



# Senate

General Assembly

**File No. 47**

January Session, 2015

Senate Bill No. 843

*Senate, March 10, 2015*

The Committee on Children reported through SEN. BARTOLOMEO of the 13th Dist., Chairperson of the Committee on the part of the Senate, that the bill ought to pass.

***AN ACT CONCERNING TRAUMA-INFORMED PRACTICE TRAINING FOR TEACHERS, ADMINISTRATORS AND PUPIL PERSONNEL.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-220a of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective October 1, 2015*):

3 (a) Each local or regional board of education shall provide an in-  
4 service training program for its teachers, administrators and pupil  
5 personnel who hold the initial educator, provisional educator or  
6 professional educator certificate. Such program shall provide such  
7 teachers, administrators and pupil personnel with information on (1)  
8 the nature and the relationship of drugs, as defined in subdivision (17)  
9 of section 21a-240, and alcohol to health and personality development,  
10 and procedures for discouraging their abuse, (2) health and mental  
11 health risk reduction education which includes, but need not be  
12 limited to, the prevention of risk-taking behavior by children and the  
13 relationship of such behavior to substance abuse, pregnancy, sexually  
14 transmitted diseases, including HIV-infection and AIDS, as defined in

15 section 19a-581, violence, teen dating violence, domestic violence, child  
16 abuse and youth suicide, (3) the growth and development of  
17 exceptional children, including handicapped and gifted and talented  
18 children and children who may require special education, including,  
19 but not limited to, children with attention-deficit hyperactivity  
20 disorder or learning disabilities, and methods for identifying, planning  
21 for and working effectively with special needs children in a regular  
22 classroom, including, but not limited to, implementation of student  
23 individualized education programs, (4) school violence prevention,  
24 conflict resolution, the prevention of and response to youth suicide  
25 and the identification and prevention of and response to bullying, as  
26 defined in subsection (a) of section 10-222d, except that those boards of  
27 education that implement any evidence-based model approach that is  
28 approved by the Department of Education and is consistent with  
29 subsection (d) of section 10-145a, sections 10-222d, 10-222g and 10-  
30 222h, subsection (g) of section 10-233c and sections 1 and 3 of public  
31 act 08-160, shall not be required to provide in-service training on the  
32 identification and prevention of and response to bullying, (5)  
33 cardiopulmonary resuscitation and other emergency life saving  
34 procedures, (6) computer and other information technology as applied  
35 to student learning and classroom instruction, communications and  
36 data management, (7) the teaching of the language arts, reading and  
37 reading readiness for teachers in grades kindergarten to three,  
38 inclusive, (8) second language acquisition in districts required to  
39 provide a program of bilingual education pursuant to section 10-17f,  
40 (9) the requirements and obligations of a mandated reporter, [and] (10)  
41 the teacher evaluation and support program adopted pursuant to  
42 subsection (b) of section 10-151b, and (11) for the school year  
43 commencing July 1, 2016, and each school year thereafter, trauma-  
44 informed practices for the school setting to enable such teachers,  
45 administrators and pupil personnel to more adequately respond to  
46 students with mental, emotional or behavioral health needs. Each local  
47 and regional board of education may allow any paraprofessional or  
48 noncertified employee to participate, on a voluntary basis, in any in-  
49 service training program provided pursuant to this section. The State

50 Board of Education, within available appropriations and utilizing  
51 available materials, shall assist and encourage local and regional  
52 boards of education to include: (A) Holocaust and genocide education  
53 and awareness; (B) the historical events surrounding the Great Famine  
54 in Ireland; (C) African-American history; (D) Puerto Rican history; (E)  
55 Native American history; (F) personal financial management; (G)  
56 domestic violence and teen dating violence; (H) mental health first aid  
57 training; and (I) topics approved by the state board upon the request of  
58 local or regional boards of education as part of in-service training  
59 programs pursuant to this subsection.

60 (b) Not later than a date prescribed by the commissioner, each local  
61 and regional board of education shall establish a professional  
62 development and evaluation committee consisting of certified  
63 employees, and such other school personnel as the board deems  
64 appropriate, including representatives selected by the exclusive  
65 bargaining representative for such employees chosen pursuant to  
66 subsection (b) of section 10-153. The duties of such committees shall  
67 include, but not be limited to, participation in the development or  
68 adoption of a teacher evaluation and support program for the district,  
69 pursuant to section 10-151b, and the development, evaluation and  
70 annual updating of a comprehensive local professional development  
71 plan for certified employees of the district. Such plan shall: (1) Be  
72 directly related to the educational goals prepared by the local or  
73 regional board of education pursuant to subsection (b) of section 10-  
74 220, (2) on and after July 1, 2011, be developed with full consideration  
75 of the priorities and needs related to student outcomes as determined  
76 by the State Board of Education, and (3) provide for the ongoing and  
77 systematic assessment and improvement of both teacher evaluation  
78 and professional development of the professional staff members of  
79 each such board, including personnel management and evaluation  
80 training or experience for administrators, shall be related to regular  
81 and special student needs and may include provisions concerning  
82 career incentives and parent involvement. The State Board of  
83 Education shall develop guidelines to assist local and regional boards  
84 of education in determining the objectives of the plans and in

85 coordinating staff development activities with student needs and  
86 school programs.

87 (c) The Department of Education, in cooperation with one or more  
88 regional educational service centers, is authorized to provide institutes  
89 annually for Connecticut educators. Such institutes shall serve as  
90 model programs of professional development and shall be taught by  
91 exemplary Connecticut teachers and administrators and by other  
92 qualified individuals as selected by the Department of Education. The  
93 Department of Education shall charge fees for attending such institutes  
94 provided such fees shall be based on the actual cost of such institutes.

95 (d) The Department of Education may fund, within available  
96 appropriations, in cooperation with one or more regional educational  
97 service centers: (1) A cooperating teacher program to train Connecticut  
98 public school teachers, certified teachers at private special education  
99 facilities approved by the Commissioner of Education, certified  
100 teachers at nonpublic schools approved by the commissioner and  
101 certified teachers at other facilities designated by the commissioner,  
102 who participate in the supervision, training and evaluation of student  
103 teachers, provided such certified teachers at nonpublic schools pay for  
104 the cost of participation in such cooperating teacher program and  
105 provided further that enrollment in such program shall first be made  
106 available to public school teachers; and (2) institutes to provide  
107 professional development for Connecticut public school educators and  
108 cooperating teachers, including institutes to provide professional  
109 development for Connecticut public school educators offered in  
110 cooperation with the Connecticut Humanities Council. Funds available  
111 under this subsection shall be paid directly to school districts for the  
112 provision of substitute teachers when cooperating teachers are  
113 released from regular classroom responsibilities and for the provision  
114 of professional development activities for cooperating and student  
115 teachers, except that such funds shall not be paid to nonpublic schools  
116 for such professional development activities. The cooperating teacher  
117 program shall operate in accordance with regulations adopted by the  
118 State Board of Education in accordance with chapter 54, except in cases

119 of placement in other countries pursuant to written cooperative  
 120 agreements between Connecticut institutions of higher education and  
 121 institutions of higher education in other countries. A Connecticut  
 122 institution may enter such an agreement only if the State Board of  
 123 Education and the Board of Regents for Higher Education have jointly  
 124 approved the institution's teacher preparation program to enter into  
 125 such agreements. Student teachers shall be placed with trained  
 126 cooperating teachers. Cooperating teachers who are Connecticut  
 127 public school teachers shall be selected by local and regional boards of  
 128 education. Cooperating teachers at such private special education  
 129 facilities, nonpublic schools and other designated facilities shall be  
 130 selected by the authority responsible for the operation of such facilities.  
 131 If a board of education is unable to identify a sufficient number of  
 132 individuals to serve in such positions, the commissioner may select  
 133 qualified persons who are not employed by the board of education to  
 134 serve in such positions. Such regulations shall require primary  
 135 consideration of teachers' classroom experience and recognized success  
 136 as educators. The provisions of sections 10-153a to 10-153n, inclusive,  
 137 shall not be applicable to the selection, placement and compensation of  
 138 persons participating in the cooperating teacher program pursuant to  
 139 the provisions of this section and to the hours and duties of such  
 140 persons. The State Board of Education shall protect and save harmless,  
 141 in accordance with the provisions of section 10-235, any cooperating  
 142 teacher while serving in such capacity.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>October 1, 2015</i>	10-220a

**KID**      *Joint Favorable*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

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**OFA Fiscal Note**

**State Impact:** None

**Municipal Impact:**

<b>Municipalities</b>	<b>Effect</b>	<b>FY 16 \$</b>	<b>FY 17 \$</b>
Local and Regional School Districts	STATE MANDATE - Cost	Less than \$1,000 per district	Less than \$1,000 per district

**Explanation**

The bill requires local and regional school districts to include, as a part of their in-service training, information on trauma-informed practices for the school setting. It is anticipated that this additional requirement would cost each district less than \$1,000 per year, associated with purchasing materials and training time. If a substitute teacher was required to cover for teacher in-service training, a cost would occur to local and regional school districts for substitute coverage, which is estimated to be approximately \$85-\$125 per day.

**The Out Years**

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation and the rate of substitute teachers.

**OLR Bill Analysis****SB 843*****AN ACT CONCERNING TRAUMA-INFORMED PRACTICE TRAINING FOR TEACHERS, ADMINISTRATORS AND PUPIL PERSONNEL.*****SUMMARY:**

By law, boards of education must provide in-service training (e.g. CPR, bullying prevention) for certified teachers, administrators, and pupil personnel (i.e., school employees). Starting with the 2016-17 school year, this bill requires the in-service training to also include information on trauma-informed practices for the school setting, so that school employees can more adequately respond to students with mental, emotional, or behavioral health needs. "Trauma-informed practice" is neither defined in the bill nor in statute. The bill specifies that the new information must be provided annually. (The underlying law does not state how frequently school boards must provide in-service training.)

EFFECTIVE DATE: October 1, 2015

**COMMITTEE ACTION**

Committee on Children

Joint Favorable

Yea 7      Nay 3      (02/26/2015)