



STATE OF CONNECTICUT  
DEPARTMENT OF EDUCATION



May 20, 2026

Office of Special Education Programs  
Office of Special Education and Rehabilitative Services  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202  
[OSERS.bapp@ed.gov](mailto:OSERS.bapp@ed.gov)

To Whom It May Concern:

Attached please find Connecticut's Annual State Application, Under Part B of the Individuals with Disabilities Education Act for Federal Fiscal Year 2026. The Connecticut State Department of Education (CSDE) posted the application to its website, including notice of the 60-day public inspection and the 30-day public comment periods that ran from March 12–May 12, 2026, and April 1–30, 2026, respectively. The Bureau of Special Education placed public notices in seven newspapers to provide coverage throughout the state. Documentation of these public notices is on file at the CSDE.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bryan Klimkiewicz".

Bryan Klimkiewicz  
Special Education Division Director

BK:at

cc: Alycia Trakas, IDEA Part B Grants Funds Manager, CSDE  
Gbenimah Slopadoe, Office of Special Education Programs State Lead

Attachment

OMB NO. 1820-0030

Expires: 03/31/2029

**ANNUAL STATE APPLICATION UNDER PART B OF THE  
INDIVIDUALS WITH DISABILITIES EDUCATION ACT AS AMENDED IN 2004  
FOR FEDERAL FISCAL YEAR 2026**

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 respondent. 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.

## Section I

### A. Submission Statement for Part B of IDEA

Please select 1 or 2 below. Check 3 if appropriate.

1. The State provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the Act as found in PL 108-446, the Individuals with Disabilities Education Act and applicable regulations (IDEA). The State is able to meet all assurances found in Section II.A of this Application.
2. The State cannot provide assurances for all eligibility requirements of Part B of the Act as found in PL 108-446. The State has determined that it is unable to make the assurances that are checked as 'No' in Section II.A. However, the State assures that throughout the period of this grant award the State will operate consistent with all requirements of IDEA in PL 108-446 and applicable regulations. The State will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2027. The State has included the date by which it expects to complete necessary changes associated with assurances marked 'No'. (Refer to Assurances found in Section II.A.)

Optional:

3. The State is submitting modifications to State policies and procedures previously submitted to the Department. These modifications are: (1) deemed necessary by the State, for example when the State revises applicable State law or regulations; (2) required by the Secretary because there is a new interpretation of the Act or regulations by a Federal court or the State's highest court; and/or (3) because of an official finding of noncompliance with Federal law or regulations.

### B. Conditional Approval for Current Grant Year

If the State received conditional approval for the current grant year, check the appropriate statement(s) below:

#### 1. Conditional Approval Related to Assurances in Section II.A:

- a. Section II.A provides documentation of completion of all issues identified in the FFY 2025 conditional approval letter.
- b. As noted in Section II.A, the State has not completed all issues identified in the FFY 2025 conditional approval letter.

#### 2. Conditional Approval Related to Other Issues:

- a. The State previously submitted documentation of completion of all issues identified in the FFY 2025 conditional approval letter.
- b. The State is attaching documentation of completion of all issues identified in the FFY 2025 conditional approval letter. *(Attach documentation showing completion of all issues.)*
- c. The State has not completed all issues identified in the FFY 2025 conditional approval letter. *(Attach documentation showing completion of any issues and a list of items not yet completed.)*

## Section II

### A. Assurances Related to Policies and Procedures

The State makes the following assurances that it has policies and procedures in place as required by Part B of the Individuals with Disabilities Education Act. (20 U.S.C. 1411-1419; 34 CFR §§300.100-300.174)

Yes <i>(Assurance is given Place a check as applicable.)</i>	No <i>(Assurance cannot be given. Provide date on which State will complete changes in order to provide assurance.)  Enter date(s) as applicable</i>	Assurances Related to Policies and Procedures
X		1. A free appropriate public education is available to all children with disabilities residing in the State between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 U.S.C. 1412(a)(1); 34 CFR §§300.101-300.108.
X		2. The State has established a goal of providing a full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (20 U.S.C. 1412(a)(2); 34 CFR §§300.109-300.110)
X		3. All children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 U.S.C. 1412(a)(3); 34 CFR §300.111.
X		4. An individualized education program, or an individualized family service plan that meets the requirements of section 636(d), is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR §§300.320 through 300.324, except as provided in §§300.300(b)(3) and 300.300(b)(4). (20 U.S.C. 1412(a)(4); 34 CFR §300.112)
X		5. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 U.S.C. 1412(a)(5)(A)-(B); 34 CFR §§300.114-300.120.

X		6. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR §§300.500 through 300.536 and in accordance with 20 U.S.C. 1412(a)(6); 34 CFR §300.121.
X		7. Children with disabilities are evaluated in accordance with 34 CFR §§300.300 through 300.311. (20 U.S.C. 1412(a)(7); 34 CFR §300.122)
X		8. Agencies in the State comply with 34 CFR §§300.610 through 300.626 (relating to the confidentiality of records and information). (20 U.S.C. 1412(a)(8); 34 CFR §300.123)
X		9. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under this part, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program or, if consistent with 34 CFR §300.323(b) and section 636(d), an individualized family service plan, has been developed and is being implemented for the child. The local educational agency will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). (20 U.S.C. 1412(a)(9); 34 CFR §300.124)
X		10. Agencies in the State, and the SEA if applicable, comply with the requirements of 34 CFR §§300.130 through 300.148 (relating to responsibilities for children in private schools), including that to the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under this part by providing for such children special education and related services in accordance with the requirements found in 34 CFR §§300.130 through 300.148 unless the Secretary has arranged for services to those children under subsection (f) [By pass]. (20 U.S.C. 1412(a)(10); 34 CFR §§300.129-300.148)
X		11. The State educational agency is responsible for ensuring that the requirements of Part B are met including the requirements of 34 CFR §§300.113, 300.149, 300.150 through 300.153, and 300.175 and 300.176 and that the State monitors and enforces the requirements of Part B in accordance with 34 CFR §§300.600-300.602 and 300.606-300.608. (20 U.S.C. 1412(a)(11); 34 CFR §300.149)
X		12. The Chief Executive Officer of a State or designee of the officer shall ensure that an interagency agreement or other mechanism for interagency coordination is in effect between each public agency described in subparagraph (b) of 34 CFR §300.154 and the State educational agency, in order to ensure that all services described in paragraph (b)(1)(i) that are needed to ensure a free appropriate public education are provided, including the provision of such services during the pendency of any dispute under §300.154(a)(3). Such agreement or mechanism shall meet the requirements found in 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154.

X		13. The State educational agency will not make a final determination that a local educational agency is not eligible for assistance under this part without first affording that agency reasonable notice and an opportunity for a hearing. (20 U.S.C. 1412(a)(13); 34 CFR §300.155)
X		14. The State educational agency has established and maintains qualifications to ensure that personnel necessary to carry out this part are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 U.S.C. 1412(a)(14)(A)-(E), as amended by the Every Student Succeeds Act; 34 CFR §300.156.
X		15. The State has established goals for the performance of children with disabilities in the State that meet the requirements found in 20 U.S.C. 1412(a)(15)(A)-(C), as amended by the Every Student Succeeds Act; 34 CFR §300.157.
X		16. All children with disabilities are included in all general State and districtwide assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act of 1965, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs as noted in 20 U.S.C. 1412(a)(16)(A)-(E); as amended by the Every Student Succeeds Act; 34 CFR §300.160.
X		17. Funds paid to a State under this part will be expended in accordance with all the provisions of Part B including 20 U.S.C. 1412(a)(17)(A)-(C); 34 CFR §300.162.
X		18. The State will not reduce the amount of State financial support for special education and related services for children with disabilities, or otherwise made available because of the excess costs of educating those children, below the amount of that support for the preceding fiscal year, unless a waiver is granted, in accordance with 20 U.S.C. 1412(a)(18)(A)-(D); 34 CFR §§300.163 through 300.164.
X		19. Prior to the adoption of any policies and procedures needed to comply with this section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities. (20 U.S.C. 1412(a)(19); 34 CFR §300.165)
X		20. In complying with 34 CFR §§300.162 and 300.163, a State may not use funds paid to it under this part to satisfy State-law mandated funding obligations to local educational agencies, including funding based on student attendance or enrollment, or inflation. (20 U.S.C. 1412(a)(20); 34 CFR §300.166)
X		21. The State has established and maintains an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State as found in 20 U.S.C. 1412(a)(21)(A)-(D); 34 CFR §§300.167-300.169.

X		22. The State educational agency examines data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities in accordance with 20 U.S.C. 1412(a)(22)(A)-(B); 34 CFR §300.170.
X		23a. The State adopts the National Instructional Materials Accessibility Standard for the purposes of providing instructional materials to blind persons or other persons with print disabilities, in a timely manner after the publication of the National Instructional Materials Accessibility Standard in the Federal Register in accordance with 20 U.S.C. 1412(a)(23)(A) and (D); 34 CFR §300.172.
		23b. <i>(Note: Check either "23b.1" or "23b.2" whichever applies.</i>
X		23b.1 The State educational agency coordinates with the National Instructional Materials Access Center and not later than 12/03/06 the SEA as part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials enters into a written contract with the publisher of the print instructional materials to: <ul style="list-style-type: none"> <li>• require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Materials Access Center, electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard; or</li> <li>• purchase instructional materials from the publisher that are produced in, or may be rendered in, specialized formats. (20 U.S.C. 1412(a)(23)(C); 34 CFR §300.172)</li> </ul>
		23b.2 The State educational agency has chosen not to coordinate with the National Instructional Materials Access Center but assures that it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. (20 U.S.C. 1412(a)(23)(B); 34 CFR §300.172)
X		24. The State has in effect, consistent with the purposes of the IDEA and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in 34 CFR §300.8. (20 U.S.C 1412(a)(24); 34 CFR §300.173)
X		25. The State educational agency shall prohibit State and local educational agency personnel from requiring a child to obtain a prescription for a substance covered by the Controlled Substances Act (21 U.S.C. 812(c)) as a condition of attending school, receiving an evaluation under 34 CFR §§300.300 through 300.311, or receiving services under the IDEA as described in 20 U.S.C. 1412(a)(25)(A)-(B); 34 CFR §300.174.
X		26. The State educational agency assures that the IDEA Part B program complies with the requirements in section 427 of the General Education Provisions Act (20 U.S.C 1228a)

**B. Other Assurances**

The State also makes the following assurances:

Yes	Other Assurances
X	1. The State shall distribute any funds the State does not reserve under 20 U.S.C. 1411(e) to local educational agencies (including public charter schools that operate as local educational agencies) in the State that have established their eligibility under section 613 for use in accordance with this part as provided for in 20 U.S.C. 1411(f)(1)-(3); 34 CFR §300.705.
X	2. The State shall provide data to the Secretary on any information that may be required by the Secretary. (20 U.S.C. 1418(a)(3); 34 CFR §§300.640-300.645.)
X	3. The State, local educational agencies, and educational service agencies shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR §76.702)
X	4. As applicable, the assurance in OMB Standard Form 424B (Assurances for Non-Construction Programs), relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders, and regulations.

**C. Certifications**

The State is providing the following certifications:

Yes	Certifications
X	1. The State certifies that ED Form 80-0013, <i>Certification Regarding Lobbying</i> , is on file with the Secretary of Education.  With respect to the <i>Certification Regarding Lobbying</i> , the State recertifies that no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; that the State shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 CFR Part 82, Appendix B); and that the State Agency shall require the full certification, as set forth in 34 CFR Part 82, Appendix A, in the award documents for all sub awards at all tiers.
X	2. The State certifies that the arrangements to establish responsibility for services pursuant to 20 U.S.C. 1412(a)(12)(A)-(C); 34 CFR §300.154 (or 20 U.S.C. 1412(a)(12)(A)); 34 CFR §300.154(a) are current. This certification must be received prior to the expenditure of any funds reserved by the State under 20 U.S.C. 1411(e)(1); 34 CFR §300.171.

**D. Statement**


I certify that the State of Connecticut can make the assurances checked as 'yes' in Section II.A and II.B and the certifications required in Section II.C of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446 and the implementing regulations. The State will operate its IDEA Part B program in accordance with all of the required assurances and certifications.

If any assurances have been checked 'no', I certify that the State will operate throughout the period of this grant award consistent with the requirements of the IDEA, as found in PL 108-446 and any applicable regulations, and will make such changes to existing policies and procedures as are necessary to bring those policies and procedures into compliance with the requirements of the IDEA, as amended, as soon as possible, and not later than June 30, 2027. (34 CFR § 76.104)

I, the undersigned authorized official of the

Connecticut State Department of Education (CSDE),  
*(Name of State and official name of State agency)*

am designated by the Governor of this State to submit this application for FFY 2026 funds under Part B of the IDEA.

Printed/Typed Name of Authorized Representative of the State: <b>Charlene M. Russell-Tucker</b>
Title of Authorized Representative of the State: <b>Commissioner</b>
Signature: 
Date: April 15, 2026

### Section III

#### **Description of Use of Funds Under Part B of the Individuals with Disabilities Education Act—20 U.S.C. 1411(e)(5); 34 CFR § 300.171**

States must provide the Description of Use of Funds by completing and submitting the Excel Interactive Spreadsheet with the FFY 2026 Application.

Describe how the amount retained by the State educational agency under 20 U.S.C. 1411(e)(1) will be used to meet the following activities under Part B. (20 U.S.C. 1411(e)(1)-(3), (6) and (7).) The Department annually identifies for States the maximum amounts that a State may retain under Section 1411(e)(1) and (2).<sup>1</sup> The dollar amounts **listed in the Excel Interactive Spreadsheet** by the State for administration and for other State activities should add up to less or equal to the dollar amount provided to the State by the Department for each of these activities.

**Enter whole dollar amounts (do not enter cents) in appropriate cells on the State's Excel Interactive Worksheet. The Excel Interactive Spreadsheet must be submitted as part of the State's application.**

Describe the process used to get input from LEAs regarding the distribution of amounts among activities described in the Excel Interactive Spreadsheet to meet State priorities. (20 U.S.C. 1411(e)(5)(B); 34 CFR § 300.704)

A public notice was printed in all daily newspapers in the State of Connecticut informing all residents of Connecticut of the availability to review the Annual State Application under Part B of the Individuals with Disabilities Education Act (IDEA) as amended in 2004 for Federal Fiscal Year 2026. The plan was on file (and posted on the Connecticut State Department of Education website) for public notice/input from March 12, 2026, through May 12, 2026, with a thirty-day comment period from April 1, 2026, through April 30, 2026.

Print copies were available at the Regional Education Service Centers (RESCs): ACES, 350 State Street, North Haven; CREC, 111 Charter Oak Avenue, Hartford; CES, 40 Lindeman Drive, Trumbull; EASTCONN, 376 Hartford Turnpike, Hampton; EdAdvance, 355 Goshen Road, Litchfield; and LEARN, 44 Hatchetts Hill Road, Old Lyme. Print copies were also available at the Connecticut Parent Advocacy Center (CPAC), 5 Shaws Cove, Suite 102, New London and the State Education Resource Center (SERC), 175 Union Street, Waterbury. The public was notified as to the specific individual at the Bureau of Special Education, Connecticut State Department of Education where written comments could be directed. In addition, the Bureau of Special Education, Connecticut State Department of Education hosted two in-person conference hearings to accommodate public comments on April 10, 2026, from 1:30–2:30 p.m. and April 24, 2026, from 10:00–11:00 a.m.

Additionally, the application, including the amounts set-aside for administration and other state level activities were shared with the executive board of the Connecticut Council of Administrators of Special Education (ConnCASE) and the State Advisory Council (SAC) for their input.

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<sup>1</sup>Each State may reserve for each fiscal year not more than the maximum amount the State was eligible to reserve for State administration under this section for fiscal year 2004 or \$800,000 (adjusted in accordance with 20 U.S.C. 1411(e)(1)(B)), whichever is greater; and each outlying area may reserve for each fiscal year not more than 5 percent of the amount the outlying area receives under 20 U.S.C. 1411(b)(1) for the fiscal year or \$35,000, whichever is greater.

For each fiscal year beginning with fiscal year 2005, the Secretary shall cumulatively adjust: 1) the maximum amount the State was eligible to reserve for State administration under this part for fiscal year 2004; and 2) \$800,000, by the rate of inflation as measured by the percentage increase, if any, from the preceding fiscal year in the Consumer Price Index For All Urban Consumers, published by the Bureau of Labor Statistics of the Department of Labor.

## 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, 2025**

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 10-76a-2	Definition of extraordinary learning ability, gifted and talented and outstanding talent in the creative arts.
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 10-76b-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. State law requires the planning and placement team to determine a student's Medicaid enrollment status.
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 a note from the child's treating physician 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	Burden of proof is in all cases on the LEA; party who filed for the case has the burden of going forward with the evidence; 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 10-76l	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	Special education at technical education and career schools. (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.

- Section 10-76a(2) 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. Section 10-76d requires local and regional board of education to: (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.
- Section 10-76qq 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").
- Section 10-76d 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.
- Section 10-76d (a)(10)(C) More specifically, Such parent, guardian, pupil or surrogate parent shall (i) be given at least five school days' prior notice of any planning and placement team meeting conducted for such child or pupil, (ii) have the right to be present at and participate in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, (iii) have the right to have (l) advisors of such person's own choosing and at such person's own expense,

(II) the paraeducator assigned to such child or pupil, if any, (III) such child or pupil's birth-to-three service coordinator, if any, and (IV) a language interpreter, including a registered interpreter for persons who are deaf, hard of hearing or deafblind, who is present in person or available by telephone or through an online technology platform, or through an Internet web site or other electronic application approved by the State Board of Education, provided by the responsible local or regional board of education if there is an apparent need or upon the request of such parent, guardian, pupil or surrogate parent, who shall attend and participate or be available in all portions of such meeting at which an educational program for such child or pupil is developed, reviewed or revised, and (iv) have the right to have each recommendation made in such child or pupil's birth-to-three individualized transition plan, as required by section 17a-248e, if any, addressed by the planning and placement team during such meeting at which an educational program for such child or pupil is developed. The notice given pursuant to clause (i) of this subparagraph shall include, but need not be limited to, specification of the rights enumerated in this subparagraph.

Section 10-76q      Explicitly requires the Connecticut Technical Education and Career System (CTECS) to provide and fund transition programs, and to convene a PPT meeting for students requiring special education, who have been educated in the home, prior to enrollment in a CTECS school.

Section 10-74r      Deadline to complete training for transition coordinators, educators and paraeducators.  
(a) Not later than January 1, 2024, each local and regional board of education shall ensure that a transition coordinator has been designated, who may be the director of pupil personnel or another employee of such board appointed as transition coordinator by such director. Each transition coordinator shall (1) complete the training program developed by the Department of Education pursuant to subsection (a) of section 10-74q, provided (A) each transition coordinator appointed prior to the date upon which the training program commences shall complete such training program during the three-year period immediately following such date, and (B) each new transition coordinator appointed after such date shall complete such training program not later than one year after being appointed, and (2) ensure that parents of students requiring special education receive information concerning transition resources, transition services or transition programs in accordance with section 10-74n and are aware of the eligibility requirements and application details of such resources, services and programs that specifically apply to such student.

(b) Each educator and paraeducator who provides special education for students fourteen years of age or older shall complete the training program developed by the Department of Education pursuant to subsection (a) of section 10-74q, provided (1) each such educator and paraeducator hired prior to the date upon which the training program commences shall complete such training program during the five-year period immediately following such date, and (2) each such educator and paraeducator hired after such date shall complete such training program not later than one year from the date such educator or paraeducator is hired to provide such services.

**NEW UPDATES:**

- PA 25-67 Section 1      Increases the age range for children meeting the definition of “child with a disability” who needs special education and related services due to developmental delays from ages three through five to ages three through eight.
- PA 25-67 Section 3      By January 1, 2028, requires that the CSDE publish a full rate schedule for all costs of special education and related services that a charging entity provides pursuant to an IEP (excluding transportation), as well as an accompanying standards for billing.
- PA 25-67 Sections 8/9    Requires that the CSDE develop licensure standards for private special education providers in the state, and to conduct annual, unannounced, on-site visits of randomly selected sites at locations where private special education providers and RESCs are providing special education and related services pursuant to a contract with a board of education. Furthermore, it requires the Commissioner of Education to notify, within ten business days after the visit, the RESC or private provider, in writing of the site visit findings and any required corrective actions. Each RESC or private provider that receives written finding and any required corrective actions must submit written proof of compliance with the corrective actions to the CSDE within 30 days of receiving the findings. Failure to comply will result in financial penalties.
- PA 25-67 Section 10    Prohibits boards of education, interdistrict magnet schools, charter schools, and private providers of special education services from transferring an out-of-district special education student to another school or facility unless (1) the sending district holds a PPT, and (2) the PPT finds that the transfer is more appropriate for the student’s educational needs.
- PA 25-67 Section 11    Requires the CSDE to establish model contracts for the placement of students with approved private providers of special education services and RESCs.
- PA 25-67 Section 12    Requires each board of education to report to the CSDE each special education student placement where the board is paying any portion of the cost.
- PA 25-67 Section 13    Requires boards of education to conduct a functional behavioral assessment (FBA) and develop or update a behavioral intervention plan (BIP) before placing a student in an out-of-district placement due to challenging behavior.
- PA 25-67 Section 18    Modifies the due process hearing procedures.
- PA 25-67 Section 19    Modifies the content in the hearing officers’ written decisions.
- PA 25-67 Section 21    Requires the CSDE to revise the state’s IEP form to remove the requirement to list the individuals who will implement the IEP.
- PA 25-93 Section 16    Requires private provider of special education to explain the “tuition, rates or other fees” that they charge for the services they provide. Additionally, it allows a court to determine, in addition to a PPT or hearing officer, if a placement at a nonapproved facility is appropriate. Furthermore, it allows boards of education to be reimbursed through the state’s excess cost grant or SEED grant, if a hearing officer or court places a student at a nonapproved facility.
- PA 25-93 Section 20    Requires the CSDE, in consultation with the Child Advocate, to develop and annually update a list of each special education program offered by RESCs,

approved private providers of special education, and boards of education that accept out-of-district student placements.

- PA 25-93 Section 22 Requires RESCs and private providers of special education services to notify key parties of staff changes that affect the provision of special education services. Written notification must be sent within five business days of the staffing change to the affected student's parent or guardian, the board of education that placed the student, and the CSDE.
- PA 25-93 Section 23 Requires the CSDE to develop a model contract for transportation services to and from special education outplacements.
- PA25-93 Section 30 Requires the CSDE to conduct a study concerning the disproportionate or over-identification of minority students for special education and related services and report its findings to the Office of the Educational Ombudsperson and the General Assembly.
- PA 25-143 Section 16 Requires a private provider of special education services to submit a base tuition and cost for services for each school year in which services are to be provided not later than December 31<sup>st</sup> preceding the school year in which services are to be provided.
- PA 25-143 Section 10 Requires that a receiving district, paid by a sending district participating in the state-wide interdistrict public school attendance program for the cost of special education and related services for each student they send that requires such services, must (1) hold the PPT meeting for each out-of-district student requiring special education and related services, and (2) ensure that such students receive the services mandated in the student's IEP, whether they are provided by the sending or receiving district.
- PA 25-143 Section 17 Requires each Regional Educational Service Center (RESC) providing special education services to submit a base tuition and cost for services for each school year in which services are to be provided not later than December 31<sup>st</sup> preceding the school year in which services are to be provided.

## Section V

### Maintenance of State Financial Support

Pursuant to the authority established in IDEA section 618(a)(3), each applicant for funds under section 611 must provide the following State fiscal data with a certification of its accuracy by the State budget office or an authorized representative thereof. Amounts should be shown in whole dollars and are for the State fiscal year (SFY). States may meet the maintenance of State financial support (MFS) requirement in IDEA section 612(a)(18) and 34 CFR § 300.163 on either a total or per capita basis. In order to complete Section V of the Application, States must provide in whole dollars the total amount of State financial support made available for special education and related services for children with disabilities during SFYs 2024 and 2025. However, if a State met the MFS requirement on a per capita basis, it **must** complete the first chart and then may also complete the second chart by providing, in whole dollars, the amount of State financial support made available for special education and related services per child with a disability during SFYs 2024 and 2025.

#### Total Amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

<b>SFY 2024</b>	1,019,693,473
<b>SFY 2025</b>	1,090,122,864

#### Per capita amount of State Financial Support Made Available for Special Education and Related Services for Children with Disabilities

<b>SFY 2024</b>	N/A
<b>SFY 2025</b>	N/A

Jessica Brunetti  
State Budget Officer or Authorized Representative (Printed Name)

J. Brunetti  
Signature of State Budget Officer or Authorized Representative

04/02/2026  
Date