|------|-----|-----|---|---|---|---|---|
| 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.

2017-18 SASID Testing Demographics Record Layout (Version 1.0)

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 | English Learners (EL) | 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 (EL) | 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.

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.

2017-18 PSIS Data Collections Record Layout (Version 5.0)

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 | English Learners (EL) | N | Char | 126 | 126 | 1 | M | M | “Y” or “N” |
| 15 | EL 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 |
| 21 | 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 220 |
| 30 | Number of Days in Attendance | AD | Char | 203 | 205 | 3 | O | M | 0 to 220 |
| 31 | Immigrant Status | AE | Char | 206 | 207 | 1 | M | M | “Y” or “N” |
| 32 | Military Family | AF | Char | 208 | 209 | 1 | M | M | “Y” or “N” |
| 33 | End of Record Marker | AG | Char | 210 | 210 | 1 | M | M | The letter “X” must be included in this position to mark the end of each record |

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

Mandatory - If this field is not complete an error is generated.

Optional - The district has the option to report this field or leave it blank.

Recommended - We recommend that this field be reported but the district has the option to report this field or leave it blank.

Conditional - This field may become required depending upon your response to a related field.

Disallowed - The district may not report this field for this submission.

Data Field Descriptions (in alphabetical order)

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

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

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

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

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

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

EL Program Code – See Table I. This field is conditional for all collections.

English Learner (EL) – Formerly Limited English Proficient (LEP)

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

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

ESSA requires these standardized entrance procedure for the identification of English learners:

- **Step 1:** Determination if the student is a potential EL student through adherence to the [Home Language Survey Guidance](#) and completion of the [Home Language Survey](#).
 - Administer the home language survey, which must include the following questions (additional questions may be added):
 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 English learner.
- **Step 3:** If the HLS indicates the student may have a PHLOTE, the approved English language proficiency (ELP) assessment is administered.
- **Step 4:** If the student's results on the ELP assessment indicate the student is an English learner, the student is identified. The student's parents are informed of the service options for their child and select the service that the student will receive or 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 English Learner, an appropriate program of English language instruction must be provided and the student must be entered as EL.

If 20 or more English learners are identified with the same native language in the current year's October PSIS collection, a transitional bilingual education program must be provided in the following school year. Eligible schools are identified and notified in the spring prior to the implementation of the required program.

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

For the Head Start codes:

- Head Start students who are served/educated in an inclusive PreK school, e.g., Little Pumpkins Elementary PreK-5, should be coded to the Little Pumpkins School in Facility Code 1. For the field PreK Program Status Code, a number of choices are available, including Head Start – Federal and Head Start – State.
- For Head Start students who are served/educated in one of your schools not having PreK as a grade, you may require a (new) district-wide PreK school code. Please contact Angela Gambaccini-May at (860) 713-6847 to discuss your PreK program. Again, be sure to use the appropriate PreK Program Status Code.
- For Head Start students who are served/educated in a building other than one of your schools, you should use the assigned Facility code for that school; if no facility code has been assigned, you may use Facility Code 9990399 Head Start. Each student's PreK Program Status Code would likely be Head Start – Federal or Head Start – State, as appropriate. See the full list of PreK Program Status Codes in Table F of the Record Layout for additional selections.

For the Community-based PreK codes:

PreK students who are served/educated in private, community-based programs may be assigned to 9990399. For example:

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

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

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

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

(2) Facility Code 2 is required for students attending part-time magnets (see Appendix C, CSDE Approved Magnet Schools and vocational agriculture 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 vocational agriculture 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, and ACES Educational Center for the Arts 2449900. 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 VoAg instruction in one of these three shared-time centers, you will use Facility Code 1 to indicate the school in which the student receives his/her academic instruction. You will use Facility Code 2 to reflect the student's appropriate shared-time VoAg program. The Facility Codes 2 for the shared-time VoAg centers are: Donald F. Harris Sr. AgriScience & Technology Center 0116100; Bridgeport Regional Vocational Aquaculture Center 0156400; and Vocational Agriculture Center at Glastonbury High School 0546100. You may need to contact your local high school(s) for a list of affected students, in the event that your local student database does not currently identify this group of students.

(3) Facility Code 2 is required for students participating in the OPEN Choice program who are attending a private special education facility or RESC-operated special education facility as a result of his or her Individualized Education Program (IEP). In this case, Facility Code 2 should reflect the facility at the OPEN Choice receiving district the student would otherwise attend if not outplaced. Refer to Appendix F, Guidelines for Reporting OPEN Choice Students, for further information.

This field is **conditional** for all collections where students meet the criteria outlined above under (1). It is **required** for all collections where students meet the criteria outlined above under (2) and (3). This field is disallowed for unregistered 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.

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

Gifted and Talented – See table K. This field is mandatory for all collections.

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

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

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

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. Section 725(2) of the federal McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. The term includes—

- Children and youths who are:
 - 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”

Please note that if the homeless definition is applied to the student at any time throughout the school year this field should 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. This field is mandatory for all collections.

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 PL 107-110, 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. 101(a)(4), 101(d)(1), and 101(d)(5). “Armed Forces” means the Army, Navy, Air Force, Marine Corps 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. When at least one of the following questions indicate a language other than English:

- 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?

Nexus District – This field is conditional for special education students for all collections. The nexus district is the district that has the legal responsibility to identify, educate, and pay for a special education student under the Individuals with Disabilities Education Act (IDEA). Generally, nexus means the town where the student’s parent(s) reside with the following exceptions: The Connecticut Technical High School System (CTHSS), the Department of Corrections (USD#1), the Department of Children and Families (USD#2), and the Department of Mental Health and Addiction Services are considered to be the nexus for students attending school in any of these districts. This is also the case for OPEN Choice Students, where the receiving district (also the Reporting District, for PSIS) is the nexus and is responsible for the reasonable cost of special education and related services. For further explanation regarding nexus for special education students contact Laura Guerrero at (860) 713-6898 or laura.guerrera@ct.gov. This field is conditional for register, change, unregister, and all collections.

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

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

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

Example: The Nexus District in the Register Module is 64 and the Nexus District Entry Date is 09/01/2017. A Change record has been submitted where the Nexus District is 64 and the Nexus District Entry Date is 09/15/2017. The Nexus District Entry Date in Registration will be updated to 09/15/2017.

- 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 09/01/2017. A Change record has been submitted where the Nexus District is 89 and the Nexus District Entry Date is 09/15/2017. 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 09/15/2017. Please note that in the change record, the Nexus District Exit Date (for the previous Nexus District) must be a date prior to the Nexus District Entry Date (for the new Nexus District).

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

Number of Days in Attendance – Optional for PreK students. Specific to the facility attended at the time of reporting, the total number of instructional days a student has been present for the current school year. This must be reported as a whole number. It must be equal to or less than the student’s *Days in Membership*. It may be calculated as (Days in Membership minus absences). As reported for PSIS, student attendance (presence or absence) should be determined in accordance with the Department’s Guidelines in Appendix G. As reported for a SASID In-District Change (“C” for Record Type), it is probable that this value be 0 during the summer rollup process. If you have questions regarding attendance, please contact Marquelle Middleton at (860) 713-6877. 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 D for information regarding PreK students. This field is conditional for all collections.

Race/Ethnicity – CSDE has adopted the federal guidance on identification as of 2010-11. 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 E. This field is mandatory for register and change and disallowed for unregister.

Recently Arrived English Learner – If the student is an English Learner (EL) and their 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).

Detention Centers

| Facility-Organization Code | District Name | Facility-Organization Name | Address | CITY | STATE |
|----------------------------|------------------|-----------------------------|--------------------|------------|-------|
| 3480115 | Judicial Centers | Bridgeport Detention Center | 60 Housatonic Ave | Bridgeport | CT |
| 3480315 | Judicial Centers | Hartford Detention Center | 920 Broad St. | Hartford | CT |
| 3480415 | Judicial Centers | SAGE | 995 Sherman Ave | Hamden | CT |
| 3480915 | Judicial Centers | Girls Hybrid Program | 80 Prospect St. | Waterbury | CT |
| 3481015 | Judicial Centers | TRAC Program | 550 Goshen Rd. | Litchfield | CT |
| 3481115 | Judicial Centers | BRAVE | 123 Washington St. | Hartford | CT |
| 3481315 | Judicial Centers | Litchfield Boys IR Program | 550 Goshen Road | Litchfield | CT |
| 3481415 | Judicial Centers | Girls IR Program | 11 Country Place | Litchfield | CT |

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 above detention centers 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 Guerrero at (860) 713-6898 or laura.guerrera@ct.gov

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

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

Do not report students sent to Department of Children and Families (DCF) facilities which include Connecticut Children’s Place, Riverview Hospital, High Meadows, and Connecticut Juvenile Training School, nor students under the jurisdiction of the Department of Corrections (DOC). These students will be reported by DCF (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 F for details regarding reporting of OPEN Choice students in cases where the student is outplaced to another public school district for special education.

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

| RESC | Special Education Programs – REVISED June 1, 2017 |
|-------------|--|
| ACES | Center for Autism Spectrum and Developmental Disorders (CASDD), Village School, Mill Road School, Whitney High School East, Whitney High School West, Whitney High School North. |
| CES | Preschool-Primary Learning Center (PLC), Developmental Learning Center (DLC), Therapeutic Day Program (TDP), RISE Transitional Program. |
| CREC | Polaris Center, River Street School (RSS), RSS Early Learning Center, Integrated Program Models (IPM), Farmington Valley Diagnostic Center (FVDC), Soundbridge, Lincoln Academy Regional Inter-district Collaborative, Southern Transitional Real-World and Independent Vocational Education Program (STRIVE). |
| EASTCONN | Northeast Regional Program, Secondary Special Needs Program @ Woodstock Academy, Young Adult Program (YAP), The Eastern Regional Academy, EASTCONN Autism Program. |
| LEARN | Diagnostic and Wellness Center, RICHES, Applied Behavioral Analysis (ABA), SAILS, Pathways, Secondary Transition Services (STS). |
| EDADVANCE | The ACCESS School at The Danuta M. Thibodeau Education Center. |

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

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

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

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

SPECIAL SITUATIONS

Foster Child— It appears that 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 which 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 or 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 field Resident Town. (This applies only when your town is paying for all costs of the students’ education. You cannot code your students in this way if you bill the parents or the towns in which the students live for any portion of the students’ education.)

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

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

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 November 14 of the current reporting year). Call Kendra Shakir at (860) 713-6896 with questions.

Special Program Status Code – This field reflects the student’s status for Facility Code 1. Special Program Status code as described in Table E. Special programs include Vocational Agriculture, 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, noting especially BTEC students and the multiple criteria for truant. This field is mandatory for all collections.

Codes 00 thru 09 and 20 apply to students for whom Facility Code 2 is blank. Codes 10 thru 18 and 22 apply to students for whom Facility Code 2 is completed with an entry *other than* a part-time magnet school or shared-time vocational agriculture program. (That is, Codes 10 thru 18 and 22 do not apply if Facility Code 2 is one of the following: 2419800, 2419900, 2439900, 2449900, 0116100, 0156400, and 0546100.) Please contact 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.

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. 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.

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

Data Tables

Table A – Facility codes

| Code | Description |
|--|-------------|
| <i>See Data Tables at (http://www.csde.state.ct.us/public/studentid) 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 completely optional. Please note that in practice, SDE will treat students coded P3 in the same manner as students coded PK; no distinction will be made. Please see Appendix D for information regarding PreK students. |
| PK | Prekindergarten (If not P3, this is the default for PreK) Please see Appendix D for information regarding PreK students. |
| KH | Kindergarten, Half Day (Programs of approximately 2 ½ hours duration per day) |
| KE | Kindergarten, Extended Day (Programs of greater than 2 ½ hours duration per day and less than a full day) |
| KF | Kindergarten, Full Day (Programs comparable in length to regular elementary education) |
| 01 | Grade 1, including transitional first graders |
| 02 | Grade 2 |
| 03 | Grade 3 |
| 04 | Grade 4 |
| 05 | Grade 5 |
| 06 | Grade 6 |
| 07 | Grade 7 |
| 08 | Grade 8 |
| 09 | Grade 9 |
| 10 | Grade 10 |
| 11 | Grade 11 |
| 12 | Grade 12 |

Table D – Native Language Codes

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

Table E – Special Program Status Codes

| Code | Description |
|-------------|--|
| 00 or Blank | This is the default if codes 01 – 22 below do not apply to student's status. |
| 01 | <p>APPLIES TO FACILITY CODE 1: To be used if the student 1) attends a Vocational Agriculture 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 Vocational Agriculture 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 14, and Region 19.</p> <p>Bloomfield, Bridgeport, and Glastonbury should not use this code for any students who come into district solely for Vocational Agriculture 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 F 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 C 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, and EASTCONN.</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 Vocational Agriculture Center at his/her Designated High School, use Code 6.)</p> <p>This code is limited to the following Reporting Districts: Bolton, Colchester, Granby, Griswold, Killingly, Lebanon, Ledyard, Montville, New Fairfield, New Milford, Stafford, Windham, Region 12, Region 19, Gilbert School, Norwich Free Academy, and Woodstock Academy.</p> |
| 06 | <p>APPLIES TO FACILITY CODE 1: To be used if the student attends the Vocational Agriculture program at his/her Designated High School. (i.e., the student meets the conditions of both codes 1 and 5 above.)</p> <p>This code is limited to the following Reporting Districts: Killingly, Lebanon, and Ledyard, Region 19.</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.)

| | |
|----|--|
| 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 a Vocational Agriculture 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 Vocational Agriculture 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 14, and Region 19.</p> <p>Bloomfield, Bridgeport, and Glastonbury should not use this code for any students who come into district solely for Vocational Agriculture 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 F 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 C 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, and EASTCONN.</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 Vocational Agriculture Center at his/her Designated High School, use Code 6.)</p> <p>This code is limited to the following Reporting Districts: Bolton, Colchester, Granby, Griswold, Killingly, Lebanon, Ledyard, Montville, New Fairfield, New Milford, Stafford, Windham, Region 12, Region 19, Gilbert School, Norwich Free Academy, and Woodstock Academy.</p> |

Table E – Special Program Status Codes (cont.)

| | |
|----|--|
| 16 | <p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>attends the Vocational Agriculture program at his/her Designated High School. (i.e., the student meets the conditions of both codes 1 and 5 above.)</p> <p>This code is limited to the following Reporting Districts: Killingly, Lebanon, and Ledyard, Region 19.</p> |
| 17 | <p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>attends the Bristol Technical Education Center (Bristol Satellite).</p> |
| 18 | <p>To be used if the student attends two facilities simultaneously in accordance with an IEP or other special circumstances, and;</p> <p>the student is homebound and is being tutored at home or receiving other instructional services at the expense of your district.</p> |
| 19 | Reserved for future use |
| 20 | To be used for truant students ONLY WHERE ALL THREE OF THE FOLLOWING CONDITIONS ARE MET: 1) the student has not shown up at all since the start of the school year, 2) the student is known to be truant, and 3) a formal truancy process is underway, in accordance with your district's local truancy policy. We are aware that at the local level, truancy policies vary. Please rely upon your district's local policy, in determining whether or not this code is appropriate to your students. |
| 21 | Reserved for future use |
| 22 | <p>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;</p> <p>is a participant in the OPEN Choice Program. Refer to Appendix F for guidance regarding reporting of OPEN Choice students.</p> |
| 23 | <p>To be used if the student was placed by court in a detention center and;</p> <p>is enrolled in a State-approved full-time Magnet School Program. Please see Appendix C 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, and EASTCONN.</p> |
| 32 | <p>To be used if the student was placed by court in a detention center and;</p> <p>is a participant in the OPEN Choice Program. Refer to Appendix F for guidance regarding reporting of OPEN Choice students.</p> |

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 |
| 04 | Special Education Program (Include here students who are known as service provider location students (previously called itinerant speech services.) Report here all students, both regular education and students with disabilities, who attend a PreK <i>Special Education</i> 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> |
|---------------------|-----------------|---------------------|------------------|---------------------|---|
| 2 | Ansonia | 83 | Middletown | 159 | Wethersfield |
| 3 | Ashford | 84 | Milford | 160 | Willington |
| 4 | Avon | 85 | Monroe | 161 | Wilton |
| 5 | Barkhamsted | 86 | Montville | 162 | Winchester |
| 7 | Berlin | 88 | Naugatuck | 163 | Windham |
| 8 | Bethany | 89 | New Britain | 164 | Windsor |
| 9 | Bethel | 90 | New Canaan | 165 | Windsor Locks |
| 11 | Bloomfield | 91 | New Fairfield | 166 | Wolcott |
| 12 | Bolton | 92 | New Hartford | 167 | Woodbridge |
| 13 | Bozrah | 93 | New Haven | 169 | Woodstock |
| 14 | Branford | 94 | Newington | 201 | Region 1 |
| 15 | Bridgeport | 95 | New London | 204 | Region 4 |
| 17 | Bristol | 96 | New Milford | 205 | Region 5 |
| 18 | Brookfield | 97 | Newtown | 206 | Region 6 |
| 19 | Brooklyn | 98 | Norfolk | 207 | Region 7 |
| 21 | Canaan | 99 | North Branford | 208 | Region 8 |
| 22 | Canterbury | 100 | North Canaan | 209 | Region 9 |
| 23 | Canton | 101 | North Haven | 210 | Region 10 |
| 24 | Chaplin | 102 | North Stonington | 211 | Region 11 |
| 25 | Cheshire | 103 | Norwalk | 212 | Region 12 |
| 26 | Chester | 104 | Norwich | 213 | Region 13 |
| 27 | Clinton | 106 | Old Saybrook | 214 | Region 14 |
| 28 | Colchester | 107 | Orange | 215 | Region 15 |
| 29 | Colebrook | 108 | Oxford | 216 | Region 16 |
| 30 | Columbia | 109 | Plainfield | 217 | Region 17 |
| 31 | Cornwall | 110 | Plainville | 218 | Region 18 |
| 32 | Coventry | 111 | Plymouth | 219 | Region 19 |
| 33 | Cromwell | 112 | Pomfret | 241 | CREC |
| 34 | Danbury | 113 | Portland | 242 | EDADVANCE |
| 35 | Darien | 114 | Preston | 243 | CES |
| 36 | Deep River | 116 | Putnam | 244 | ACES |
| 37 | Derby | 117 | Redding | 245 | LEARN |
| 39 | Eastford | 118 | Ridgefield | 253 | EASTCONN |
| 40 | East Granby | 119 | Rocky Hill | 261 | Jumoke Academy |
| 41 | East Haddam | 121 | Salem | 263 | Odyssey Community School |
| 42 | East Hampton | 122 | Salisbury | 264 | Integrated Day Charter School |
| 43 | East Hartford | 123 | Scotland | 265 | Interdistrict School For Arts and Communication |
| 44 | East Haven | 124 | Seymour | 268 | Common Ground High School |
| 45 | East Lyme | 125 | Sharon | 269 | The Bridge Academy |
| 46 | Easton | 126 | Shelton | 270 | Side By Side Community School |
| 47 | East Windsor | 127 | Sherman | 272 | Explorations |

Table H – Reporting Districts (cont.)

| LEA CODE | LEA TOWN | LEA CODE | LEA TOWN | LEA CODE | LEA TOWN |
|----------|-------------|----------|---------------|----------|---|
| 48 | Ellington | 128 | Simsbury | 278 | Trailblazers Academy |
| 49 | Enfield | 129 | Somers | 279 | Amistad Academy |
| 50 | Essex | 131 | Southington | 280 | New Beginnings Family Academy |
| 51 | Fairfield | 132 | South Windsor | 282 | Stamford Academy |
| 52 | Farmington | 133 | Sprague | 283 | Park City Prep |
| 53 | Franklin | 134 | Stafford | 285 | AF Bridgeport Academy |
| 54 | Glastonbury | 135 | Stamford | 286 | Highville Charter School |
| 56 | Granby | 136 | Sterling | 288 | Achievement First Hartford Academy |
| 57 | Greenwich | 137 | Stonington | 289 | Elm City College Prep |
| 58 | Griswold | 138 | Stratford | 290 | Brass City Charter School |
| 59 | Groton | 139 | Suffield | 291 | Elm City Montessori School |
| 60 | Guilford | 140 | Thomaston | 293 | Path Academy (Windham) |
| 62 | Hamden | 141 | Thompson | 294 | Great Oaks Charter School-Bridgeport |
| 63 | Hampton | 142 | Tolland | 295 | Booker T. Washington Academy |
| 64 | Hartford | 143 | Torrington | 296 | Stamford Charter School for Excellence |
| 65 | Hartland | 144 | Trumbull | 297 | Capital Preparatory Harbor School Inc. |
| 67 | Hebron | 145 | Union | 336 | CORRECTIONS/DOC - USD 1 |
| 68 | Kent | 146 | Vernon | 337 | Dept. of Mental Health and Addiction Services |
| 69 | Killingly | 147 | Voluntown | 347 | DCF - USD 2 |
| 71 | Lebanon | 148 | Wallingford | 349 | Office of Early Childhood |
| 72 | Ledyard | 151 | Waterbury | 900 | CTHSS (CT Tech. HS) |
| 73 | Lisbon | 152 | Waterford | 901 | Norwich Free Academy – NFA |
| 74 | Litchfield | 153 | Watertown | 902 | The Gilbert School – GS |
| 76 | Madison | 154 | Westbrook | 903 | Woodstock Academy – WA |
| 77 | Manchester | 155 | West Hartford | | |
| 78 | Mansfield | 156 | West Haven | | |
| 79 | Marlborough | 157 | Weston | | |

Table I – EL 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. |
| 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. |

Table I – EL Program Codes (formerly LEP Program Codes) (cont.)

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

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

Student is eligible 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

Student is eligible and is participating in a mandated dual language bilingual program as required by Public Act 15-5 Sec 286 (d). 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

Student is eligible for and participated in a Transitional Bilingual Education Program for 30 months. 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.

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

Student is eligible for and participated in a Transitional Bilingual Education Program for 30 months. 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.

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

Student is eligible for and participated in a Transitional Bilingual Education Program for 30 months. 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.

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

Student is receiving mandated English as a Second Language (ESL) services as required by Public Act 15-5 Sec 286 (d), inclusive of the Connecticut General Statutes. These are EL students at the secondary level who are eligible for a mandated bilingual education program, but when enrolling have fewer than 30 months remaining for graduation.

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)

Student is receiving Language Transition Support Services (LTSS).

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

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

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

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

Student is not eligible for mandated bilingual education program (less than 20 students dominant in any language other than English) and is receiving appropriate English as second language instruction 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 student meets the state mandated exit criteria, they exit EL status and programming.

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

Student is not eligible for mandated bilingual education program (less than 20 students dominant in any language other than English) and is receiving appropriate English as second language instruction 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 student meets the state mandated exit criteria, they exit EL status and programming.

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

Student is not eligible for mandated bilingual education program (less than 20 students dominant in any language other than English) and is receiving appropriate English as second language instruction 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 student meets the state mandated exit criteria, they exit EL status and programming.

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.

Student is not eligible for mandated bilingual education program (less than 20 students dominant in any language other than English) and is receiving appropriate English as second language instruction 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 student meets the state mandated exit criteria, they exit EL status and programming.

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

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

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

Though student is eligible for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However 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 student meets the state mandated exit criteria, they exit EL 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 student is eligible for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However student is participating in 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 student meets the state mandated exit criteria, they exit EL 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 student is eligible for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However student is participating in 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 student meets the state mandated exit criteria, they exit EL 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 student is eligible for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However student is participating in 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 student meets the state mandated exit criteria, they exit EL 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 student is eligible for mandated bilingual education program (twenty or more eligible students classified as dominant in any one language other than English), no bilingual education program is provided due to parental request. However 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 student meets the state mandated exit criteria, they exit EL 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. As well, documentable local costs must be above and beyond other available funding (such as state or federal grant funds) and may include eligible in-kind services.</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. 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 | Shelters - Children and youth who are living in homeless shelters, emergency shelters, transitional shelters or similar settings and are in the physical custody of a parent or guardian. |
| 02 | Doubled up - Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason and are in the physical custody of a parent or guardian. |
| 03 | Unsheltered - Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings and are in the physical custody of a parent or guardian. |
| 04 | Hotel/Motel - Children and youth who are living in motels, hotels, or camp grounds due to the lack of alternative adequate accommodations and are in the physical custody of a parent or guardian. |
| 11 | Sheltered/Unaccompanied Youth - Children and youth who are living in homeless shelters, emergency shelters, transitional shelters or similar settings <u>and</u> are not in the physical custody of a parent or guardian. |
| 12 | Doubled up/Unaccompanied - Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason <u>and</u> are not in the physical custody of a parent or guardian. |
| 13 | Unsheltered/Unaccompanied – Children and youth who are living in cares, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings <u>and</u> are not in the physical custody of a parent or guardian. |
| 14 | Hotel-Motel/Unaccompanied Youth – Children and youth who are living in motels, hotels, or camp grounds due to the lack of alternative adequate accommodations <u>and</u> are not in the physical custody of a parent or guardian. |

Table M - Nexus Districts

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

Table N – Exit Type

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

Table N – Exit Type (cont.)

| Code | Description |
|------|--|
| 13 | Transfer to home schooling - A student who transfers to a period of instruction in a home environment for reasons other than health. |
| 15 | Graduated with regular, advanced, International Baccalaureate, or other type of diploma - A student who has received a regular high school diploma upon completion of state and local requirements for both coursework and assessment or a high school diploma from a program other than the regular school program. |
| 16 | Completed school with other credentials - A student who has received a certificate of completion or attendance in lieu of a high school diploma. This code is only to be used for students with disabilities. |
| 17 | Death - A student whose membership is terminated because he or she died during or between regular school sessions. |
| 20 | Reached maximum age for services - A student who left school because he or she has reached the maximum age to receive instructional services allowed by federal, state, or local laws. |
| 21 | <p>Discontinued schooling –</p> <ul style="list-style-type: none"> • A student who is at least 18 years old who notifies the school and stops attending school for reasons with a specified length of time considered by the state or district to constitute “dropping out.” OR • A student whose parent or person having control of the child exercises his/her option of not sending the child to school until the child is 7 years of age, and completes an option/withdrawal form. This includes students who are no longer receiving special education services at a service provider location (previously known as itinerant service students). <p>Note: Pursuant to C.G.S. Section 10-184, students under the age of 18 cannot drop without parental consent.</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.</p> |
| 23 | <p>Transfer to GED program/EDP - 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 |
| 24 | Transfer to a postsecondary education - A student who has transferred to an accredited postsecondary institution prior to his or her graduation from high school. |
| 25 | Moved, not known to be continuing - A student who has moved outside his or her attendance area and is not known to be continuing his or her elementary or secondary education. This includes students who were registered, but never showed up for instruction. |
| 26 | Transfer to a state approved full-time magnet school - A student who has transferred to an institution designated as a magnet school in another Local Education Agency. |
| 27 | Transfer to an Adult High School Credit Diploma (AHSCD) program - A student who has transferred to an AHSCD program with confirmation of enrollment and will earn an adult high school diploma issued by a Local Education Agency. See Appendix H for a list of AHSCD programs. |

Table O – Exit Status

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

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. **As well, students for whom parents pay any amount of tuition are always excluded.**)

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

APPENDIX B – Income Guidelines for Determining Eligibility For Free And Reduced Price Meals**INSTRUCTIONS**

Rev. 03/17

7CFR Part 245.3(a)

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

The following income guidelines will be used in Connecticut from **July 1, 2017** to **June 30, 2018** for determining eligibility of participants for free and reduced price meals and milk in the Child Nutrition Programs. These guidelines are taken from the United States Department of Agriculture’s annual adjustments to the Income Guidelines. **Note:** Before approving ANY free/reduced price meal/milk applications, the determining official must do the following: 1) Refer to and review the USDA *Eligibility Manual for School Meals* manual, 2) Review the **2017-18** application and instruction form, and 3) Review the **2017-18** Parent/Guardian Letter to Households for School Meals/Milk and Snacks.

FREE MEALS/MILK**REDUCED PRICE MEALS**

| Number in Family | Annual Gross Income | Monthly Gross Income | Twice Per Month Gross Income | Every Two Weeks Gross Income | Weekly Gross Income | Number in Family | Annual Gross Income | Monthly Gross Income | Twice Per Month Gross Income | Every Two Weeks Gross Income | Weekly Gross Income |
|--------------------------|---------------------|----------------------|------------------------------|------------------------------|---------------------|--------------------------|---------------------|----------------------|------------------------------|------------------------------|---------------------|
| 1 | \$15,678 | \$1,307 | \$654 | \$603 | \$302 | 1 | \$22,311 | \$1,860 | 930 | \$859 | \$430 |
| 2 | 21,112 | 1,760 | 880 | 812 | 406 | 2 | 30,044 | 2,504 | 1,252 | 1,156 | 578 |
| 3 | 26,546 | 2,213 | 1,107 | 1,021 | 511 | 3 | 37,777 | 3,149 | 1,575 | 1,453 | 727 |
| 4 | 31,980 | 2,665 | 1,333 | 1,230 | 615 | 4 | 45,510 | 3,793 | 1,897 | 1,751 | 876 |
| 5 | 37,414 | 3,118 | 1,559 | 1,439 | 720 | 5 | 53,243 | 4,437 | 2,219 | 2,048 | 1,024 |
| 6 | 42,848 | 3,571 | 1,786 | 1,648 | 824 | 6 | 60,976 | 5,082 | 2,541 | 2,346 | 1,173 |
| 7 | 48,282 | 4,024 | 2,012 | 1,857 | 929 | 7 | 68,709 | 5,726 | 2,863 | 2,643 | 1,322 |
| 8 | 53,716 | 4,477 | 2,239 | 2,066 | 1033 | 8 | 76,442 | 6,371 | 3,186 | 2,941 | 1,471 |
| Each Add'l Family Member | 5,434 | 453 | 227 | 209 | 105 | Each Add'l Family Member | 7,733 | 645 | 323 | 298 | 149 |

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

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

*Income means income before deductions such as income taxes, Social Security taxes, insurance premiums, charitable contributions and bonds. It includes the following: 1) Monetary compensation for services, including wages, salary, commissions or fees; 2) net income from non-farm self-employment; 3) net income from farm self-employment; 4) Social Security; 5) dividends or interest on savings or bonds or income from estates or trusts; 6) net rental income; 7) public assistance or welfare payments; 8) unemployment compensation; 9) government civilian employee or military retirement, or pensions or veterans’ payments; 10) private pension or annuities; 11) alimony or child support payments; 12) regular contributions from persons not living in the household; 13) net royalties; and 14) other cash income. Other cash income would include cash amounts received or withdrawn from any source including savings, investments, trust accounts and other resources. “Income” as used here does not include any income or benefits received under any federal programs, which are excluded from

consideration as income by any legislative prohibition, for example, the value of benefits received under the Supplemental Nutrition Assistance Program (SNAP).

If a household has only one source of income, or if all sources of income are the same frequency, do **not** use conversion factors. Compare the income or sum of the incomes to the chart above for the appropriate frequency and household size to make the eligibility determination. Many households have different sources of income coming into the home at different frequencies, such as weekly or bi-weekly wages and monthly social security benefits. In these situations, convert all sources of income to an annual amount using the calculations below.

- **Weekly:** Multiply by 52
- **Every two weeks:** Multiply by 26
- **Twice per month:** Multiply by 24
- **Monthly:** Multiply by 12

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

APPENDIX C – CSDE Approved Magnet Schools

2017-18 REVISED 06/01/2017

FULL-TIME MAGNET SCHOOLS

| <u>Reporting District</u> | <u>School Name</u> | <u>Facility/ Organization Code</u> | <u>Applicable Grades</u> |
|--|--|---|-------------------------------------|
| Bloomfield | Wintonbury Early Childhood Magnet School | 0110811 | PK-K |
| | Global Experience Magnet School | 0116311 | 6-12 |
| Bridgeport | Biotechnology, Research and Zoological Studies HS at the Fairchild-Wheeler Magnet Campus | 0150611 | 9-12 |
| | Aerospace/Hydrospace, Engineering and Physical Sciences HS at the Fairchild-Wheeler Magnet Campus | 0150811 | 9-12 |
| | Information Technology and Software Engineering High School at the Fairchild-Wheeler Magnet Campus | 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 Moylan School | 0640511 | PK-6 |
| | Environmental Sciences Magnet School at Hooker School | 0640911 | PK-8 |
| | Kinsella Magnet School of Performing Arts | 0641111 | PK-12 |
| | Hartford PreKindergarten Magnet School | 0641311 | PK |
| | Webster Micro Society School | 0642011 | PK-8 |
| | STEM Magnet School at Fisher School | 0642511 | K-8 |
| | Betances Early Reading Lab Magnet School | 0642811 | PK-3 |
| | Breakthrough Magnet School | 0643311 | PK-8 |
| | Breakthrough II Magnet School | 0643511 | PK-8 |
| | Montessori Magnet School at Fisher School | 0643711 | PK-8 |
| | Betances STEM Magnet School | 0643811 | 4-8 |
| | Capital Community College Magnet Academy | 0643911 | 11-12 |
| | Hartford Magnet Trinity College Academy | 0645411 | 6-12 |
| | Classical Magnet School | 0646411 | 6-12 |
| | Sports and Medical Sciences Academy | 0646511 | 6-12 |
| Pathways Academy of Technology and Design | 0646611 | 9-12 | |
| University High of Science and Engineering | 0646711 | 9-12 | |

APPENDIX C – CSDE Approved Magnet Schools (Cont'd)

| | | | |
|------------|--|---------|-------|
| | Capital Preparatory Magnet School | 0646911 | PK-12 |
| | Journalism and Media Academy Magnet School | 0647711 | 9-12 |
| | Great Path Academy at MCC | 0647911 | 9-12 |
| New Haven | Barnard Environmental Magnet School | 0930211 | PK- |
| | Beecher School | 0930311 | PK-8 |
| | Davis 21st Century Magnet Elementary School | 0930911 | PK-8 |
| | Ross/Woodward School | 0931011 | PK-8 |
| | John C. Daniels | 0931311 | PK-8 |
| | Engineering - Science University Magnet School | 0931711 | 9-12 |
| | Benjamin Jepson Magnet School | 0931811 | PK-8 |
| | Mauro-Sheridan Magnet School | 0931911 | PK-8 |
| | King/Robinson Magnet School | 0933011 | PK-8 |
| | West Rock Authors Academy | 0934911 | 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 | 0936411 | 9-12 |
| | High School In The Community | 0936611 | 9-12 |
| | Cortlandt V.R. Creed Health and Sport Sciences High School | 0936811 | 9-12 |
| | New Haven Academy | 0937011 | 9-12 |
| | | | |
| New London | Winthrop STEM Elementary Magnet School | 0950811 | K-5 |
| | Nathan Hale Arts Magnet School | 0950911 | K-5 |
| | Science and Technology Magnet School of Southeastern Connecticut | 0951311 | 6-12 |
| | New London Visual and Performing Arts Magnet School | 0951411 | 6-8 |
| | | | |
| Norwalk | Center for Global Studies | 1030511 | 9-12 |
| | | | |
| Stamford | New School at 200 Strawberry Hill Avenue | 1350711 | K-2 |
| | Rogers International School | 1350811 | K-8 |
| | The Academy of Information Technology | 1356411 | 9-12 |
| | | | |
| Waterbury | Maloney Interdistrict Magnet School | 1513111 | PK-5 |
| | Rotella Interdistrict Magnet School | 1513311 | PK-5 |

APPENDIX C – CSDE Approved Magnet Schools (Cont’d)

| | | | |
|---------|---|---------|----------|
| | Waterbury Arts Magnet School (Middle) | 1515011 | 6-8 |
| | Waterbury Arts Magnet School (High) | 1516011 | 9-12 |
| Windham | Charles H. Barrows STEM Academy | 1630411 | K-8 |
| 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 |
| | International Magnet School for Global Citizenship | 2410414 | PK-5 |
| | Museum Academy | 2410514 | PK-5 |
| | Ana Grace Academy of the Arts Elementary School | 2410614 | PK-4 |
| | Academy of Aerospace and Engineering Elementary | 2410714 | PK-3 |
| | Montessori Magnet School | 2413114 | PK-6 |
| | Two Rivers Magnet Middle School | 2415014 | 6-8 |
| | Academy of Aerospace and Engineering | 2415114 | 6-12 |
| | Public Safety Academy | 2415214 | 7-12 |
| | Greater Hartford Academy of the Arts Magnet Middle | 2415314 | 6-8 |
| | Metropolitan Learning Center for Global and International Studies | 2416114 | 6-12 |
| | Greater Hartford Academy of the Arts High School - Full Time | 2416414 | 9-12 |
| | Academy of Science and Innovation | 2416514 | PK, 6-12 |
| | Two Rivers Magnet High School | 2416714 | 9-12 |
| | Discovery Academy | 2418114 | PK-5 |
| CES | Six-Six Magnet School | 2430114 | PK-8 |

APPENDIX C – CSDE Approved Magnet Schools (Cont’d)

| | | | |
|----------|---|---------|-------|
| | | | |
| ACES | Wintergreen Interdistrict Magnet School | 2440314 | K-8 |
| | Thomas Edison Magnet Middle School | 2445114 | 6-8 |
| | | | |
| LEARN | Regional Multicultural Magnet School | 2450114 | K-5 |
| | The Friendship School | 2450214 | PK-K |
| | Riverside Magnet School at Goodwin College | 2450314 | PK-3 |
| | Dual Language & Arts Magnet Middle School | 2455014 | 6-8 |
| | Connecticut River Academy | 2456014 | 9-12 |
| | Marine Science Magnet High School of Southeastern Connecticut | 2456114 | 9-12 |
| | Three Rivers Middle College Magnet School | 2456214 | 11-12 |
| | | | |
| EASTCONN | 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 Grades</u> |
|------|--|-----------------------------------|--------------------------|
| CREC | Greater Hartford Academy of the Arts – Part Time | 2419900 | 9-12 |
| | Greater Hartford Academy of Math and Science – Part Time | 2419800 | 11-12 |
| | | | |
| CES | Regional Center for the Arts – Part Time | 2439900 | 9-12 |
| | | | |
| ACES | A.C.E.S. Educational Center for the Arts - Part Time | 2449900 | 9-12 |

APPENDIX D – Policy To Clarify School Districts’ Ability To Assess Fees For Regular Education Pre-Kindergarten Programs And Treatment Of These Students For State And Federal Grants Determinations

ISSUE:

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

DISCUSSION:

Generally, prekindergarten programs fall into two basic categories:

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

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

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

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

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

RECOMMENDATION:

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

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

APPENDIX E – Federal Guidance Regarding Identification of Race

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.

Additional information on the Federal Race/Ethnicity guidelines can be found on the U.S. Department of Education's Web site at <http://www2.ed.gov/policy/rschstat/guid/raceethnicity/index.html> or https://surveys.nces.ed.gov/ipeds/visFaq_re.aspx

APPENDIX F – Reporting Guidelines for the OPEN Choice Program

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

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

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

In January 2008, the Connecticut State Board of Education adopted the following definition of student attendance:

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out of school suspension or expulsion should always be considered absent.

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.
 - a. Effective July 1, 2017 CSDE will no longer consider In-School Suspensions (ISS) lasting one-half day or more to be considered and reported as a full-day absence.

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.

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

1. 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

Contact

For questions about reporting student attendance in PSIS, please contact Marquelle Middleton at (860)713-6877 or Marquelle.Middleton@ct.gov.

Additional Resources

- [Guidance on Unexcused/Excused Absences](#)
- [Chronic Absenteeism Resource Page](#)

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

High School Completion Programs

1. Adult High School Credit Diploma (AHSCD):

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

Credits are required to be distributed as follows:

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

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

2. General Educational Development (GED):

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

3. National External Diploma Program (NEDP):

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

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

Do not report student in PSIS in cases where:

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

FAQs

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

Reporting of Teen Mothers and Students Expelled for the First Time

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

9990799 – Generic Other – Teen Mothers attending adult education

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

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

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

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

APPENDIX K – Community Eligibility Provision (CEP)**2017-18 ALTERNATIVE INCOME SURVEY GUIDANCE*******For Community Eligibility Provision LEAs and Schools only*****

For a local educational agency (LEA) to use the CEP for school year 2017-18, the LEA must have one or more schools that have an **identified student percentage** of 40 percent or greater as of April 1, 2017. The identified student percentage is NOT the same as the total number of students eligible for free and reduced-price meals. Identified student percentage counts include only students directly certified for free meals through documentation provided by the following programs:

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

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

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

- Report all *identified students* as “free” in PSIS.
- For non-identified students who are returning from the previous school year, report their meal eligibility status from the prior year.
- For non-identified students who are newly entering the district in the current school year, report their hypothetical meal eligibility per the USDA income guidelines in this sample “alternative income survey” form. Districts may customize this form to suit their needs as long as the income ranges table that are identical to the USDA income guidelines for 2017-18 are preserved. The survey data should be coded as follows in PSIS: the lowest income range as “free”, the middle income range as “reduced”, and the highest income range as “not eligible”.

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

Suggestions for disseminating this form and improving the response rate:

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

APPENDIX K – Community Eligibility Provision (CEP) (Cont'd)

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

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

- To download the 2017-18 Alternative Income Survey please visit the PSIS Help Site.
<http://www.csde.state.ct.us/public/psis/downloads.asp#layouts>

APPENDIX L – Reporting of Students in Detention Centers

Districts are now 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 still 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 Detention Center | 60 Housatonic Ave | Bridgeport | CT |
| 3480315 | Judicial Centers | Hartford Detention Center | 920 Broad St. | Hartford | CT |
| 3480915 | Judicial Centers | Girls Hybrid Program | 80 Prospect St. | Waterbury | CT |
| 3481015 | Judicial Centers | TRAC Program | 550 Goshen Rd | Litchfield | CT |
| 3481315 | Judicial Centers | Litchfield Boys IR Program | 550 Goshen Road | Litchfield | CT |

APPENDIX M – 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 ½ 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 N - 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 the reporting of students in such situations to the Public School Information System (PSIS).

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 DCF-136), and holding PPTs in compliance with Child Find obligations to see if the child is eligible for special education.

If the child is 17 years of age, the parent may withdraw the child by completing an official withdrawal form as prescribed in C.G.S Section 10-184. 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 refuses to withdraw their 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).
2. If after all these and any additional efforts, the district has still been unable to locate the child then 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's 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 their adopted due process procedures. 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 unregister?