

CABE

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2025 Education Law Summaries

The distinctive line drawing of the Capitol building which appears on the cover was graciously donated to CAFE by the late Richard Welling, a Hartford artist. The artwork is a particularly appropriate piece for our issue of the 2025 Education Law Summaries. We are delighted to be able to feature a work by this very talented artist.

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INTRODUCTION

Education Law Summaries

This publication is devoted to the 2025 Education Law Summaries. Included in this material are summaries of the laws that have an impact on public education passed during the 2025 regular session of the Connecticut General Assembly. You will note there are gaps in the numerical sequence of the Public and Special Acts. This is because Acts unrelated to education or to the operation of school districts have been omitted.

The Governor signs into law two kinds of Acts, Public and Special. Public Acts, which are valid enactments that have general application, become part of the Connecticut General Statutes. They either add to, modify, or replace current statutes. Special Acts do not become part of the General Statutes. They are valid enactments created to address a particular set of circumstances or involve specific individuals, corporations, cities, towns or special districts.

Every effort has been made to be as complete and accurate as possible so that the Education Law Summaries provide a reliable resource. The format of the summaries is geared to facilitate reading and enhance comprehension. The number and title of each Act are provided for identification and to cue subject matter. The number and title are followed by individual summaries. In most cases, the summary will be sufficient for one to understand the Act and how it will apply to school districts.

As you read the Public Acts, (by clicking on the PA 25-_) keep three points in mind: (NEW) indicates that the material which follows is an entirely new section added to the statutes under the Act, material printed in boldface type is also new to the statutes as a result of the Act, and [bracketed] material indicates language that has been deleted from the statutes under the Act.

We trust you will find this CUBE service to be useful and informative.

7/2025

2025 EDUCATION LAW SUMMARIES

[SA 25-1](#)

AN ACT CONCERNING EMERGENCY GRANTS TO MUNICIPALITIES FOR SPECIAL EDUCATION.

The act transfers \$40 million in FY 25 from the General Fund to a new separate nonlapsing account for special education emergency assistance.

EFFECTIVE DATE: from passage

[PA 25-1](#)

AN ACT CONCERNING INTERACTIONS BETWEEN SCHOOL PERSONNEL AND IMMIGRATION AUTHORITIES, THE PURCHASE AND OPERATION OF CERTAIN DRONES, GRANTS TO CERTAIN NONPROFIT ORGANIZATIONS, AND STUDENT ATHLETE COMPENSATION THROUGH ENDORSEMENT CONTRACTS AND REVENUE SHARING AGREEMENTS.

§ 1-4 — INTERACTIONS BETWEEN SCHOOL PERSONNEL AND IMMIGRATION AUTHORITIES The act requires each public school superintendent to designate at least one administrator at each school in the school district to be responsible for interacting with federal immigration authorities who appear in person at the school or contact the school to request information. This same requirement also applies to each regional educational services center (RESC), charter school governing authority, and endowed academy designated as a public high school regarding the schools under each of their respective jurisdictions.

It also requires all local and regional boards of education (i.e., “school boards”) to update their school security and safety plans for each school to include protocols for interacting with immigration authorities that are in line with guidance from the State Department of Education (SDE).

The act specifically refers to the guidance SDE issued on January 28, 2025, which among other things, recommends each school district designate at least one administrator to be responsible for interacting with immigration authorities. The act requires the designated administrator to implement the updated security and safety plan protocols when they interact with immigration authorities. The act defines these authorities as officers or employees of United States Immigration and Customs Enforcement or the Department of Homeland Security, or people paid by or acting as their agents, charged with civil enforcement of the Immigration and Nationality Act.

The act also prohibits a school board, RESC, charter school authority, or endowed academy from disciplining, suspending, terminating, or otherwise punishing an employee or an administrator, designated under the act, for implementing the updated school security and safety plan relating to staff interacting with an immigration authority.

Finally, within seven days of the act’s enactment the education commissioner must notify all public school authorities listed above of its contents.

EFFECTIVE DATE: Upon passage (except a conforming change § 3, is effective July 1, 2025).

[PA 25-8](#)

AN ACT CONCERNING THE LEGISLATIVE COMMISSIONERS’ RECOMMENDATIONS FOR TECHNICAL REVISIONS TO THE EDUCATION AND EARLY CHILDHOOD STATUTES.

This act makes technical changes.

[PA 25-9](#)**AN ACT PROHIBITING LIBRARIES FROM AGREEING TO CERTAIN TERMS IN ELECTRONIC BOOK AND DIGITAL AUDIOBOOK LICENSE AGREEMENTS OR CONTRACTS.**

This act generally prohibits publicly funded libraries from entering or renewing contracts and licensing agreements (collectively referred to as “agreements” below) with publishers of electronic literary materials (i.e. electronic books (eBooks) and digital audiobooks) that prevent, limit, or restrict the library from performing certain customary operational or lending functions specified in the act. However, the prohibition only applies starting 60 days after the Secretary of the State determines that a substantially similar law has been enacted by one or more other states with a combined population of at least seven million.

The act applies to:

- (1) the Connecticut State Library and
- (2) any public library, public elementary or secondary school library, academic or research library, or public archive if it is partially or fully funded (e.g., through grants, loans, insurance, or matching expenditures) by the state or one of its political subdivisions (e.g., municipalities). The act’s prohibition applies for the duration of the fiscal year in which the library or archive receives the funding and the next fiscal year after that.

Under the act, “publishers” are:

- (1) businesses that manufacture, promulgate, license, or sell books, journals, magazines, newspapers, or other literary productions (including digital formats and digital audiobooks) or
- (2) aggregators in the business of licensing access to material collections, including works from multiple publishers, and entering into contracts with libraries to sell or license these materials.

EFFECTIVE DATE: July 1, 2025

[PA 25-15](#)**AN ACT CONCERNING VARIOUS MEASURES RECOGNIZING AND HONORING THE MILITARY SERVICE OF VETERANS AND MEMBERS OF THE ARMED FORCES IN CONNECTICUT.**

§ 7 & 8. This act requires local and regional school boards to take steps to ensure a minimally disruptive transition of a military-connected student who:

- (1) enrolls at a school after the school year begins and
- (2) has an individualized education plan (IEP) or 504 plan from a prior school. This applies when the student enrolls due to an armed forces member’s military orders or other document directing the person to the state. For these students, the act requires districts to
 - (1) transfer records and evaluations,
 - (2) perform a reevaluation within 30 days of the child’s enrollment, and
 - (3) hold any meetings.

Under the act, a child of an armed service member is permitted to remain enrolled in a school when the service member relocates on orders, while the member remains a member of the armed forces.

EFFECTIVE DATE: July 1, 2025

[PA 25-25](#)**AN ACT PROHIBITING A BAIL BONDSMAN OR AGENT FROM APPREHENDING A PRINCIPAL ON A BOND ON THE PREMISES, GROUNDS OR CAMPUS OF ANY HEALTH CARE FACILITY, SCHOOL, INSTITUTION OF HIGHER EDUCATION OR HOUSE OF WORSHIP.**

This act prohibits professional bail bondsmen or surety bail bond or bail enforcement agents from taking or trying to take the principal on a bond into custody on the premises, grounds, or campus of any:

- (1) state-operated or Department of Public Health (DPH)-licensed health care facility or institution, or office of a DPH-licensed health care provider;
- (2) school or higher education institution; or
- (3) house of worship.

Existing law, unchanged by the act, requires these individuals, before taking the person into custody, to notify the applicable law enforcement where the person is believed to be.

EFFECTIVE DATE: October 1, 2025

[PA 25-67](#)

AN ACT CONCERNING THE QUALITY AND DELIVERY OF SPECIAL EDUCATION SERVICES IN CONNECTICUT.

*The hyperlink in Section 1 leads to a detailed summary.

§ 1 — DEFINITION OF “CHILD REQUIRING SPECIAL EDUCATION” AND OTHER TERMS

Allows children with developmental delays to qualify for special education through age eight without falling under a specific disability category and defines certain terms

§ 2 — PROHIBITION ON INCREASING CHARGES FOR SPECIAL EDUCATION SERVICES DURING THE SCHOOL YEAR Generally prohibits a charging entity from increasing its costs to a school board for special education services beginning with the 2025-26 school year; permits increases in certain situations if approved by SDE

§§ 3 & 24 — ESTABLISHING A RATE SCHEDULE FOR DIRECT SPECIAL EDUCATION SERVICES AND REQUIRING PRIVATE CONTRACTS TO CONFORM TO THE SCHEDULE The act requires SDE to set rates that special education and related services providers can charge school boards for services. It also sets separate paths to set rates for:

- (1) private special education providers, and
- (2) public special education providers and any provider of related services

§ 24 *EFFECTIVE DATE:* July 1, 2026

§ 4 — BILLING STANDARDS FOR SPECIAL EDUCATION TRANSPORTATION COSTS

Requires SDE to develop and update billing standards for the costs that special education transportation providers charge; beginning with the 2027-28 school year, requires all costs that transportation service providers charge for special education transportation services to align with SDE’s billing standards

§ 5 — DEFINING REASONABLE COSTS FOR SPECIAL EDUCATION SERVICES Provides that, beginning July 1, 2026, “reasonable costs” for special education services are the permitted charges under the rate schedule the act creates; beginning July 1, 2025, prohibits the presumption that “reasonable costs” are the actual cost incurred by special education providers

§ 6 — EXEMPTS NEW SPECIAL EDUCATION GRANT FROM A TOWN’S MINIMUM BUDGET REQUIREMENT Exempts the special education and expansion development grant from a district’s minimum budget requirement calculation

§ 7 — NEW SPECIAL EDUCATION GRANT Entitles each school board to a new special education and expansion development grant; imposes restrictions on how the funds must be used; creates a penalty for improper use; requires school boards to annually report on how grant funds are spent

§ 8 — LICENSURE STANDARDS FOR PRIVATE SPECIAL EDUCATION PROVIDERS Requires SDE to develop licensure standards for private special education providers and submit them to the Education Committee by January 1, 2026

§ 9 — UNANNOUNCED ON-SITE VISITS OF SPECIAL EDUCATION PROVIDERS The act requires SDE to do unannounced on-site visits of RESCs and private special education providers. The education commissioner must notify the providers of the site visit findings and any required corrective actions; providers must show proof of compliance within 30 days after receiving the finding. A school board will be fined up to \$100 a day for each day of noncompliance; SDE must notify school boards of the findings and necessary compliance proof

§ 10 — TRANSFERRING OUT-OF-DISTRICT SPECIAL EDUCATION STUDENTS Prohibits entities from further transferring out-of-district special education students except in certain circumstances

§ 11 — MODEL CONTRACTS FOR STUDENT PLACEMENT WITH PRIVATE SPECIAL EDUCATION PROVIDER OR RESC Requires SDE to establish model contracts to be used when placing a student with an approved private special education provider or with a RESC; requires SDE to make the model contracts available to school boards by July 1, 2026

§ 12 — REPORT ON SPECIAL EDUCATION STUDENT PLACEMENTS Requires school boards to annually report on information related to special education student placements where the board is paying any portion of the cost

EFFECTIVE DATE: from passage.

§ 13 — FUNCTIONAL BEHAVIOR ASSESSMENTS BEFORE OUT-OF-DISTRICT PLACEMENT

Generally requires school boards to do a functional behavior assessment and develop or update a behavioral intervention plan before placing a student out of-district

§ 14 — REPORT ON BEHAVIORAL HEALTH ISSUES AFFECTING SPECIAL EDUCATION STUDENTS Requires the Transforming Children's Behavioral Health Policy and Planning Committee to submit a report to the Education Committee and Committee on Children on behavioral health issues affecting special education students

§ 15 — BUILDING EDUCATIONAL RESPONSIBILITY WITH GREATER IMPROVEMENT NETWORKS COMMISSION

Creates new study requirements for the BERGIN Commission related to special education; generally extends the commission's end date to July 1, 2030; adds 20 additional members to the commission

EFFECTIVE DATE: from passage.

§ 16 — SPECIAL EDUCATION WORKLOAD ANALYSIS MODEL Requires SDE to develop a proposed statewide special education workload analysis model for teachers and school service providers and submit it to the BERGIN

Commission and Appropriations and Education committees by July 1, 2026

§ 17 — SDE REPORT ON CT-SEDS Requires SDE to develop a report on the functions of CT-SEDS and submit it to the BERGIN Commission and Education Committee by January 1, 2026

§§ 18 & 19 — DUE PROCESS HEARINGS The act includes:

- (1) generally requiring all claims to be disclosed before the start of the hearing;
- (2) requiring hearing officers to consider all evaluations presented;
- (3) generally limiting hearings to four days' duration, and
- (4) requiring hearing officers' written decisions to include specific findings of fact related to educating students with disabilities with their non-disabled peers

§ 20 — SBE SUPERVISION OF SPECIAL EDUCATION PROGRAMS Specifies that the education commissioner supervises approved private special education providers

§ 21 — CHANGES TO THE IEP FORM Requires SDE to remove the portion of the state's IEP form that is used to list the people who will implement the IEP

§ 22 — SPECIAL EDUCATION AND EXCESS COST GRANT PROJECTIONS DATA REPORTING Requires SDE to (1) annually make certain disaggregated, student-level, and statewide data available on its website and (2) annually submit excess cost grant projections to the Appropriations and Education committees and the Office of Fiscal Analysis, on January 30 and March 30

§ 23 — DYSLEXIA REPORT Requires the Office of Dyslexia and Reading Disabilities to report to the Education Committee on recent developments and best practices on dyslexia evaluations, interventions, and student outcomes and on teacher preparation capacity

§ 25 — TRANSITIONAL COLLEGE READINESS AND REMEDIAL SUPPORT PROGRAM OFFERINGS AT HIGHER EDUCATION INSTITUTIONS Requires the Board of Regents for Higher Education to continue offering

transitional college readiness, embedded remedial support, and intensive remedial support programs at the state's public higher education institutions

§ 26 — PRIVATE PROVIDER ENROLLMENT REPORT The act requires special education private providers to submit an annual report to SDE regarding their enrollment beginning January 1, 2026

EFFECTIVE DATE: July 1, 2025 unless otherwise noted in the section.

[PA 25-82](#)

AN ACT CONCERNING EARLY CHILDHOOD CARE AND EDUCATION.

By July 1, 2028, the act requires the Office of Early Childhood (OEC) to establish and maintain an electronic portal available through a mobile application and OEC's website that provides information on the availability of early childhood program slots in the state and collects data for analysis by OEC.

EFFECTIVE DATE: July 1, 2025

[PA 25-93](#)

AN ACT INCREASING RESOURCES FOR STUDENTS, SCHOOLS AND SPECIAL EDUCATION.

*The hyperlink in Sections 1-14 & 43 leads to a detailed summary.

§§ 1-14 & 43 — EARLY CHILDHOOD EDUCATION ENDOWMENT Establishes the Early Childhood Education Endowment, funds it with transfers of unappropriated surplus, and requires the state treasurer to administer it; creates the Early Childhood Education Endowment Advisory Board to oversee the endowment's administration; specifies the amount that may be released from the endowment each fiscal year and how those funds may be spent

§ 15 — HEALTH INSURANCE SUBSIDY PROGRAM FOR EARLY CARE AND EDUCATION EMPLOYEES Requires Access Health CT to study the need for, and then establish, a health insurance subsidy program for FY 27

for employees of early care and education programs; sets requirements for the program and a process for potential funding through the Early Childhood Education Endowment

§ 16 — PRIVATE SPECIAL EDUCATION PROVIDER CONTRACT REQUIREMENTS Adds new requirements to contracts with private special education providers and conditions on expenditures to be eligible for reimbursement; authorizes placements in non-approved facilities under certain conditions and specifies when they are eligible for state reimbursement

§ 17 — NEW SPECIAL EDUCATION GRANT FUNDS EXEMPTED FROM SCHOOL DISTRICT MINIMUM BUDGET REQUIREMENT Exempts in-district or regional special education programming grants from a school district's MBR calculation

§ 18 — TRANSPORTATION ROUTE MAPPING Requires SDE to conduct an RFI for contractors to create and annually update bus routes for special education students traveling to and from outplacements in the state

§ 19 — NEW COMPETITIVE GRANT TO SUPPORT IN-DISTRICT OR REGIONAL SPECIAL EDUCATION PROGRAMS Starting in FY 27, the act creates a new competitive grant program to support in-district and regional special education programs and services. It allows school boards to use funds to, among other things, improve existing in-district programs or create new in-district or regional programs for students currently enrolled with private special education providers

§ 20 — CREATION OF SPECIAL EDUCATION PROGRAMS LIST Requires OPM to create, and annually update, a list of certain special education programs throughout the state, to be posted on SDE's public database

§ 21 — CRIMINAL BACKGROUND CHECKS FOR PRIVATE PROVIDER EMPLOYEES The act requires private special education providers to do employee and prospective employee criminal background checks and take related steps

§ 22 — STAFFING CHANGES NOTIFICATIONS

Requires RESCs and private special education providers to notify parents or legal guardians, school boards, and SDE about certain special education staffing changes

§ 23 — MODEL TRANSPORTATION CONTRACT FOR SPECIAL EDUCATION OUTPLACEMENTS

The act requires SDE to establish a special education transportation service model contract

§ 24 — SPECIAL EDUCATION FAMILY GUIDE

Requires SDE, in consultation with the Connecticut Parent Advocacy Center, to develop a guide to help families understand special education laws and processes

§ 25 — SPECIAL EDUCATION TRAINING, EDUCATION, AND TESTING GRANT PROGRAM

Establishes, and requires SDE to annually administer, the special education training, education, and testing competitive grant program to give grants to educators and paraeducators who commit to working in an alliance district school for three years

§ 26 — BEHAVIORAL HEALTH SUPPORT SERVICES GRANT PROGRAM Requires SDE to establish a grant program to help school boards provide support services for special education students that have experienced trauma or have behavioral health needs

§ 27 — OFFICE OF THE EDUCATIONAL OMBUDSPERSON Establishes the Office of the Educational Ombudsperson to serve students and families from early childhood to adult education; places the office under the direction of a commissioner appointed ombudsperson and requires it, among other duties, to receive, review, and attempt to resolve any complaints from students and their families

§§ 28 & 29 — INSTRUCTIONAL SUPPORT PARTNERS The act as passed required, but now allows (per PA-174, § 205) school boards to hire or designate an instructional support partner in every school or school building beginning in the 2026-27 school year. The act gives instructional support partners various responsibilities to support teaching staff and students with disabilities and requires them to spend at least 50 percent of their time performing this position's duties; requires SDE to host quarterly

instructional support partner trainings

§ 30 — STUDY ON OVER-IDENTIFICATION OF MINORITY STUDENTS FOR SPECIAL EDUCATION SERVICES Requires SDE to conduct a study on the disproportionate or over-identification of minority students for special education services

§ 31 — PRESENTATION OF STATE FIVE-YEAR PLAN UPDATES Requires the education commissioner to make an annual presentation on the progress of SBE's five-year plan, SBE to use these presentations to inform the plan's implementation, and these progress reports to be published online

§ 32 — SUPERINTENDENTS' ANNUAL REPORT TO BOARD OF EDUCATION Requires all superintendents to submit information on the district's contracts, students, staff, and savings annually to the BOE

§ 33 — POSTING DISCONNECTED YOUTH REPORT ONLINE Requires any state agency that contributes data to the disconnected youth report to post the report on its website

§ 34 — UPDATES TO SDE'S CHRONIC ABSENTEEISM PREVENTION AND INTERVENTION PLAN Expands on SDE's chronic absenteeism prevention and intervention plan by incorporating additional required and permissible components and requiring SDE to review the plan biannually

§§ 35-37 — UNSPENT FUND ACCOUNT AND EDUCATIONAL EXPENDITURES RESERVE FUND UPDATES Requires local BOEs to create a report on nonlapsing, unspent funds and include similar information in an existing report; similarly updates requirements related to regional BOE educational expenditures reserve funds (§§ 36 & 37 were repealed and redrafted in PA 25-175, §§ 6 & 7)

§§ 38 & 39 — CONTACTING LOCAL HOMELESS EDUCATION LIAISONS BEFORE EXPULSION AND SUSPENSION HEARINGS Requires districts to contact their local homeless education liaisons prior to an expulsion or suspension hearing to determine if the student is homeless

§ 40 — EARLY CHILDHOOD CABINET MEMBERSHIP Adds a library consortium

member to the Early Childhood Cabinet

§§ 41 & 42 — PHASE-OUT OF COMMISSIONER'S NETWORK OF SCHOOLS Sunsets the education commissioner's network of schools program by prohibiting the commissioner from adding any more schools to the program after July 1, 2025; permits schools already participating to finish their three-year terms without any extensions. (Both sections repealed and redrafted in PA 25-175, §§ 4 & 5)

EFFECTIVE DATE: July 1, 2025 unless otherwise noted in the section.

[PA 25-97](#)

AN ACT CONCERNING VARIOUS REVISIONS TO THE PUBLIC HEALTH STATUTES.

§ 51 — PRIORITY SCHOOL DISTRICT MENTAL HEALTH PILOT PROGRAM The act requires the SDE, within available appropriations, to create a pilot program to allow at least 100,000 students in priority school districts to use an electronic mental and behavioral health awareness and treatment tool (through a website, mobile application, or other online service). SDE must create the program by January 1, 2026, and select the tool to be used in the program.

EFFECTIVE DATE: Upon passage

[PA 25-99](#)

AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE OFFICE OF HIGHER EDUCATION, EXPANDING DUAL CREDIT OPPORTUNITIES AND CONCERNING COLLEGE READINESS AND REMEDIAL SUPPORT PROGRAMS AT THE CONNECTICUT STATE COLLEGES AND UNIVERSITIES AND INFORMATION REPORTED TO THE CREDENTIAL DATABASE.

This act makes several changes affecting high school students' awareness of, access to, and awards for completing certain classes that provide postsecondary education or credits. Generally, the act requires:

(1) higher education institutions that offer dual

or concurrent enrollment courses to report certain information on their courses and student enrollees to the SDE by August 1, 2025, and annually thereafter (§ 7);

- (2) SDE to notify parents of public school students in grades 8 to 11 about opportunities to pursue a challenging curriculum and the availability of courses that grant postsecondary credit by February 1, 2026, and annually thereafter (§ 5);
- (3) SDE to develop a model agreement between secondary schools and postsecondary institutions for providing dual and concurrent enrollment courses and postsecondary credit courses to high school students by July 1, 2026, (§ 6); and
- (4) higher education institutions that offer a concurrent enrollment course as of July 1, 2025, to obtain accreditation for it from the National Alliance of Concurrent Enrollment Partnerships (NACEP) by, generally, July 1, 2028 (§ 4).

The act defines "concurrent enrollment course" and "dual enrollment course" similarly in that both are postsecondary education courses in any academic subject or career-oriented pathway for high school students simultaneously enrolled in a higher education institution. However, concurrent enrollment courses are delivered at high schools and taught by high school teachers approved by the student's higher education institution and dual enrollment courses are taught by the faculty members of the student's institution.

EFFECTIVE DATE: July 1, 2025, except the parental notification provision is effective January 1, 2026

[PA 25-102](#)

AN ACT CONCERNING SCHOOL EMERGENCY RESPONSE SYSTEMS.

To authorize the use of funds received under the school security infrastructure competitive grant program for the purchase of emergency response communications systems and personal emergency communication devices for school personnel.

EFFECTIVE DATE: July 1, 2025

PA 25-105**AN ACT EXPANDING THE ALLIANCE DISTRICT EDUCATOR AND COUNSELOR LOAN SUBSIDY PROGRAM AND THE HIGH PRIORITY OCCUPATION LOAN SUBSIDY PROGRAM.**

This act expands eligibility to participate in the alliance district educator and counselor loan subsidy program and correspondingly renames it as the alliance district loan subsidy program. Under current law and practice, the Connecticut Higher Education Supplemental Loan Authority (CHESLA) operates this program, which provides subsidized interest rates on CHESLA loans that refinance the private student loans of teachers, paraeducators, and school counselors employed in an alliance district.

The act:

- (1) specifies that these school employees must be employed by a local or regional board of education or a technical education and career school and
- (2) expands the program to make it available to people who are employed in a high priority occupation by a local or regional board of education or a technical education and career school in an alliance district.

Additionally, the act changes the purpose of a \$7 million bond authorization by:

- (1) specifying it covers the expanded and renamed program and
- (2) extending the bonding to CHESLA's high priority occupation loan subsidy program.

The act also makes a change regarding the use of surety policies and other similar instruments to fund CHESLA's special capital reserve funds, which, by law, must be used to pay interest and principal on CHESLA's bonds. Currently, a policy or instrument must have at least a "AA" rating to be used and the act specifies that this rating is required at the time of the policy's or instrument's issuance.

EFFECTIVE DATE: July 1, 2025

PA 25-120**AN ACT CONCERNING THE TEACHERS' RETIREMENT BOARD'S RECOMMENDATIONS FOR CHANGES TO THE TEACHERS' RETIREMENT SYSTEM STATUTES.**

§ 3 clarifies the commencement of retirement benefits, and that applications are irrevocable as of the date the member retires. TRS members may withdraw their retirement applications up to the day before their retirement date.

§ 4 amends the TRS death benefit statutes to create default beneficiaries in the absence of a designee or surviving spouse for the return of accumulated contributions and credited interest. In this event, the next default designees are the surviving children, if none, then the funds are awarded to the member's estate.

§ 6 prohibits collective bargaining agreements from providing subsidies for purposes other than reducing costs. Currently, subsidies through the Teachers' Retirement Board (TRB) are used to offset retiree healthcare costs.

EFFECTIVE DATE: July 1, 2025

PA 25-124**AN ACT CONCERNING AN AMENDMENT TO THE FREEDOM OF INFORMATION ACT CONCERNING EDUCATION RECORDS.**

This act specifies that the Freedom of Information Act's disclosure exemption for records covered by the federal Family Educational Rights and Privacy Act (FERPA) applies to education, rather than "educational," records exempt from FERPA, which conforms with terminology used in FERPA (20 U.S.C. § 1232g(4)). It also specifies that the exemption applies to FERPA as it existed on January 3, 2012.

EFFECTIVE DATE: July 1, 2025

[PA 25-139](#)**AN ACT CONCERNING HUMAN TRAFFICKING AND SEXUAL ASSAULT VICTIMS.**

The act allows the mandatory human trafficking awareness course to be provided in any format, rather than only by video. By law, the Department of Children and Families (DCF) in consultation with the Department of Emergency Services and Public Protection (DESPP), must develop and provide this training program for specified professionals, such as law enforcement officers, judges, public defenders, and certain professionals who have contact with students (§ 17).

EFFECTIVE DATE: October 1, 2025, except the provisions increasing the council's membership and revising DCF's training program are effective upon passage.

[PA 25-143](#)**AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE OFFICE OF EARLY CHILDHOOD, DEPARTMENT OF EDUCATION AND THE TECHNICAL EDUCATION AND CAREER SYSTEM AND CONCERNING THE ADMINISTRATION OF EPINEPHRINE AND GLUCAGON.**

The act among other provisions, includes K-12 issues:

- (1) requiring that a receiving district hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district;
- (2) the receiving district shall ensure that students with a 504 plan receive the services mandated by the student's plan, and pay for the costs of providing such services.

The act also:

- (1) modifies education and supervision requirements for teachers with primary responsibility for a classroom of children in an Office of Early Childhood (OEC) early care and education program ("qualified designated staff members");
- (2) extends by two years, from July 1, 2025, to July 1, 2027, the date by which OEC must establish a sliding fee scale for families enrolled in programs under Early Start CT (§ 6).

EFFECTIVE DATE: July 1, 2025

[PA 25-147](#)**AN ACT CONCERNING THE TIMING AND SCOPE OF AUDITS BY THE AUDITORS OF PUBLIC ACCOUNTS.**

To require the Auditors of Public Accounts to provide a proposed schedule of audits to the joint standing committee of the General Assembly having cognizance of matters relating to government oversight, and to authorize such committee to request the auditors to conduct more frequent audits or performance audits of state agencies.

EFFECTIVE DATE: October 1, 2025

[PA 25-157](#)**AN ACT CONCERNING THE DEPARTMENT OF EMERGENCY SERVICES AND PUBLIC PROTECTION'S RECOMMENDATIONS REGARDING FIREARM INFORMATION, SECURITY OFFICERS, FIREARM TRANSFERS AND SCHOOL SECURITY GRANTS AND THE FIRE MARSHAL TRAINING COUNCIL, THE COMMISSION ON FIRE PREVENTION AND CONTROL AND THE CODES AND STANDARDS COMMITTEE.**

Requires that applicants for the school security infrastructure grant program conduct a school assessment using guidelines established by DESPP's Division of Emergency Management and Homeland Security, and sets a cap on

DESPP's use of the program's funds for certain communications systems.

§ 10 *EFFECTIVE DATE*: Upon passage

§ 11 *EFFECTIVE DATE*: July 1, 2025

PA 25-160

AN ACT CONCERNING BLEEDING CONTROL TRAINING AND KITS.

This act allows the Department of Emergency Services and Public Protection (DESPP) to administer a bleeding control training program in each district health department. The bleeding control training program may be included as part of an in-service training program for school employees.

EFFECTIVE DATE: July 1, 2025

PA 25-168

AN ACT CONCERNING THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2027, AND MAKING APPROPRIATIONS THEREFOR, AND PROVISIONS RELATED TO REVENUE AND OTHER ITEMS IMPLEMENTING THE STATE BUDGET.

*Section numbers in the summary differ from the Section numbers in the Public Act because the amendment removes some sections.

SECTION TITLES remain the same.

§ 299 — CHANGES TO ECS GRANT PHASE-IN SCHEDULE Delays by two years the start of an ECS schedule to phase-in grant reductions for overfunded towns; holds these towns harmless for FYs 26 and 27

§ 301 — RETIRED TEACHERS' HEALTH INSURANCE Reduces the state's share of TRB retired teacher health insurance costs for FY 26 to 25 percent

§§ 302-306 — REQUIREMENT TO PROPORTIONATELY REDUCE SPECIFIED EDUCATION GRANTS Extends the requirement that certain education grants be proportionately reduced if the amount appropriated for them does not fully fund them according to their statutory formulas, including:

Adult education programs (CGS § 10-71), School transportation (CGS § 10-266m), Permanent RESC operations (CGS § 10-66j), Bilingual education (CGS § 10-17g)

§§ 307 & 308 — CHOICE PROGRAM GRANTS FOR MAGNET SCHOOLS AND VO-AG CENTERS

Makes permanent the choice program grants for interdistrict magnet schools and vo-ag centers, which are set to expire at the end of FY 25; adds a new method to determine FY 24 grants for newly established magnet schools that begin operating on or after July 1, 2024

§ 309 — ADVANCED AND DUAL CREDIT COURSES Charges SDE with administering funds for two programs to support advanced and dual credit courses and programs within available appropriations

§ 312 — MAGNET SCHOOL TRANSPORTATION GRANTS Changes the:

- (1) calculation for certain Sheff magnet school transportation grants by eliminating the per-pupil calculation and the supplemental grants structure, instead basing the grants on actual costs of transportation services and
- (2) payment schedule for all magnet school transportation grants

§ 313 — EARLY START AND OEC GRANTS FOR FACILITY REPAIRS Modifies the eligible programs for which OEC can use bond funding for certain facility related grants by adding Early Start CT and removing Even Start; increases the maximum grant amount from \$75,000 to \$100,000 per classroom

§ 316 — HIGH-DOSAGE TUTORING MATCHING GRANT PROGRAM Requires SDE to establish a competitive high-dosage tutoring matching grant program to award two-year grants to programs that provide high-dosage tutoring

§ 317 — SPECIAL EDUCATION GRANT PROPORTIONAL REDUCTION Extends the provision requiring grants to be reduced proportionally for all fiscal years, rather than only FY 26

§§ 318-320 — MAGNET SCHOOL TUITION CHARGES Sets a new method for determining tuition rates for magnet school programs that

began operating on or after July 1, 2024, based on average tuition charged in the same region

§§ 321-323 — SCHOOL AND PUBLIC LIBRARY POLICIES Requires school boards and public library governing bodies to adopt policies on collection development and maintenance, displays and programs, and material review; specifies criteria the policies must meet

EFFECTIVE DATE: Various

[PA 25-174](#)

AN ACT AUTHORIZING AND ADJUSTING BONDS OF THE STATE AND CONCERNING GRANT PROGRAMS, STATE GRANT COMMITMENTS FOR SCHOOL BUILDING PROJECTS, REVISIONS TO THE SCHOOL BUILDING PROJECTS STATUTES AND VARIOUS PROVISIONS REVISING AND IMPLEMENTING THE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2027.

*The hyperlink in Section 58 leads to a detailed summary.

§ 58 — SCHOOL AIR QUALITY IMPROVEMENT GRANTS Reduces the current bond authorization for funding school air quality improvement grants and consolidates several earmarks into a single, smaller one; allows the funds to be used for additional projects, such as to repair fire damage or correct safety violations

§ 131 — DISTRICT REPAIR AND IMPROVEMENT PROJECT (DRIP) Creates the DRIP program to provide financial assistance to local and regional boards of education and other public school operators. The program will be used for constructing, renovating, repairing, and enlarging public school buildings, grounds, and infrastructure; sets allocation requirements and an allocation formula for allocating assistance under the program; authorizes \$60 million in GO bonds for OPM to administer the program (\$30 million in FY 26)

§§ 140 & 144 — HVAC GRANTS Repeals the existing school construction heating, ventilation, and air conditioning systems (HVAC) grant and instead merges it with an existing school construction grant law

§§ 140, 144 & 146 — REMOVAL OF CTECS FROM SCHOOL CONSTRUCTION GRANT PROGRAM Removes Connecticut Technical Education and Career System (CTECS) from the school construction grant program providing flexibility in application timelines

§ 141 — SCHOOL CONSTRUCTION PRIORITY LIST GRANT COMMITMENTS Authorizes 8 school construction state grant commitments totaling \$172.4 million toward total project costs of \$265.7 million; reauthorizes one project with an additional estimated cost of \$50.7 million

§§ 142 & 143 — BONUS REIMBURSEMENT RATES Applies the 15-point reimbursement rate bonus for certain elementary and early childhood projects to the entire project, not just the early childhood space; establishes a new 15 percentage point bonus for the portion of building projects used primarily for special education program space

§ 147 — CHARTER SCHOOL GRANTS PRIORITY Requires the education commissioner to give preference to charter school capital improvements grant applications when the school's accountability index score meets or exceeds the statewide average

§ 148 — INDOOR AIR QUALITY INSPECTIONS Broadens the window, to start July 1, 2022, rather than July 1, 2026, when a school board's school HVAC inspection can count as a state-required inspection

§§ 149-176 — SCHOOL CONSTRUCTION PROJECT EXEMPTIONS, WAIVERS, AND MODIFICATIONS Exempts school construction projects in 18 towns and one regional school district from statutory and regulatory requirements to allow these projects to, among other things, qualify for state reimbursement grants, receive higher grant reimbursement percentages, or have their projects reauthorized due to a change in scope or cost

§ 205 — INSTRUCTIONAL SUPPORT

PARTNERS Allows, rather than requires as under PA 25-93, school boards to hire or designate a current employee to be an instructional support partner

§ 218 — CHANGES TO ECS GRANT PHASE-IN SCHEDULE Delays by two years the start of an ECS schedule to phase in grant reductions for overfunded towns; holds these towns harmless for FYs 26 and 27

§ 219 — POSTING CURRICULUM OBJECTIVES AND SCOPE Requires each school board to post approved curriculum objectives and sequence on the board's website by July 1, 2026

§ 233 — PAID SICK LEAVE INCREMENTS Allows boards of education and municipal employers to require that certain employees use their accrued paid sick leave in the increments set in their applicable collective bargaining agreements, rather than in one-hour increments, as long as they meet certain conditions

§§ 234-237 — PAID FAMILY AND MEDICAL LEAVE FOR CERTAIN SCHOOL EMPLOYEES Extends the state's Paid Family and Medical Leave Insurance Program to cover school employees whose position does not require a professional certification; correspondingly extends the state's FMLA to cover these employees

EFFECTIVE DATE: Various

PA 25-175

AN ACT REVISING THE EFFECTIVE DATES OF PROVISIONS REGARDING CERTAIN MUNICIPAL REFERENDA AND EQUITY JOINT VENTURES AND CONCERNING CONTRACTS WITH THE DEPARTMENT OF DEVELOPMENTAL SERVICES, THE COMMISSIONER OF EDUCATION'S NETWORK OF SCHOOLS, THE REPORTING OF CERTAIN SCHOOL DISTRICT FINANCIAL INFORMATION, THE FAILURE TO FILE FOR CERTAIN GRAND LIST EXEMPTIONS AND THE DEFERRALS OF CERTAIN TOWNS' REAL PROPERTY REVALUATIONS.

§ 4. The act phases out the Commissioner's Network of Schools program to elimination in FY 28. Schools currently participating in the program are eligible to extend participation for up to two additional years. The Commissioner shall not select any additional schools to participate on or after July 1, 2025.

EFFECTIVE DATE: Upon passage

§ 5. Schools currently participating in the program are eligible to extend participation for up to two additional years. The Commissioner shall conduct an evaluation of the school's participation.

EFFECTIVE DATE: Upon passage

§ 6. For the fiscal year ending June 30, 2026, and each fiscal year thereafter, each local board of education shall compile a report regarding the non-lapsing, unexpended funds account. Included in the report, but not limited to, the total balance of the account, the amount deposited into such account in a fiscal year and an accounting of the expenditures made from such account, and submit such report to the Department of Education.

EFFECTIVE DATE: July 1, 2025

§ 7. For the fiscal year ending June 30, 2026, and each fiscal year thereafter, each board shall make available, and annually update, information regarding such fund, including, but not limited to, the total balance of the

fund, the amount deposited into such fund in a fiscal year and an accounting of the expenditures made from such fund.

EFFECTIVE DATE: July 1, 2025

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CABE'S MISSION

To assist local and regional boards of education in providing high quality public education for all Connecticut children through effective leadership.



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