



Making connections. Informing solutions.

January 5<sup>th</sup>, 2026

3:00 PM – 4:00 PM

Zoom

## **TCB School Based Workgroup January Meeting Agenda**

- 1. Welcome**
- 2. TCB Monthly Administrative Updates**
  - a. Workgroup Updates
  - b. TCB Monthly Meeting Updates
  - c. Legislative Session Updates
  - d. School Based Shared Resources Folder
- 3. School Based legislative Studies**
  - a. Updates
  - b. Sign-ups
- 4. School Mental Health Infographic Updates**

January 5<sup>th</sup>, 2026  
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## **TCB School Based Workgroup Meeting Summary**

<b>Attendees</b>				<b>TYJI Staff</b>	
Ann Gionet	Devana Campbell	Jennifer Nadeau	Matt Hoppler	Sadie Witherspoon	Emily Bohmbach
Christina Morales	Drew Lavalle	Katerina Vlahos	Megan Bourguillon	Tara Viens	Erika Nowakowski
Christopher Trombly	Ellen Brezovsky	Kate Bohannan	Miriam Miller		Stacey Olea
Christine Velasquez	Elizabeth Connors	Kris robles	Rebekah Behan		
Dana Bossio	Emuna Patterson	Lena Esposito	Ricardo Arocha		
Deb Polum	Gent Daniels	Lauren Scopaz	Robyn Moran		

### **Meeting Objectives:**

- ❖ **TCB Updates**
  - Workgroup updates
  - TCB Monthly Meeting and Legislative Session Updates
  - School-Based Shared Resources Folder
- ❖ **School-Based Legislative Studies**
  - Updates and Signups
- ❖ **School Health Infographic Updates**

### **Meeting Summary:**

- 1. TCB Updates**
  - a. TCB Monthly Meeting**
    - i. The TCB Senior Project Manager provided an update on the December Monthly TCB meeting.
  - b. Workgroup Updates**
    - i. The TCB Senior Project Manager provided a brief overview of the other workgroup's current focus areas and upcoming meeting dates.
  - c. Legislative Session Updates**

- i. The TCB Senior Project Manager provided a quick overview of the upcoming 2026 Legislative Session, advised the workgroup on where to find upcoming session documents and bill tracking info.

## 2. Legislative Studies

- a. The TCB Senior Project Manager provided an overview of the School-Based Studies currently charged to the workgroup. These efforts include the School Behavioral Health Services Billing Review, the Behavioral Health in Special Education Students Study, and the School-Based Health Center (SBHC) Study Subgroup.
  - i. The School Behavioral Health Services Billing Review is advancing work required by legislation passed during the 2025 session. As of January 5, the TCB School-Based Chairs, in partnership with TYJI, met with the Connecticut State Department of Education (CSDE) and Senator Matthew Lesser to gain additional background and clarify the legislative intent. That discussion also focused on identifying key individuals who should be included in the subgroup responsible for leading this work.
  - ii. The Behavioral Health in Special Education Students subgroup is tasked with completing and submitting a report to the Education and Children's Committees that examines behavioral health challenges impacting special education students and offers related recommendations. As of January 5, TYJI met with the attorney who drafted the bill to clarify expectations further and to identify individuals critical to guiding this effort.
  - iii. The School-Based Health Center Study Subgroup will lead the study included in TCB's 2025 recommendations. As of January 5, TYJI met with the Department of Public Health (DPH) to gain clarity on the request-for-qualifications (RFQ) process and on how the RFQ for the study will be structured. A DPH representative will also be reaching out to the School-Based Health Alliance to gather input on elements to be included in the RFQ.
- b. The Senior Project Manager stated that the materials are in the TCB School-Based OneDrive under "TCB School-Based Materials." They noted they would verify access and share the working link in the chat. Participants were encouraged to reach out after the meeting for assistance with access or if interested in joining a group.
  - i. A participant asked about expectations for joining a workgroup or subgroup, including time commitment. It was explained that past subgroups typically met monthly, depending on the scope of work. Because the new subgroups have not yet launched, specific expectations are still being finalized, with discussion of using longer, more intensive sessions for some efforts, such as the school billing workgroup. Participants were encouraged to attend initial meetings to assess fit before committing long-term
  - ii. The group discussed how to best handle outreach recommendations for expanding workgroup participation. It was suggested that members may either reach out directly to potential participants with a brief description of the workgroup or share names with Emily to follow up. To support

consistent outreach, a draft template email will be developed that members can use to contact colleagues and networks. Emily noted flexibility in approach, emphasizing that personal connections can be effective, and offered to connect directly with interested individuals. She also shared that she is available to hold brief introductory Zoom meetings to provide context on TCB, the workgroup, and its priorities for those considering participation.

### **3. School Health Infographic Updates**

- a. The workgroup co-chairs provided an overview and update on the draft school mental health infographic. The first two pages were shown, though the full infographic spans multiple pages. Feedback is being collected through January 15th, after which a fourth round of revisions will be made before sharing with the broader community for student, family, and community input. A brief survey was created to gather feedback on accessibility, content, and clarity, taking 5–10 minutes to complete. Members were encouraged to download the infographic, review it, and submit feedback via the survey. A committee member suggested the CT Family School Partnership and Advisory as a potential partner for school feedback. Noting its representatives from multiple districts could provide diverse insights.
  - i. A co-chair, speaking as a parent, praised the infographic for providing an accessible roadmap to school mental health resources. Members were encouraged to review it through their own experiences and suggest improvements. Additionally, the co-chair encouraged perspectives from the community, recognizing that others may identify content that should be added, revised, or removed. The co-chairs are currently planning to gather input from youth and families who will use the infographic. Interest has already been expressed by youth and youth groups in Waterbury and Bridgeport, as well as a youth advisory board. Following final workgroup revisions, feedback will be solicited from the groups to ensure the infographic meets its intended purpose. A participant asked about plans to gather feedback directly from schools. While there isn't yet a statewide distribution plan, the idea was recognized as important. Input will be gathered through existing school and community representatives, including the Bridgeport School District and Southwest Community Health Center (FQHC), with potential support from CSDE Communities of Practice across disciplines such as social work, psychology, counseling, and nursing.
  - ii. Concerns were raised about accessibility, particularly for families with lower literacy or for whom English isn't a first language. Feedback suggested reducing text and reframing the infographic's first pages as an elevator pitch, a concise, easy-to-understand overview. The group encouraged suggestions to make the content clear, actionable, and family-friendly.
  - iii. Discussion focused on the infographic's purpose, whether it should primarily educate families about school mental health systems or provide

practical guidance for navigating support at their child's school. Currently, it serves as a general overview of comprehensive school mental health, distinct from crisis-specific guidance. A digital version with live links or a QR code was suggested to provide families with more detailed, district-specific resources.

- iv. A key recommendation was to structure the infographic as an FAQ addressing common questions families have, what supports exist, who to contact, and reassurance that services are free, while removing potentially confusing labels like "Layer 1/2/3." The color-coded MTSS framework could remain as a visual guide. Accessibility considerations, including translation, visual and auditory accommodations, and support for the deaf, hard-of-hearing, and low-vision communities, should be incorporated.
- v. Feedback will continue to be collected via a survey through January 15th, included in the meeting notes, slides, and TYJI staff's email. All input, including suggestions not raised during the meeting, is encouraged. The finalized infographic will incorporate this feedback before broader distribution, with the next workgroup meeting scheduled for February.

The next meeting is on February 2<sup>nd</sup> at 3:00 PM on Zoom.



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# **TCB January School Based Workgroup**

## **January 5th, 2026**

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# Administrative Updates

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# TCB Monthly Meetings

TCB Meetings are hybrid and held monthly in the Legislative Office Building (LOB) and on zoom. All meetings are recorded and streamed on the TYJI YouTube Channel and through the Connecticut News Network (CTN)

Meeting Materials are posted on the [TCB's Connecticut General Assembly \(CGA\)](#) website prior to the Monthly meeting

## January TCB Meeting:

The January TCB Meeting will be held on **January 7th, from 2:00-4:00PM** at the Legislative Office Building (LOB) with a Zoom option. This meeting will be focused on potential legislative recommendations for the 2026 legislative session, as well as the Commission on Women, Seniors, Equity, and Opportunity (CWSEO) will be giving a presentation on eating disorders in children, and present an overview of their legislative recommendations.

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# Workgroup Upcoming Meeting Dates

Workgroup:	Meeting Date:
System Infrastructure	January 20 <sup>th</sup> , 3:00 – 4:30 PM (ZOOM)
Services	January 21 <sup>st</sup> , 2:00 – 3:30 PM (ZOOM)
Prevention	January 15 <sup>th</sup> , 2026 3:00 – 4:30 PM (ZOOM)

***Next School Based Meeting: February 2nd, 2026 from 3:00 - 4:00PM (ZOOM)***

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# 2026 Legislative Session Information

The 2026 Legislative Session will begin in February 4th, 2026. This year is a shorter session, meaning that it will be from February-May and is not a budget year for the State, as in 2025 the budget was passed for 2025-2027.

Session Documents and bill tracking can be found on the Connecticut General Assembly (CGA) website, [Session Items - C G A - Connecticut General Assembly](#)

The TCB will discuss potential legislative recommendations in the January 7th meeting and will plan to vote on legislative recommendations at the February TCB meeting.

If the recommendations pass the committee vote, the recommendations will go through the legislative process and be made into a bill. Throughout session, TYJI will provide legislative updates at both workgroup and TCB meetings.

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# Legislative Studies

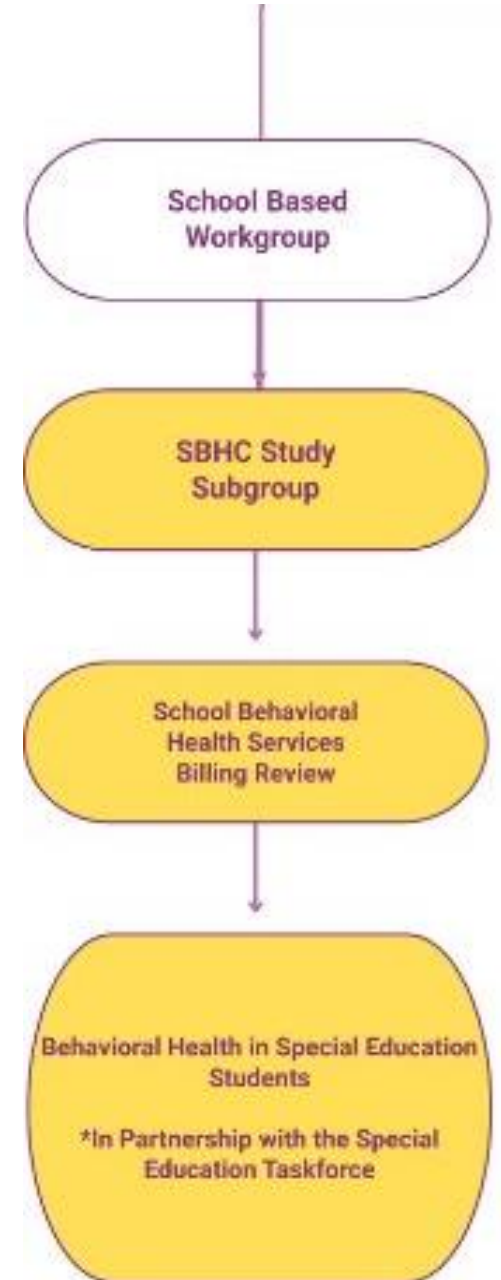
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# TCB School Based Studies

The TCB School-Based Workgroup has/will establish three subgroups to lead the studies outlined in both the TCB Legislative Recommendations and the legislation enacted during the 2025 session. These subgroups will regularly report back to the main workgroup with updates and progress on the studies.

## Subgroups:

- School Behavioral Health Services Billing Review
- Behavioral Health in Special Education Students
- School Based Health Center (SBHC) Study Subgroup



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# School Behavioral Health Services Billing Review Subgroup

**DRAFT Intent of the Workgroup/ Background Information:** The TCB School Based Billing Review Subgroup will lead the efforts of the School Behavioral Health Services Billing Review that was passed in 2025 legislative session. This would require the TCB to collaborate with CSDE and DSS to develop a framework and operational guidelines to streamline municipal Medicaid billing for Medicaid-eligible school-based behavioral health services. The subgroup will work in collaboration with CSDE, DSS, OHS, and other identified individuals needed to complete the review. This subgroup will sunset upon completion of its goals.

## Updates on Progress of the work as of January 5th:

- TCB School Based Chairs, as well as TYJI, met with CSDE and Senator Matthew Lesser in November, to get additional background and understanding of the intent of the legislation. Within this meeting, the group discussed individuals who would be needed to be included in the subgroup to lead these efforts. The group will meet in mid- January.

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# Behavioral Health in Special Education Students Subgroup

**DRAFT Intent of subgroup/ background information:** The Behavioral Health Issues in Special Education Subgroup will lead the efforts to complete and submit a report to both the Education and Children’s Committees that examines and provides recommendations about behavioral health issues affecting special education students as identified in legislation passed in 2025. This subgroup will sunset upon completion of its goals.

## Updates on Progress of the work as of January 5th:

- TYJI met with the attorney who had drafted the bill and identified individuals critical for leading these efforts. The group will convene in January. Updates from that meeting will be provided at the School Based Workgroup meeting in February.

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## SBHC Study

**DRAFT Intent of Subgroup/ Background Information:** The TCB School Based Health Center (SBHC) Study subgroup will be formed to lead the efforts of the School Based Health Center study that TCB included in their 2025 recommendations in brief. This subgroup will sunset upon completion of its goals.

### Updates on Progress of the work as of January 5th:

- TYJI met with the Department of Public Health (DPH) to obtain clarity among the RFQ process, as well as the process of designing an RFQ for the study. TYJI is looking to release an RFQ for this study prior to the 2026 legislative session.

# Sign Up for a Subgroup!

My files > TCB School Based Materials

Name	Modified	Modified By	File size	Sharing
Network Resources & Resources Shared in Monthl...	June 11	Bohmbach, Emily	1 item	Shared
November Meeting Materials	October 31	Bohmbach, Emily	3 items	Shared
October Meeting Materials	October 3	Bohmbach, Emily	4 items	Shared
September Meeting Materials	September 3	Bohmbach, Emily	5 items	Shared
TCB 2025-2028 Strategic Plan	April 30	Bohmbach, Emily	1 item	Shared
TCB Legislation	May 28	Bohmbach, Emily	2 items	Shared
Workgroup Rules	April 30	Bohmbach, Emily	1 item	Shared
Workplan	May 1	Bohmbach, Emily	1 item	Shared
School Based Subgroups.xlsx	September 8	Guest Contributor	14.9 KB	Shared

# School Based Network Resources Folder

My files > TCB School Based Materials

Name	Modified	Modified By	File size	Sharing
April Meeting Materials	April 30	Bohmbach, Emily	7 items	Shared
July Meeting Materials	July 03	Bohmbach, Emily	3 items	Shared
June Meeting Materials	May 28	Bohmbach, Emily	3 items	Shared
May Meeting Materials	April 30	Bohmbach, Emily	4 items	Shared
Meeting Recordings	May 06	Bohmbach, Emily	1 item	Shared
Membership List (living document)	April 30	Bohmbach, Emily	1 item	Shared
Network Resources & Resources Shared in	June 11	Bohmbach, Emily	1 item	Shared
TCB 2025-2028 Strategic Plan	April 30	Bohmbach, Emily	1 item	Shared

*Have a resource to share next month?*

*Contact Any of Us:*


*Emily [ebohmbach@newhaven.edu](mailto:ebohmbach@newhaven.edu)*

*Katerina [katerina.vlahos@unitedwaycwc.org](mailto:katerina.vlahos@unitedwaycwc.org)*

*Elizabeth [elizabeth.connors@yale.edu](mailto:elizabeth.connors@yale.edu)*

# School Mental Health Infographic Update

## Comprehensive School Mental Health in Connecticut



### WHAT IS COMPREHENSIVE SCHOOL MENTAL HEALTH?

Comprehensive school mental health systems include local partnerships among schools, families, and community-based organizations to provide multiple layers of mental health support. Mental health includes social, emotional, and behavioral wellness including substance use prevention, early intervention, and treatment as well as trauma-sensitive approaches.

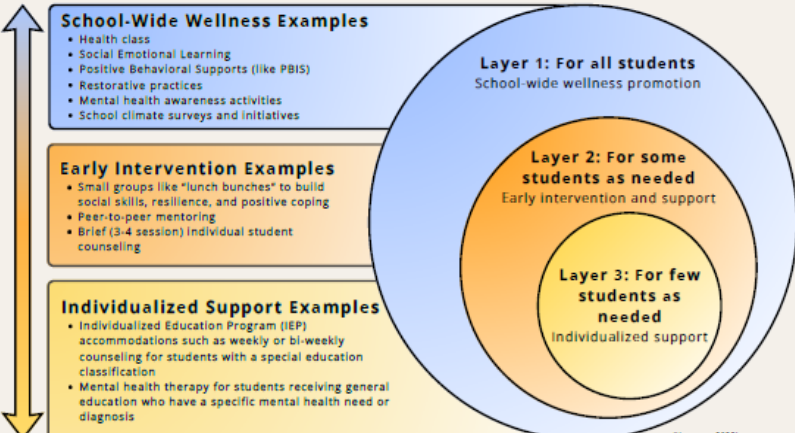
### WHY DOES SCHOOL MENTAL HEALTH MATTER?

In the United States, children and families receive more mental health and wellness supports at school than anywhere else.

So, schools are a key location for children and families to access mental health and wellness supports. Also, research shows that student mental health and wellness is essential for academic success. However, youth mental health needs and stress are at an all-time high nationwide and schools cannot do it alone.

This guide is to help students, families, and the general public know what kind of mental health and wellness supports may be available at your local school system and what questions to ask to navigate them.

### LAYERS OF SCHOOL MENTAL HEALTH SUPPORT



**School-Wide Wellness Examples**

- Health class
- Social Emotional Learning
- Positive Behavioral Supports (like PBIS)
- Restorative practices
- Mental health awareness activities
- School climate surveys and initiatives

**Early Intervention Examples**

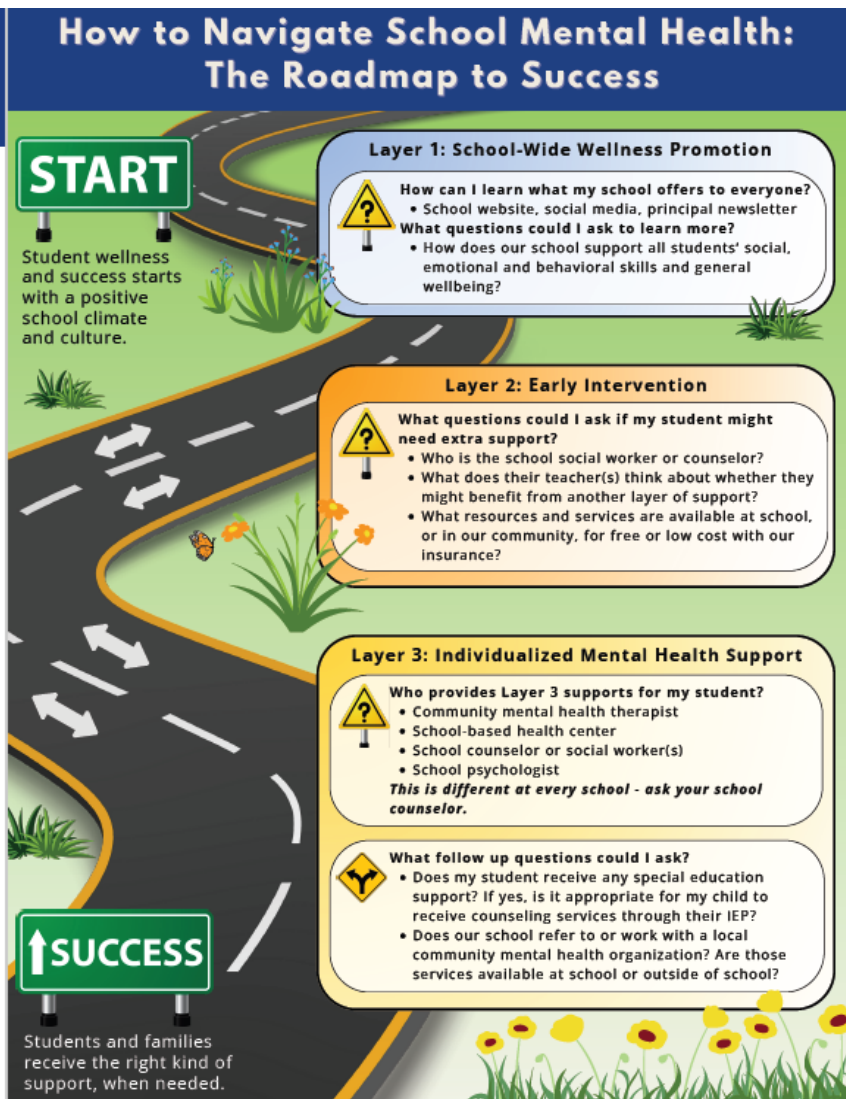
- Small groups like "lunch bunches" to build social skills, resilience, and positive coping
- Peer-to-peer mentoring
- Brief (3-4 session) individual student counseling

**Individualized Support Examples**

- Individualized Education Program (IEP) accommodations such as weekly or bi-weekly counseling for students with a special education classification
- Mental health therapy for students receiving general education who have a specific mental health need or diagnosis

(Vannier, 2020)

## How to Navigate School Mental Health: The Roadmap to Success



### START

Student wellness and success starts with a positive school climate and culture.

#### Layer 1: School-Wide Wellness Promotion

**How can I learn what my school offers to everyone?**

- School website, social media, principal newsletter

**What questions could I ask to learn more?**

- How does our school support all students' social, emotional and behavioral skills and general wellbeing?

#### Layer 2: Early Intervention

**What questions could I ask if my student might need extra support?**

- Who is the school social worker or counselor?
- What does their teacher(s) think about whether they might benefit from another layer of support?
- What resources and services are available at school, or in our community, for free or low cost with our insurance?

#### Layer 3: Individualized Mental Health Support

**Who provides Layer 3 supports for my student?**

- Community mental health therapist
- School-based health center
- School counselor or social worker(s)
- School psychologist

*This is different at every school - ask your school counselor.*

**What follow up questions could I ask?**

- Does my student receive any special education support? If yes, is it appropriate for my child to receive counseling services through their IEP?
- Does our school refer to or work with a local community mental health organization? Are those services available at school or outside of school?

### SUCCESS

Students and families receive the right kind of support, when needed.

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# School Mental Health Infographic Feedback

1. Draft 3 Last Updated 10/31/25
2. School Based Workgroup Member Open Comment Period (Now – Jan. 15th )

**Please complete Qualtrics Feedback Survey by January 15, 2026:**

[https://yalesurvey.ca1.qualtrics.com/jfe/form/SV\\_et9jVcBRm9m2xbU](https://yalesurvey.ca1.qualtrics.com/jfe/form/SV_et9jVcBRm9m2xbU)

3. Revisions --> Draft 4 (Jan 15th – Feb 15th)
4. Student, Family and Community Feedback (Open Feb 15th)





## WHAT IS COMPREHENSIVE SCHOOL MENTAL HEALTH?

Comprehensive school mental health systems include local partnerships among schools, families, and community-based organizations to provide multiple layers of mental health support. Mental health includes social, emotional, and behavioral wellness including substance use prevention, early intervention, and treatment as well as trauma-sensitive approaches.

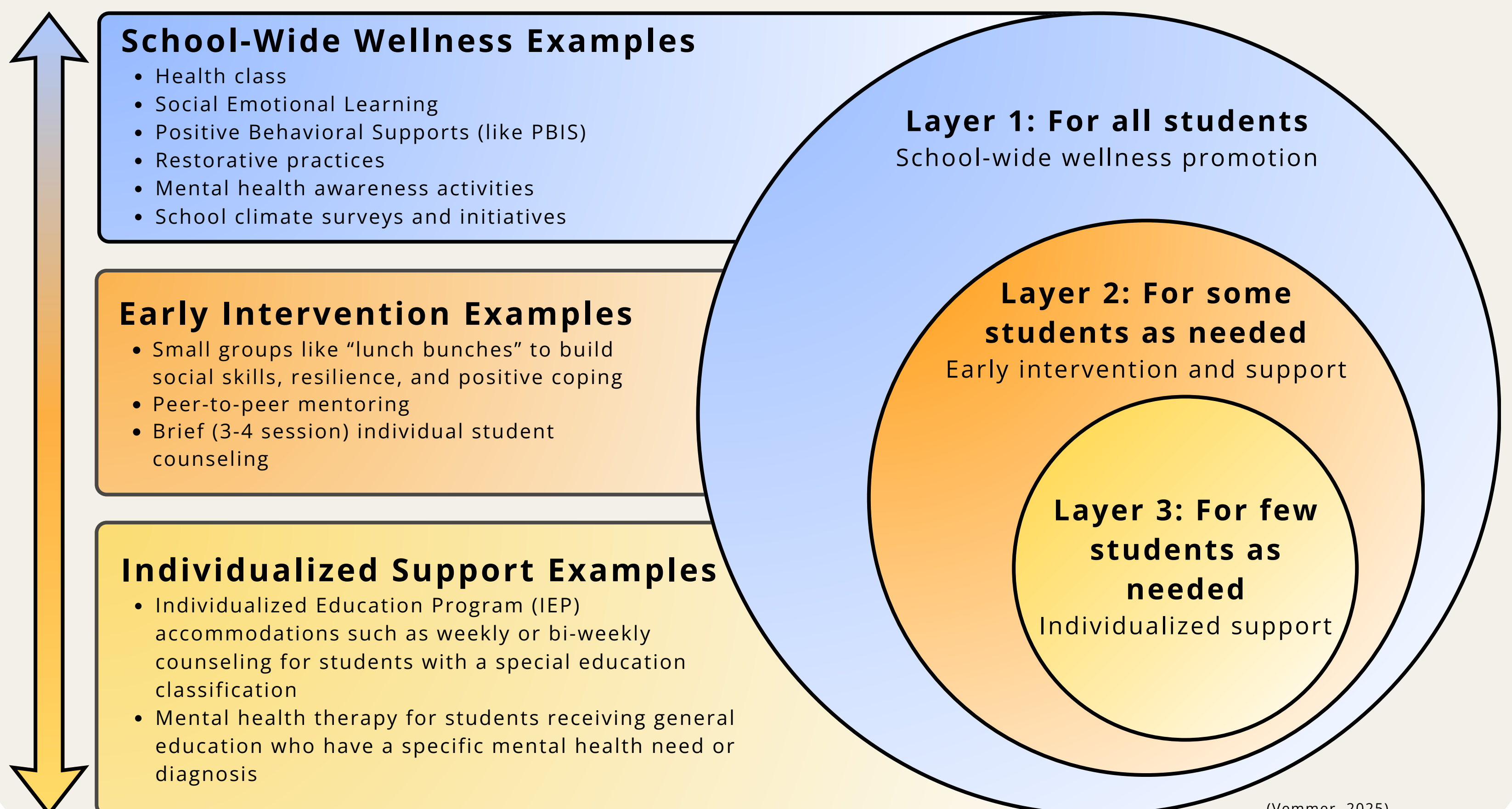
## WHY DOES SCHOOL MENTAL HEALTH MATTER?

In the United States, children and families receive more mental health and wellness supports at school than anywhere else.

So, schools are a key location for children and families to access mental health and wellness supports. Also, research shows that student mental health and wellness is essential for academic success. However, youth mental health needs and stress are at an all-time high nationwide and schools cannot do it alone.

This guide is to help students, families, and the general public know what kind of mental health and wellness supports may be available at your local school system and what questions to ask to navigate them.

## LAYERS OF SCHOOL MENTAL HEALTH SUPPORT



# How to Navigate School Mental Health: The Roadmap to Success



**START**

Student wellness and success starts with a positive school climate and culture.

## Layer 1: School-Wide Wellness Promotion



**How can I learn what my school offers to everyone?**

- School website, social media, principal newsletter

**What questions could I ask to learn more?**

- How does our school support all students' social, emotional and behavioral skills and general wellbeing?

## Layer 2: Early Intervention



**What questions could I ask if my student might need extra support?**

- Who is the school social worker or counselor?
- What does their teacher(s) think about whether they might benefit from another layer of support?
- What resources and services are available at school, or in our community, for free or low cost with our insurance?

## Layer 3: Individualized Mental Health Support



**Who provides Layer 3 supports for my student?**

- Community mental health therapist
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***This is different at every school - ask your school counselor.***



**What follow up questions could I ask?**

- Does my student receive any special education support? If yes, is it appropriate for my child to receive counseling services through their IEP?
- Does our school refer to or work with a local community mental health organization? Are those services available at school or outside of school?



**SUCCESS**

Students and families receive the right kind of support, when needed.

# How Families Can Access School Mental Health

## WHO FUNDS SCHOOL MENTAL HEALTH?

*Most school mental health services are free for students and families. They are supported by funding from the following partners:*

### ✓ SCHOOL DISTRICT BUDGETS

- Cover the costs of most school-employed mental health professional salaries, like school counselors, psychologists and social workers. Voted on annually by town/city residents.

### ✓ INSURANCE COMPANIES

- Schools and community partners can bill insurance to cover some services.
- Families who are insured can also search for community-based providers covered by their insurance, as additional support outside the school.

### ✓ CT STATE AGENCIES

- Connecticut State Department of Education (CSDE)
- Department of Children and Families (DCF)
- Department of Public Health (DPH)
- Office of Early Childhood (OEC)
- Department of Mental Health and Addiction Services (DMHAS)

### ✓ FEDERAL, STATE, & FOUNDATION GRANTS

- School districts, community partners, and/or state agencies can apply for and receive grant funds for select initiatives and services at all layers.

## COMMON SCHOOL MENTAL HEALTH TERMS

When schools, families, and community mental health partners work together, students receive the right supports at the right time to learn and thrive. To strengthen this partnership, it is important for students and families to understand the language used by school systems. Here are some common terms you may hear in school mental health:

<b>Accommodations</b>	Supports and services that the student may require to successfully demonstrate learning. Accommodations should not change expectations to the curriculum grade levels. Examples include access to the counseling center, alternate testing location to minimize anxiety, extra time for assignments or tests, the use of e-books, or alternative assessment formats.
<b>Behavioral Supports</b>	Supports the social, emotional, behavioral, and mental health of students, including prevention and intervention strategies to address barriers to learning. School employed professionals such as school psychologists, school counselors, and school social workers provide direct services to individual students and families as well as classes and schools as a whole. In addition, partnership with community providers is important in the coordination of counseling, psychological, and social services.

# SCHOOL MENTAL HEALTH TERMS (CONTINUED)

<p><b>Early Intervention Supports</b></p>	<p>Services and supports for students in grades K-12 who have not been identified as needing Layer 3 special education or related services but who need some extra academic and/or behavioral support to succeed in the general education setting.</p>
<p><b>Individualized Education Program (IEP)</b></p>	<p>A written education plan for a student with a disability that is developed by the Planning and Placement Team (“PPT”), which includes the student’s parents and professionals (administrators, teachers, therapists, etc.). The individualized goals and objectives in a student’s plan are reviewed and updated at least yearly. They describe the student’s present performance, what the student’s learning needs are, what services the student will need, when and for how long, and identifies who will provide the services.</p>
<p><b>Mental Health</b></p>	<p>A state of emotional and psychological wellbeing in which students can use their cognitive and emotional skills, take part in learning, and handle everyday school demands, supported by trauma sensitive school approaches that recognize how experiences impact wellbeing.</p>
<p><b>School Climate and Culture</b></p>	<p>The overall feeling and relationships within the school community. It reflects how people treat one another, how safe and supported everyone feels, and the shared values and goals that guide learning and growth. A <i>positive</i> school climate and culture promotes a safe and caring environment that supports students’ social and emotional development, helps them build trusting relationships, and encourages active engagement in learning.</p>
<p><b>Special Education</b></p>	<p>Specially designed instruction to meet a student’s unique needs and to enable the student to access the general curriculum of the school district. A student who is eligible for special education services is entitled by federal law to receive a free appropriate public education (FAPE). FAPE ensures that all students with disabilities receive an appropriate public education at no cost to the family. FAPE differs from student to student because each has unique needs. As a parent of a student who has or who may have a disability that requires specially designed instruction, you will work with a team of educators and, as appropriate, specialists to determine the needs of your child and to design an appropriate program to address your child’s educational needs.</p>
<p><b>504 Plan</b></p>	<p>A federal civil rights statute that protects the rights of persons with disabilities in programs and activities that receive federal financial assistance, which includes public schools. 504 plans provide individual accommodations for student learning needs and are reviewed annually and require documentation from a medical provider (pediatrician, outpatient therapist, etc.).</p>

*These definitions were adapted from the following resources. Visit them to learn more:*

[A Parent’s Guide to Special Education in Connecticut](#)  
[Connecticut School Climate Guidance](#)

[Transforming Children’s Behavioral Health Policy and Planning Committee 2025-2028 Strategic Plan](#)  
[Whole School, Whole Community, Whole Child Domains and Definitions](#)

# STUDENT AND FAMILY RESOURCES IN CONNECTICUT

## TO GET HELP RIGHT AWAY

### 2-1-1 of Connecticut

Call 211

<https://211ct.org/>

### 988 Suicide and Crisis Lifeline

Call or text 988

<https://988lifeline.org/>

### CT Urgent Crisis Centers

<https://portal.ct.gov/dcf/behavioral-health-partnership/home/urgent-crisis-centers-for-children>

## TO LEARN MORE AND GET SUPPORT

### Center for Children's Advocacy (CCA)

Hartford Office

2074 Park Street

Hartford, CT 06106

860-570-5327

Website: <https://cca-ct.org/>

### Connecticut Whole School, Whole Community, Whole Child Partnership

Family Resources

<https://ctwholechild.collaboration.uconn.edu/resource-page/?audience=families>

### Connecting to Care CT

1-877-381-4193

Option 5

<https://www.connectingtocarect.org/>

Assisted Intervention Matching (AIM):

<https://www.connectingtocarect.org/supports-services/aim/>

### Kids Mental Health Info

School Mental Health

<https://kidsmentalhealthinfo.com/key-topics/school-mental-health/>

### FAVOR, Inc.

185 Silas Deane Highway

Wethersfield, CT 06109-1219

860-563-3232

<https://www.favor-ct.org/>

### National Alliance on Mental Health (NAMI)

1-800-950-6264

Text "NAMI" to 62640

<https://www.nami.org/>

### State Education Resource Center (SERC)

100 Roscommon Drive

Middletown, CT 06457

860-632-1485

<http://www.ctserc.org>

## TO FIND STATEWIDE PROGRAMS AND SERVICES

### Connecticut State Department of Education (CSDE)

450 Columbus Boulevard

Hartford, CT 06103

860-713-6543

<https://portal.ct.gov/sde>

### Department of Children and Families (DCF)

505 Hudson Street

Hartford, CT 06106

860-550-6300

<https://portal.ct.gov/dcf>

### Department of Mental Health and Addiction Services (DMHAS)

410 Capitol Avenue

Hartford, CT 06134

860-418-7000

<https://portal.ct.gov/dmhas/>

### Department of Public Health (DPH)

410 Capitol Avenue

Hartford, CT 06134

860-509-8000

<https://portal.ct.gov/dph>