

## Connecticut Bureau of Special Education Update

### **Federal Update:**

Earlier this week, OSEP released their June Newsletter which features messages from the new Deputy Director and OSERS Deputy Assistant Secretary: [OSEP Update - June 2026](#)

### **BSE Update:**

#### **Aspiring Leaders Academy**

The program is supported by the CSDE in partnership with UConn's Center for Excellence in Developmental Disabilities with the goal of developing leaders who will provide innovative and sustained leadership to the Connecticut Special Education system.

The academy focuses on the following competencies:

\*Leading Self \*Leading with Others \* Leading Learning \* Implementation of Policies, Laws, and Regulations \* Managing Operations and Resources \* Leading Results \*Leading Change

This past Saturday the 2025-26 cohort presented their capstone projects which included a variety of topics from MTSS to Secondary Transition to improve local systems and practices. Congratulations to the participants on the successful completion of the Academy! Next year, many of the cohort participants will be taking on leadership roles and will continue to have access to support through our New Directors Training/Support Series and Special Education Coaching program.

If you would like more information about the program, please contact Paula DeMichiel at: [demichiel@uchc.edu](mailto:demichiel@uchc.edu)



## **Strengthening Connecticut's Special Education System – Update (Attachment 1)**

Following the independent WestEd review, the CSDE is taking deliberate, transparent action to strengthen systems, improve responsiveness, and better support students with disabilities, families, and districts.

Attached above, please find an infographic that includes a high-level summary of activities.

## **High Quality Special Education Incentive Grant Reminder: (Attachment 2)**

Please find the High Quality Special Education Scoring Rubric attached above.

Established under **Public Act 25-93 Sec. 19**, the Connecticut State Department of Education is announcing the launch of the High Quality Special Education Incentives Grant. The CSDE is administering this competitive grant program for local and regional boards of education to support in-district or regional special education programming and services for students with disabilities. Grants awarded to local and regional boards of education under the program may be used (1) to enhance and improve existing special education programming and services in the school district or start-up costs related to the creation of in-district or regional special education programming and services for students who are currently enrolled in a program operated by a provider of special education services, as defined in section 10-91g of the general statutes, and (2) for planning and operational expenses related to such in-district or regional special education programming and services.

Total funding for this initiative is \$18.9 million (\$8.9M in programming and \$10M in capital improvement). Applicants may request up to \$350,000 for the individual programming and/or capital improvement proposals and up to \$500,000 for collaborative programming and/or capital improvement proposals.

### **Submission Instructions:**

- **Due Date: July 10, 2026**
- Format: Year 1 Electronic submission (**HQ Special Education Incentives Grant Application**)
- Questions: please contact Bryan Klimkiewicz at [bryan.klimkiewicz@ct.gov](mailto:bryan.klimkiewicz@ct.gov) and Nikki Hendry at [hendry@ctserc.org](mailto:hendry@ctserc.org)

### **Additional Resources:**

- **Application Guidance**

This information can also be found on the Bureau of Special Education website: [Special Education Fiscal RFPs and Grants](#)

## **ESY Reminders**

As you are preparing to launch your ESY programming, we would like to refer you to previously disseminated guidance in our April 2025 newsletter: [Bureau of Special Education Update, April 2025](#) (Also, copied here below for your convenience).

[RCSA, Sec. 10-76a-1. General definitions.](#) "Extended school day or extended school year services" means (A) special education and related services that are provided to a child with a disability (i) beyond the normal school day or school year of the board of education, (ii) in accordance with the child's individualized education program, and (iii) at no cost to the parents of the child and (B) meet the standards of the Department of Education.

- Eligibility for ESY must be determined **each year** by the PPT.

- ESY eligibility and the content and location of the program are generally discussed at the annual review. This should occur early enough to allow sufficient time for dispute resolution regarding ESY to be resolved prior to the start of the ESY program.
- [34 CFR 300.106](#) The federal regulations state:
  - a. General.
    1. (1) Each public agency must ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
    2. (2) Extended school year services must be provided only if a child's IEP Team determines, on an individual basis, in accordance with Sections 300.320 through 300.324, that the services are necessary for the provision of FAPE to the child.
    3. (3) In implementing the requirements of this section, a public agency may not
      1. i. Limit extended school year services to particular categories of disability; or
      2. ii. Unilaterally limit the type, amount, or duration of those services.
  - b. Definition. As used in this section, the term extended school year services means special education and related services that
    1. (1) Are provided to a child with a disability—
      1. i. Beyond the normal school year of the public agency;
      2. ii. In accordance with the child's IEP; and
      3. iii. At no cost to the parents of the child; and
    2. (2) Meet the standards of the SEA.
- Decisions regarding a child's eligibility for ESY services are to be made on an **individual basis** based on the needs of the child.
- ESY services **cannot** be limited to children in particular disability categories.
- The **type** of service, **amount** of service and **duration** of the ESY program for eligible children is determined by the needs of each individual child who is eligible for ESY services.
- Typically, ESY services are provided during the summer months. However, there is nothing in § 300.106 that would limit a public agency from providing ESY services to a child with a disability during times other than the summer, such as before and after regular school hours or during school vacations, if the IEP Team determines that the child requires ESY services during those time periods in order to receive FAPE. The regulations give the IEP Team the flexibility to determine when ESY services are appropriate, depending on the circumstances of the individual child.

## **Requests for Updates to Staffing Changes Notifications per Public Act (PA) 25-93 § 22**

Effective July 1, 2025, [PA 25-93 § 22](#) mandates that each regional educational service center and private provider of special education services shall send written notification to the parent or legal guardian of a student receiving special education services, the responsible local or regional board of education, and the Connecticut State Department of Education (CSDE) regarding all staffing changes that impact the provision of special education services not later than five business days from the occurrence of the staffing change. Programs have been notifying the CSDE of changes via this [form](#).

The CSDE will follow up with the regional educational service center or private provider 60 - 90 days following the notification, to receive an update on the status of the staffing change. Questions related to the notification requirement or the requested updates can be directed to Bryan Klimkiewicz at [Bryan.Klimkiewicz@ct.gov](mailto:Bryan.Klimkiewicz@ct.gov).

## CT-SEDS Updates:

### Restraint/Seclusion Data Entry Reminders:

- The CSDE recommends you send an email to each of your district's schools and programs to verify they have entered all restraint/seclusion (R/S) incidents.
- All R/S incidents, **including General Education students**, are required to be entered in CT-SEDS.
- When a R/S Incident occurs, the parent/guardian must be notified no later than twenty-four hours (beginning July 1, 2026 "on the day" See [Public Act 26-1](#)).
- All R/S Incidents must be **entered and finalized in CT-SEDS within 2 business days** of their occurrence.
- The **CT-SEDS Incident Report of Restraint/Seclusion** once reviewed and finalized by Administration should be sent to the parent.
- If a *Draft incident is entered in error* **or** is a *duplicate of a finalized incident*, staff should immediately [submit a CT-SEDS Help Desk ticket](#), request that draft be deleted, (**include Incident Code**). Subject: **Delete DRAFT R/S Incident - entered in error.**

**User Actions/Parent Actions:** Directors and Data Managers have the ability to view User Actions or Parent Actions in student records. This functionality is available in the Student History of a student record. User Actions will display a list of users who have viewed, modified, deleted any information in a student record. Parent Actions will display a parent portal log-in attempt and parent actions in the portal.

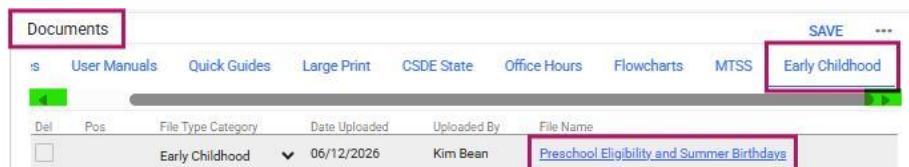
The screenshot shows the top navigation bar with 'STUDENT INFO', 'MODULES', and 'ADMIN' tabs. Below the navigation bar, the breadcrumb trail reads 'Connecticut Reference Site / RECENT STUDENTS / ADMIN / STUDENT HISTORY'. On the right, it says 'Testing Prod 00010591 | Test Middle School'. The main content area has three expandable sections: 'Student Information' with a red circle and the number '5', 'Status Overview', and 'Event History'. Under 'Event History', there are three buttons: 'VIEW USER ACTIONS', 'VIEW PARENT ACTIONS', and 'PRINT EVENT HISTORY'. Below these buttons are four dropdown menus labeled 'Domain', 'Year', 'Date Type', and 'Event Type'.

### **Section 504 Discontinuation Requests:**

PCG is investigating the functionality of Section 504 Discontinuations. Please continue to submit requests through the CT-SEDS Help Desk; however, they will be put on hold pending confirmation from PCG that the discontinuation is functioning as intended.

## Documents Widget Update:

There is a new tab in the Documents Widget for "Early Childhood" documents. Documents will be added to this resource tab over the next few weeks. Use the scroll bar (highlighted in green) to view the tab.



## IEP Quality & CT-SEDS Training Highlights

All summer statewide sessions are now live for registration! This includes:

- Special Education Procedural Foundations for School Leaders
- IEP Quality (IEPQ) for DSAP/New Educators
- Prior Written Notice for School Leaders
- CT-SEDS Onboarding for Special Educators
- CT-SEDS Onboarding for Section 504 Coordinators

Be sure to explore the offerings and secure your spot. [[Register Here](#)]

## Schedule Summer Trainings for School Leaders Now!

### Statewide Offerings (Due to high demand, new sessions were just added!)

- **Special Education Procedural Foundations for School Leaders**  
This 3-part virtual series offers educational leaders who support and participate in the PPT process a practical overview of federal and state special education laws and procedural requirements under IDEA and how procedural compliance protects student and family rights. Participants will explore systems that promote consistent, student-centered PPT practices. Register [HERE](#)
- **NEW! Prior Written Notice IEP Quality Extension School Leadership Series**  
Grounded in federal and state law, this half-day session is designed to strengthen school leadership teams' understanding and application of the Prior Written Notice (PWN) procedural safeguard. Special and general education leaders who participate in and/or facilitate Planning and Placement Team (PPT) meetings are encouraged to attend together to support cohesive implementation. Register [HERE](#)

### In-District Options:

- Special Education Procedural Foundations for School Leaders
- IEP Quality for School Leadership Teams ([see Attachment 3](#))
- IEP Quality Review Tool
- Available for 20+ Educators

Submit requests: [tinyurl.com/indistrictpd](https://tinyurl.com/indistrictpd)

## CT-SEDS Help Desk Reminder:

If you have staff members leaving for summer break who oversee CT-SEDS Help Desk ticket submissions, please connect with them regarding any outstanding/unresolved CT-SEDS Help Desk tickets, so you are aware of what is still pending and can respond to Help Desk consultants in their absence.