

**OMB NO. 1820-0030**

**Expires: 1/31/2027**

**ANNUAL STATE APPLICATION UNDER PART B OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004  
FOR FEDERAL FISCAL YEAR 2024**

**CFDA No. 84.027A and 84.173A**

**ED FORM No. 9055**

**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF SPECIAL EDUCATION PROGRAMS**

**Washington, DC 20202-2600**

**Public Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a currently valid OMB control number. The valid OMB control number for this collection is 1820-0030. Public reporting burden for this collection of information is estimated to average 14 hours per responses, and an average of 25 additional hours for responses reporting data related to significant disproportionality in a given year, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit under 20 U.S.C. 1411 and 1419. If you have comments or concerns regarding the status of your individual submission of this form, please contact Jennifer Simpson at [Jennifer.Simpson@ed.gov](mailto:Jennifer.Simpson@ed.gov) or at the Office of Special Education and Rehabilitative Services US Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

Respondents are required to submit information for Sections I-IV of the Annual State Application in order to receive a grant under Section(s) 611 and/or 619 of the Individuals with Disabilities Education Act. Respondents are required to provide the data in Section V pursuant to IDEA section 618(a)(3), which provides the Secretary authority to collect annual data on any information that may be required by the Secretary and 34 CFR §300.647(b)(7), which requires States to report all risk ratio thresholds, minimum cell sizes, minimum n-sizes, standards for measuring reasonable progress if the State uses the "reasonable progress" flexibility in 34 CFR §300.647(d)(2), and the rationales for each, to the Department.

## **Section IV**

### **State Administration**

Section 608(a) of the IDEA requires each State that receives funds under this title to:

- (1) ensure that any State rules, regulations, and policies relating to this title conform to the purposes of this title;
- (2) identify in writing to local educational agencies located in the State and the Secretary any such rule, regulation, or policy as a State-imposed requirement that is not required by this title and Federal regulations; and
- (3) minimize the number of rules, regulations, and policies to which the local educational agencies and schools located in the State are subject under this title.

States must attach to this application a list identifying any rule, regulation, or policy that is State-imposed (not required by IDEA or Federal regulations). If there are no such State-imposed rules, regulations, or policies, please so indicate. In addition, the State is required to inform local educational agencies in writing of such State-imposed rules, regulations or policies. (20 U.S.C. 1407(a); 34 CFR § 300.199)

Connecticut General Statutes (C.G.S) and Regulations of Connecticut State Agencies (R.C.S.A.)  
As of July 1, 2023

Section 10-76a, and 10-76a-1	Definition of child requiring special education includes gifted and talented Definition of planning and placement team Definition of "Board of education" or "board" Definition of "Child" and "Parents" Definition of "A child with a disability" Definition of "A child" Definition of "Extended school day or extended school year services" Definition of "Independent evaluation" Definition of "Private special education program"
Section 10-76b-1	Authority for compliance with the IDEA for the provision of a free appropriate public education to children with disabilities
Section 10-76b-4	Compliance related to monitoring and compliance procedures
Section 10-76a-2	Definition of extraordinary learning ability, gifted and talented and outstanding talent in the creative arts
Section 10-76b-5 to Section 10-76b-11	Use of and reporting physical restraint and seclusion in public schools requirements
Section 10-76d-1	Special education and related services with general requirements, provision, arrangement, and payment of services.
Section 10-76d-2	Special Education Personnel including aides, consultation and personnel development.
Section 10-76d-3	Length of school day and year with the requirement to consider ESY early enough to allow parents to challenge unless clearly not feasible to do so.
Section 10-76d-4	Physical facilities and equipment or assistive technology
Section 10-76d-5	Class size and composition
Section 10-76d-6	Eligibility and identification for services for parentally placed private school children or children educated at home by their parents.

Section 10-76d-7	Referral; referrals from a physician, clinic or social worker permitted provided the parent allows it; standard referral form to be provided; school districts required to provide information understandable to the public concerning the procedures for requesting an initial evaluation of a child, including an explanation of general education interventions, one person in each school building must be identified for parents or professional staff to talk to about special education referrals and interventions, interventions in regular education shall be explored before a referral to special education is made; children who are suspended repeatedly or whose behavior, attendance or progress in school, including children who are truant, is considered unsatisfactory or at a marginal level of acceptance must be referred
Section 10-76d(a) (10)(F)	The statute requires notification to parents at each initial planning and placement team meeting of the state laws relating to the use of physical restraints and seclusion with children requiring special education
Section 10-76d-8	The regulation for notice and consent to include written notice and detailed description of when notice is required. Allows notice to be given at PPT meeting. Consent: if the parents fail to respond to a request for consent where consent is required, the LEA shall construe that as refusal of consent
Section 10-76d(a) (2)-(7) and (9)	The statute determining Medicaid eligibility for the receipt of Medicaid grants <i>Bill 1502- requires the Planning and Placement Team to determine Medicaid status</i>
Section 10-76d(b)	The statute that LEA's may make agreements with a private school, agency or institution to provide necessary preschool education programs
Section 10-76d(d)	The statute for LEA's to receive state reimbursement for LEA initiated private placements, the private school, agency or institution must be approved for special education by the Commissioner of Education; placement priorities may be ignored if the private school placement is less expensive than the public school placement, as long as the program is appropriate
Section 10-76d-9	The regulation of evaluation, independent educational evaluation, determining the existence of a learning disability and identification and evaluation of children who may be gifted or talented.
Section 10-76d(e) (2) and (5)	State agency placements of children eligible for special education: apportionment of educational and residential costs; grants to LEAs; responsibility of placing agency
Section 10-76d(e)(3)	Grants for LEAs who educate eligible children who reside on state-owned or leased property
Section 10-76d(e)(4)	Department of Mental Health and Addiction Services (DMHAS) must provide regular and special education to eligible residents in facilities operated by DMHAS
Section 10-76d(f)	Out-of-state placements
Section 10-76d(g)(2)	State Board of Education (SBE) to approve out-of-state placements annually if such placement continues beyond three years
Section 10-76d-10	Planning and Placement Team, referral, evaluation of child with a disability, determination of eligibility, meeting and re-evaluations.

Section 10-76d-11	IEP components; short term instructional objectives, list of individuals implementing the IEP, indication if residential placement is being recommended for other than educational reasons, and the specifics of the child's transportation needs placed on the Department of Education's IEP form.
Section 10-76d-12	Transfer of rights: inclusion of a procedure for decision making to remain with the child's parents for children who reach the age of majority and the parental participation with exceptions noted.
Section 10-76d-13	Timelines: if a referral is made during the academic year, the IEP must be implemented within 45 school days of referral, exclusive of the time necessary for parental consent; if the PPT recommends an out-of-district or private placement, the IEP shall be implemented within 60 school days of the date of referral, exclusive of the time necessary for parental consent; a full copy of the IEP shall be provided to parents within five school days after the PPT meeting;
Section 10-76d-14	Trial placement for diagnostic purposes: a PPT may use a trial placement for diagnostic purposes: a structured program of no more than 40 school days, with written goals and objectives and the PPT shall meet at least once every ten school days unless waived to review the placement; five days before the end of the diagnostic placement, the PPT reconvenes to write the child's IEP based on the findings made during the placement. The trial placement is an evaluation and is not considered the child's current placement for purposes of due process unless the parents and school district otherwise agree.
Section 10-76d-15	Homebound and hospitalized instruction: required to be provided when a child will be absent from school for medical reasons; conditions to be met include provision of doctor's note indicating length of absence from school (length of absence may be consecutive days of absence or repeated short-term absences) and anticipated date of return; instruction to begin no later than two weeks from the first date of absence; preschool children receive services as determined by the PPT, children in K-6 receive at least 5 hours of instruction a week; 7-12, at least 10 hours. Resolution process if school district and parent disagree about the child's need for homebound; parent required to provide consent so child's physician may speak to appropriate school staff about the need for homebound. Services required for children who are pregnant or who has given birth and cannot attend school for medical reasons.
Section 10-76d-17	Approval standards, requirements and procedures for private facilities and a private program with a school or facility.
Section 10-76d-18	Education records; access rights include the right to one free copy of the record; right to copy of the record limited by copyright laws, but not right to review and inspect record if it meets the definition of education record found in FERPA
Section 10-76d-19	Transportation; travel time not to exceed one hour each way; in-service training of operators of vehicles required; all vehicles shall meet DMV requirements; transportation aides as are appropriate; if LEA requests parent transports a child, parent shall be reimbursed, rate of reimbursement to be two round trips to drop off and pick up child.
Section 10-76e	School construction grants for cooperative regional special education facilities is repealed substituted in lieu thereof
Section 10-76f	Definition of terms used in formula for state aid for special education

Section 10-76g	State aid for special education
Section 10-76h-1	Definition of "Business day" Definition of "Commissioner" Definition of "Day" Definition of "Department" Definition of "Due Process Unit" Definition of "Party" Definition of "Public Agency" Definition of "Pupil"
Section 10-76h(a)(2)	The LEA must request a due process hearing in the event the parent refuses or revokes consent for placement in a private facility, provided placement in the private facility is not the initial receipt of special education services
Section 10-76h(c)(1)	State Department of Education (SDE) to provide training for special education hearing officers
Section 10-76h(d)(1)	The hearing officer, or board, may order an initial evaluation or re-evaluation without the consent of the parent, or pupil, in certain instances and the hearing officer may include in the final decision and order a comment on the conduct of the proceedings
Section 10-76h(d)(2)	Enforcement authority of the SDE with respect to hearing decisions
Section 10-76h(d)(3)	If ordered by the hearing officer, the LEA may conduct an initial evaluation or reevaluation or place a child in a private facility (if not the initial receipt of education services) without the consent of the parent.
Section 10-76h(d)(4)	The SBE must provide, free of charge, transcripts in the event the hearing decision is appealed, and transcript is requested
Section 10-76h-3	Hearing request; content of hearing request.
Section 10-76h-4	The statute of limitations shall be two years to request a hearing but does not apply to evidentiary considerations.
Section 10-76h-5	Mediation
Section 10-76h-6	Advisory opinion process; dispute resolution alternative to mediation and full hearing
Section 10-76h-7	Prehearing conference to clarify issues in dispute, establish hearing dates, review the possibility of settlement, organize the submission of exhibits, identify witnesses and address other administrative matters as are appropriate; scheduling may be over consecutive days; identification of length of case hearing officer has sole discretion to determine length of hearing; specific extension of the 45-day timeline at the request of a party to the hearing, except for expedited hearings
Section 10-76h-8	Motion practice: motion to recuse, dismiss, consolidate, clarify the findings or decision of the hearing officer and other motions as may be appropriate

Section 10-76h-9	Postponements and extensions: explicit requirements for requesting, conditions under which hearing officer may grant or deny request
Section 10-76h-11	Hearing rights: allows out-of-state attorneys to appear in special education due process hearings with a sponsoring Connecticut attorney
Section 10-76d-12	Exhibits, documents presented at the hearing, witnesses: presentation and appearance of exhibits and documents described
Section 10-76d-13	Conduct of hearings: authority of the hearing office to manage hearings, including exclusion of disruptive parties or other participant; securing interpreters for the hearing
Section 10-76d-14	Hearing officer authority to bifurcate hearing re: unilateral placement
Section 10-76d-15	Evidence; introduction of and management by hearing officer; hearing officer has subpoena powers over witnesses; hearing officer may take administrative notice of facts, may receive stipulations from the parties and may additionally evidence
Section 10-76h-16	Decision, implementation, rights of appeal
Section 10-76h-18	Default or dismissal of hearing requests
Section 10-76i	Advisory Council for Special Education: includes members not stipulated in IDEA
Section 10-76ii	Provision for applied behavior analysis services
Section 10-76dd	Special education supervisory personnel: provides reimbursement to LEAs for supervisory personnel
Section 10-76ee	Administrative representative at PPT meeting need not be the principal of the school
Section 10-76ff	In determining eligibility for special education, the LEA may not find the child eligible if the dominant factor for determining eligibility is evidence that the child's behavior violates the school's disciplinary policies or evidence that is derived from the contents of the disciplinary records
Section 10-94f - Section 10-94l	Surrogate parent program; procedure, appointments, rights and liabilities, regulations, and funding
Section 10-91h	Boards of Education to annually provide to state auditors the number of students receiving special education
Section 10-91i	Audits and Monitoring of Private Special Education Programs
Section 10-91j	Contracts with Private Providers of Special Education Services
Section 10-91k	Documentation of provision of special education services by private providers
Section 10-91l	Submission of operating budgets of private providers of special education services
Public Act 14-39	Dyslexia will be added as "SLD - Dyslexia" under "Specific Learning Disabilities" in the "Primary Disability" section of the individualized education program form used by planning and placement teams for the provision of special education and

related services to children requiring special education and related services.

Section 17a-65	Department of Children and Families and Court Support Services Division shall ensure that all facilities and school programs run or contracted for by the department and the division are able to meet the academic and related service needs of enrolled children and youth.
Section 10-76d(c)	Paraprofessionals assigned to a child have a right to be present and participate at the PPT meeting
Section 10-74n	Transition resources, services and programs to be coordinated between state agencies.
Section 10-236b	Physical restraint and seclusion of special education students by school employees
Section 10-76//	Transition bill of rights for children receiving special education services
Section 10-234aa-dd	Student Data Privacy Law - allows for vendor exceptions related to the statute regarding student data privacy if IEP delineates a need with team and parent approval.
Section 10-76jj	Language and communication plan must be included in IEP for a child identified as deaf or hard of hearing. The plan must also include an emergency communication plan.
Section 10-76xx	Notification requirements upon the identification of a student as gifted and talented
Section 10-91m	Requirements for private providers of special education services who have entered into contracts with local or regional boards of contracts to inform those boards about complaints
Sec10-76d(a)(10)(h)	Expands the rights of parents (including parents, guardians, and surrogates) at PPT meetings ...(if) a child is suspected of having a developmental delay, the board must schedule a PPT meeting with the parent, guardian, or surrogate parent to identify services for which the child may be eligible, including a preschool program under Part B of the IDEA.
Sec 10-76d(9)	Transition planning for students to be begin no later than the date on which the IEP takes effect for any student who is at least 14 years old.
Section 10-76q	<u>Special education at technical education and career schools.</u> (a) The Technical Education and Career System, established pursuant to section 10-95, shall: (1) Provide the professional services necessary to identify, in accordance with section 10-76a, children requiring special education who are enrolled at a technical education and career school; (2) identify each such child; (3) determine the appropriateness of the technical education and career school for the educational needs of each such child; (4) provide an appropriate educational program for each such child; (5) maintain a record thereof; and (6) annually evaluate the progress and accomplishments of special education programs provided by the Technical Education and Career System.

(b) Where it is deemed appropriate that a child enrolled in a technical education and career school receive special education, the parents or guardian of such child shall have a right to the hearing and appeal process as provided for in section 10-76h.

(c) Prior to a student's enrollment in a technical education and career school, the local or regional board of education for the town in which such student resides shall convene a planning and placement team meeting. The purpose of such meeting shall be to address such student's transition to such technical education and career school and ensure that such student's individualized education program reflects the current supports and services that such student requires in order to access a free and appropriate public education in the least restrictive environment. A representative from such technical education and career school shall be invited to such meeting.

[Guidance Regarding Special Education Recovery for Students with Individualized Education Programs \(ct.gov\)](https://portal.ct.gov/-/media/SDE/Digest/2020-21/SpecialEducationRecovery.pdf) <https://portal.ct.gov/-/media/SDE/Digest/2020-21/SpecialEducationRecovery.pdf>

Conn. Gen. Stat. § 10-76a(4) defines “child” as a person under 22 years of age and, in effect, requires boards of education to provide special education services to qualifying students until they reach the age of 22, rather than 21.

Public Act 22-47 requires the CSDE and boards of education to use the term “emotional disability” instead of “emotional disturbance” when administering and providing special education. The term “emotional disability” shall have the same meaning as “emotional disturbance” in the Individuals with Disabilities Education Act (“IDEA”).

Conn. Gen. Stat. § 10-76d(a)(10)(l) requires that, prior to a PPT meeting in which an educational program for a child or pupil is developed, reviewed, or revised, if the parent, guardian, pupil or surrogate parent has requested that the school paraprofessional assigned to the student attend the PPT meeting, then the responsible board of education shall provide (1) adequate notice of the PPT meeting to the paraprofessional so that the paraprofessional may adequately prepare for the meeting; and (2) training, upon request of the paraprofessional, on the role of the paraprofessional at the meeting. Following the PPT meeting, the paraprofessional, or any other paraprofessional who is providing special education or related services to the student, shall be permitted to view the child's educational program in order to be able to provide services to the student in accordance with the educational program.

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Conn. Gen. Stat. § 10-76d(b) Extends IDEA Eligibility (In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education who are described in subparagraph (A) of subdivision (5) of section 10-76a. The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.)

**Conn. Gen. Stat. § 10-76m:** Requires the Department of Education to enter into a memoranda of understanding with other state agencies regarding the provision of special education services.



Conn. Gen. Stat § 10-74r	Requires boards of education, by January 1, 2024, to designate a transition coordinator who may be the director of pupil personnel or another employee. Each transition coordinator shall (1) complete the state provided training and (2) ensure that parents of students requiring special education receive information concerning transition resources, transition services, or public transition programs and are aware of the eligibility requirements and application details of such resources, services, and programs that specifically apply to the student.
Conn. Gen. Stat. § 10-74u	Requires the Department of Education to conduct annual audits of special education programs
Conn. Gen. Stat. § 10-7h(C)(3)	Revises the procedures for special education due process hearings to require the board of education to offer testimony first in any dispute concerning the provision of a free appropriate public education, even if the parent or other party requested the hearing.
Conn. Gen. Stat. § 10-76z	Requirements for mediation system and mediators
Conn. Gen. Stat. § 10-76aa	Requests for mediation
Conn. Gen. Stat. § 10-76rr	State Department of Education to make available summaries of complaints filed and corrective actions regarding the provision of special education