



# Senate

General Assembly

**File No. 480**

February Session, 2018

Substitute Senate Bill No. 453

*Senate, April 12, 2018*

The Committee on Education reported through SEN. SLOSSBERG of the 14th Dist. and SEN. BOUCHER of the 26th Dist., Chairpersons of the Committee on the part of the Senate, that the substitute bill ought to pass.

## ***AN ACT CONCERNING CLASSROOM SAFETY AND DISRUPTIVE BEHAVIOR.***

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

1 Section 1. Section 10-222d of the general statutes is repealed and the  
2 following is substituted in lieu thereof (*Effective July 1, 2018*):

3 (a) As used in this section [ ] and sections 10-222g to [10-222i,  
4 inclusive, and section] 10-222k, inclusive, as amended by this act:

5 (1) "Bullying" means (A) the repeated use by one or more students  
6 of a written, oral or electronic communication, such as cyberbullying,  
7 directed at or referring to another student attending school in the same  
8 school district, or (B) a physical act or gesture by one or more students  
9 repeatedly directed at another student attending school in the same  
10 school district, that: (i) Causes physical or emotional harm to such  
11 student or damage to such student's property, (ii) places such student  
12 in reasonable fear of harm to himself or herself, or of damage to his or  
13 her property, (iii) creates a hostile environment at school for such  
14 student, (iv) infringes on the rights of such student at school, or (v)

15 substantially disrupts the education process or the orderly operation of  
16 a school. "Bullying" shall include, but not be limited to, a written, oral  
17 or electronic communication or physical act or gesture based on any  
18 actual or perceived differentiating characteristic, such as race, color,  
19 religion, ancestry, national origin, gender, sexual orientation, gender  
20 identity or expression, socioeconomic status, academic status, physical  
21 appearance, or mental, physical, developmental or sensory disability,  
22 or by association with an individual or group who has or is perceived  
23 to have one or more of such characteristics;

24 (2) "Cyberbullying" means any act of bullying through the use of the  
25 Internet, interactive and digital technologies, cellular mobile telephone  
26 or other mobile electronic devices or any electronic communications;

27 (3) "Teen dating violence" means any act of physical, emotional or  
28 sexual abuse, including stalking, harassing and threatening, that  
29 occurs between two students who are currently in or who have  
30 recently been in a dating relationship;

31 (4) "Mobile electronic device" means any hand-held or other  
32 portable electronic equipment capable of providing data  
33 communication between two or more individuals, including, but not  
34 limited to, a text messaging device, a paging device, a personal digital  
35 assistant, a laptop computer, equipment that is capable of playing a  
36 video game or a digital video disk, or equipment on which digital  
37 images are taken or transmitted;

38 (5) "Electronic communication" means any transfer of signs, signals,  
39 writing, images, sounds, data or intelligence of any nature transmitted  
40 in whole or in part by a wire, radio, electromagnetic, photoelectronic  
41 or photo-optical system;

42 (6) "Hostile environment" means a situation in which bullying  
43 among students is sufficiently severe or pervasive to alter the  
44 conditions of the school climate;

45 (7) "Outside of the school setting" means at a location, activity or

46 program that is not school related, or through the use of an electronic  
47 device or a mobile electronic device that is not owned, leased or used  
48 by a local or regional board of education;

49 (8) "School employee" means (A) a teacher, substitute teacher,  
50 school administrator, school superintendent, guidance counselor,  
51 psychologist, social worker, nurse, physician, school paraprofessional  
52 or coach employed by a local or regional board of education or  
53 working in a public elementary, middle or high school; or (B) any  
54 other individual who, in the performance of his or her duties, has  
55 regular contact with students and who provides services to or on  
56 behalf of students enrolled in a public elementary, middle or high  
57 school, pursuant to a contract with the local or regional board of  
58 education; [and]

59 (9) "School climate" means the quality and character of school life  
60 with a particular focus on the quality of the relationships within the  
61 school community between and among students and adults; [.] and

62 (10) "Daily classroom safety" means a classroom environment in  
63 which students and school employees are not assaulted, harassed,  
64 verbally abused or physically harmed by other students, school  
65 employees or parents, or exposed to such assault, harassment, verbal  
66 abuse or physical harm.

67 (b) Each local and regional board of education shall develop and  
68 implement a safe school climate plan to address [the existence of]  
69 bullying, daily classroom safety and teen dating violence in its schools.  
70 Such plan shall: (1) Enable students to anonymously report acts of  
71 bullying to school employees and require students and the parents or  
72 guardians of students to be notified at the beginning of each school  
73 year of the process by which students may make such reports, (2)  
74 enable the parents or guardians of students to file written reports of  
75 suspected bullying, (3) require school employees who witness acts of  
76 bullying or receive reports of bullying to orally notify the safe school  
77 climate specialist, described in section 10-222k, as amended by this act,  
78 or another school administrator if the safe school climate specialist is

79 unavailable, not later than one school day after such school employee  
80 witnesses or receives a report of bullying, and to file a written report  
81 not later than two school days after making such oral report, (4)  
82 require the safe school climate specialist to investigate or supervise the  
83 investigation of all reports of bullying and ensure that such  
84 investigation is completed promptly after receipt of any written  
85 reports made under this section and that the parents or guardians of  
86 the student alleged to have committed an act or acts of bullying and  
87 the parents or guardians of the student against whom such alleged act  
88 or acts were directed receive prompt notice that such investigation has  
89 commenced, (5) require the safe school climate specialist to review any  
90 anonymous reports, except that no disciplinary action shall be taken  
91 solely on the basis of an anonymous report, (6) include a prevention  
92 and intervention strategy, as defined by section 10-222g, as amended  
93 by this act, for school employees to deal with bullying and teen dating  
94 violence, (7) provide for the inclusion of language in student codes of  
95 conduct concerning bullying and daily classroom safety, (8) require  
96 each school to notify the parents or guardians of students who commit  
97 any verified acts of bullying or violations of daily classroom safety and  
98 the parents or guardians of students against whom such acts were  
99 directed not later than forty-eight hours after the completion of the  
100 investigation described in subdivision (4) of this subsection, (9) require  
101 each school to invite the parents or guardians of a student against  
102 whom such act was directed to a meeting to communicate to such  
103 parents or guardians the measures being taken by the school to ensure  
104 the safety of the student against whom such act was directed and  
105 policies and procedures in place to prevent further acts of bullying,  
106 (10) require each school to invite the parents or guardians of a student  
107 who commits any verified act of bullying or violation of daily  
108 classroom safety to a meeting, separate and distinct from the meeting  
109 required in subdivision (9) of this subsection, to discuss specific  
110 interventions undertaken by the school to prevent further acts of  
111 bullying or violations of daily classroom safety, (11) establish a  
112 procedure for each school to document and maintain records relating  
113 to reports and investigations of bullying or violations of daily

114 classroom safety in such school and to maintain a list of the number of  
115 verified acts of bullying or violations of daily classroom safety in such  
116 school and make such list available for public inspection, and annually  
117 report such number to the Department of Education, and in such  
118 manner as prescribed by the Commissioner of Education, (12) direct  
119 the development of case-by-case interventions for addressing repeated  
120 violations of daily classroom safety or incidents of bullying against a  
121 single individual or recurrently perpetrated bullying incidents by the  
122 same individual that may include [both] counseling, mental health  
123 services and discipline, (13) prohibit discrimination and retaliation  
124 against an individual who reports or assists in the investigation of an  
125 act of bullying, (14) direct the development of student safety support  
126 plans for students against whom an act of bullying was directed that  
127 address safety measures the school will take to protect such students  
128 against further acts of bullying, (15) require the principal of a school, or  
129 the principal's designee, to notify the appropriate local law  
130 enforcement agency when such principal, or the principal's designee,  
131 believes that any acts of bullying or violations of daily classroom safety  
132 constitute criminal conduct, (16) prohibit bullying (A) on school  
133 grounds, at a school-sponsored or school-related activity, function or  
134 program whether on or off school grounds, at a school bus stop, on a  
135 school bus or other vehicle owned, leased or used by a local or regional  
136 board of education, or through the use of an electronic device or an  
137 electronic mobile device owned, leased or used by the local or regional  
138 board of education, and (B) outside of the school setting if such  
139 bullying (i) creates a hostile environment at school for the student  
140 against whom such bullying was directed, or (ii) infringes on the rights  
141 of the student against whom such bullying was directed at school, or  
142 (iii) substantially disrupts the education process or the orderly  
143 operation of a school, (17) require, at the beginning of each school year,  
144 each school to provide all school employees with a written or  
145 electronic copy of the school district's safe school climate plan, and (18)  
146 require that all school employees annually complete the training  
147 described in section 10-220a or section 10-222j, as amended by this act.  
148 The notification required pursuant to subdivision (8) of this subsection

149 and the invitation required pursuant to subdivision (9) of this  
150 subsection shall include a description of the response of school  
151 employees to such acts and any consequences that may result from the  
152 commission of further acts of bullying.

153 (c) Not later than September 1, 2014, each local and regional board  
154 of education that has not had a safe school climate plan, developed  
155 pursuant to this section, previously reviewed and approved by the  
156 Department of Education shall submit a safe school climate plan to the  
157 department for review and approval in accordance with the provisions  
158 of section 10-222p. Not later than thirty calendar days after approval  
159 by the department of such safe school climate plan, the board shall  
160 make such plan available on the board's and each individual school in  
161 the school district's Internet web site and ensure that such plan is  
162 included in the school district's publication of the rules, procedures  
163 and standards of conduct for schools and in all student handbooks.

164 (d) On and after July 1, 2012, and biennially thereafter, each local  
165 and regional board of education shall require each school in the district  
166 to complete an assessment using the school climate assessment  
167 instruments, including surveys, approved and disseminated by the  
168 Department of Education pursuant to section 10-222h, as amended by  
169 this act. Each local and regional board of education shall collect the  
170 school climate assessments for each school in the district and submit  
171 such school climate assessments to the department.

172 (e) Not later than September 1, 2019, each local and regional board  
173 of education shall revise its safe school climate plan to include  
174 provisions relating to daily classroom safety. Such provisions relating  
175 to daily classroom safety shall include, but need not be limited to, (1)  
176 the identity of the administrator who is to be notified if a teacher  
177 believes that the intervention of an administrator is appropriate to  
178 address student behavior, and the identity of any other individuals  
179 who may be contacted if the administrator is unavailable, (2) a  
180 designated location for teachers to send students who are engaged in  
181 conduct that is seriously disruptive of the educational process or is a

182 threat to the safety of others in the classroom, (3) the procedure to  
183 follow when a student's behavior poses a risk of imminent personal  
184 injury to a teacher, staff or other students, and (4) a process in which a  
185 teacher and an administrator will meet, not later than two school days  
186 following an incident, to discuss how a student's behavior that is  
187 seriously disruptive of the educational process or is a threat to the  
188 safety of others in the classroom will be addressed. The board shall  
189 submit such revised safe school climate plan to the department for  
190 review and approval in accordance with the provisions of section 10-  
191 222p. Not later than thirty calendar days after approval by the  
192 department of such revised safe school climate plan, the board shall  
193 make such revised plan available on the board's Internet web site and  
194 the Internet web site, if any, for each individual school in the school  
195 district, and ensure that such revised plan is included in the school  
196 district's publication of the rules, procedures and standards of conduct  
197 for schools and in all student handbooks.

198       Sec. 2. Section 10-220f of the general statutes is repealed and the  
199 following is substituted in lieu thereof (*Effective July 1, 2018*):

200       Each local and regional board of education [may] shall establish a  
201 school district safety committee to increase parent, staff and student  
202 awareness of safety and health issues and to review the adequacy of  
203 daily classroom safety, as defined in section 10-222d, as amended by  
204 this act, and emergency response procedures at each school. Parents,  
205 teachers and high school students shall be included in the membership  
206 of such committees.

207       Sec. 3. Section 10-222h of the general statutes is repealed and the  
208 following is substituted in lieu thereof (*Effective July 1, 2018*):

209       (a) The Department of Education shall, within available  
210 appropriations, (1) document school districts' articulated needs for  
211 technical assistance and training related to safe learning, daily  
212 classroom safety and bullying, (2) collect information on the  
213 prevention and intervention strategies used by schools to reduce the  
214 incidence of bullying, improve school climate and improve reporting

215 outcomes, (3) develop or recommend model safe school climate plans  
216 for grades kindergarten to twelve, inclusive, and (4) in collaboration  
217 with the Connecticut Association of Schools, disseminate to all public  
218 schools grade-level appropriate school climate assessment  
219 instruments, approved by the department, to be used by local and  
220 regional boards of education for the purposes of collecting information  
221 described in subdivision (2) of this subsection so that the department  
222 can monitor efforts to prevent bullying [prevention efforts] and ensure  
223 daily classroom safety over time and compare each district's progress  
224 to state trends. Such school climate assessment instruments shall (A)  
225 include surveys that contain uniform grade-level appropriate  
226 questions that collect information about students' perspectives and  
227 opinions about the school climate at the school, and (B) allow students  
228 to complete and submit such assessment and survey anonymously.

229 (b) (1) On or before February 1, 2014, and annually thereafter, the  
230 department shall, in accordance with the provisions of section 11-4a,  
231 submit a report on the status of its efforts pursuant to this section  
232 including, but not limited to, the number of verified acts of bullying in  
233 the state, an analysis of the responsive action taken by school districts,  
234 an analysis of student responses on the uniform grade-level  
235 appropriate questions described in subparagraph (A) of subdivision  
236 (4) of subsection (a) of this section and any recommendations it may  
237 have regarding additional activities or funding to prevent bullying in  
238 schools and improve school climate to the joint standing committees of  
239 the General Assembly having cognizance of matters relating to  
240 education and children and to the speaker of the House of  
241 Representatives, the president pro tempore of the Senate and the  
242 majority and minority leaders of the House of Representatives and the  
243 Senate.

244 (2) On or before February 1, 2020, and annually thereafter, the  
245 department shall, in accordance with the provisions of section 11-4a,  
246 submit a report on the status of the department's efforts pursuant to  
247 this section including, but not limited to, the number of verified acts of  
248 bullying and violations of daily classroom safety in the state, an



249 analysis of the responsive action taken by school districts, an analysis  
250 of student responses on the uniform grade-level appropriate questions  
251 described in subparagraph (A) of subdivision (4) of subsection (a) of  
252 this section and any recommendations the department may have  
253 regarding additional activities or funding to prevent bullying in  
254 schools, ensure daily classroom safety and improve school climate to  
255 the joint standing committees of the General Assembly having  
256 cognizance of matters relating to education and children and to the  
257 speaker of the House of Representatives, the president pro tempore of  
258 the Senate and the majority and minority leaders of the House of  
259 Representatives and the Senate.

260 (c) The department may accept private donations for the purposes  
261 of this section.

262 Sec. 4. Section 10-222i of the general statutes is repealed and the  
263 following is substituted in lieu thereof (*Effective July 1, 2018*):

264 (a) The Department of Education, in consultation with the State  
265 Education Resource Center, established pursuant to section 10-357a,  
266 the Governor's Prevention Partnership, the Commission on Women,  
267 Children and Seniors and the Connecticut Coalition Against Domestic  
268 Violence, shall establish, within available appropriations, a state-wide  
269 safe school climate resource network for the identification, prevention  
270 and education of daily classroom safety, school bullying and teen  
271 dating violence in the state. Such state-wide safe school climate  
272 resource network shall make available to all schools information,  
273 training opportunities and resource materials to improve the school  
274 climate to ensure daily classroom safety and diminish bullying and  
275 teen dating violence.

276 (b) The department may seek federal, state and municipal funding  
277 and may accept private donations for the administration of the state-  
278 wide safe school climate resource network.

279 Sec. 5. Section 10-222j of the general statutes is repealed and the  
280 following is substituted in lieu thereof (*Effective July 1, 2018*):

281 The Department of Education shall provide, within available  
282 appropriations, annual training to school employees, [as defined in  
283 section 10-222d,] except those school employees who hold professional  
284 certification pursuant to section 10-145b unless such school employee  
285 who holds professional certification is the district safe school climate  
286 coordinator, the safe school climate specialist or a member of the safe  
287 school climate committee, as described in section 10-222k, as amended  
288 by this act, on the prevention, identification and response to violations  
289 of daily classroom safety, school bullying and teen dating violence, [as  
290 defined in section 10-222d,] and the prevention of and response to  
291 youth suicide. Such training may include, but not be limited to, (1)  
292 developmentally appropriate strategies to ensure daily classroom  
293 safety, prevent bullying and teen dating violence among students in  
294 school and outside of the school setting, (2) developmentally  
295 appropriate strategies for immediate and effective interventions to  
296 ensure daily classroom safety and stop bullying and teen dating  
297 violence, (3) information regarding the interaction and relationship  
298 between students violating daily classroom safety or committing acts  
299 of bullying and teen dating violence, students against whom such acts  
300 of bullying and teen dating violence are directed and witnesses of such  
301 acts of bullying and teen dating violence, (4) research findings on daily  
302 classroom safety, bullying and teen dating violence, such as  
303 information about the types of students who have been shown to be at-  
304 risk for violating daily classroom safety, bullying and teen dating  
305 violence in the school setting, (5) information on the incidence and  
306 nature of cyberbullying, [as defined in section 10-222d,] (6) Internet  
307 safety issues as they relate to cyberbullying, or (7) information on the  
308 incidence of youth suicide, methods of identifying youths at risk of  
309 suicide and developmentally appropriate strategies for effective  
310 interventions to prevent youth suicide. Such training may be presented  
311 in person by mentors, offered in state-wide workshops or through on-  
312 line courses.

313 Sec. 6. Section 10-222k of the general statutes is repealed and the  
314 following is substituted in lieu thereof (*Effective July 1, 2018*):

315 (a) For the school year commencing July 1, [2012] 2018, and each  
316 school year thereafter, the superintendent of each local or regional  
317 board of education shall appoint, from among existing school district  
318 staff, a district safe school climate coordinator. The district safe school  
319 climate coordinator shall: (1) Be responsible for implementing the  
320 district's safe school climate plan, developed pursuant to section 10-  
321 222d, as amended by this act, (2) collaborate with the safe school  
322 climate specialists, described in subsection (b) of this section, the board  
323 of education for the district and the superintendent of schools of the  
324 school district to prevent, identify and respond to bullying and  
325 violations of daily classroom safety in the schools of the district, (3)  
326 provide data and information, in collaboration with the  
327 superintendent of schools of the district, to the Department of  
328 Education regarding bullying and daily classroom safety, in  
329 accordance with the provisions of subsection (b) of section 10-222d, as  
330 amended by this act, and subsection (a) of section 10-222h, as amended  
331 by this act, and (4) meet with the safe school climate specialists at least  
332 twice during the school year to discuss issues relating to bullying and  
333 daily classroom safety in the school district and to make  
334 recommendations concerning amendments to the district's safe school  
335 climate plan.

336 (b) For the school year commencing July 1, 2012, and each school  
337 year thereafter, the principal of each school, or the principal's designee,  
338 shall serve as the safe school climate specialist and shall (1) investigate  
339 or supervise the investigation of reported acts of bullying in the school  
340 in accordance with the district's safe school climate plan, (2) collect and  
341 maintain records of reports and investigations of bullying in the  
342 school, and (3) act as the primary school official responsible for  
343 preventing, identifying and responding to reports of bullying in the  
344 school.

345 (c) (1) For the school year commencing July 1, 2012, and each school  
346 year thereafter, the principal of each school shall establish a committee  
347 or designate at least one existing committee in the school to be  
348 responsible for developing and fostering a safe school climate and

349 addressing issues relating to bullying and daily classroom safety in the  
350 school. Such committee shall include at least one parent or guardian of  
351 a student enrolled in the school appointed by the school principal.

352 (2) Any such committee shall: (A) Receive copies of completed  
353 reports following investigations of bullying or violations of daily  
354 classroom safety, (B) identify and address patterns of bullying or acts  
355 that violate daily classroom safety among students in the school, (C)  
356 implement the provisions of the school security and safety plan,  
357 developed pursuant to section 10-222m, regarding the collection,  
358 evaluation and reporting of information relating to instances of  
359 disturbing or threatening behavior that may not meet the definition of  
360 bullying or daily classroom safety, (D) review and amend school  
361 policies relating to bullying and daily classroom safety, (E) review and  
362 make recommendations to the district safe school climate coordinator  
363 regarding the district's safe school climate plan based on issues and  
364 experiences specific to the school, (F) educate students, school  
365 employees and parents and guardians of students on issues relating to  
366 bullying and daily classroom safety, (G) collaborate with the district  
367 safe school climate coordinator in the collection of data regarding  
368 bullying and violations of daily classroom safety, in accordance with  
369 the provisions of subsection (b) of section 10-222d, as amended by this  
370 act, and subsection (a) of section 10-222h, as amended by this act, and  
371 (H) perform any other duties as determined by the school principal  
372 that are related to the prevention, identification and response to school  
373 bullying and violations of daily classroom safety for the school.

374 (3) Any parent or guardian serving as a member of any such  
375 committee shall not participate in the activities described in  
376 subparagraphs (A) to (C), inclusive, of subdivision (2) of this  
377 subsection or any other activity that may compromise the  
378 confidentiality of a student.

379 Sec. 7. Subsection (a) of section 10-222n of the general statutes is  
380 repealed and the following is substituted in lieu thereof (*Effective July*  
381 *1, 2018*):

382 (a) Not later than January 1, 2014, the Department of Emergency  
383 Services and Public Protection, in consultation with the Department of  
384 Education, shall develop school security and safety plan standards.  
385 The school security and safety plan standards shall be an all-hazards  
386 approach to emergencies at public schools and shall include, but not be  
387 limited to, (1) involvement of local officials, including the chief  
388 executive officer of the municipality, the superintendent of schools,  
389 law enforcement, fire, public health, emergency management and  
390 emergency medical services, in the development of school security and  
391 safety plans, (2) a command center organization structure based on the  
392 federal National Incident Management System and a description of the  
393 responsibilities of such command center organization, (3) a  
394 requirement that a school security and safety committee be established  
395 at each school, in accordance with the provisions of section 10-222m,  
396 (4) crisis management procedures, (5) a requirement that local law  
397 enforcement and other local public safety officials evaluate, score and  
398 provide feedback on fire drills and crisis response drills, conducted  
399 pursuant to section 10-231, (6) a requirement that local and regional  
400 boards of education annually submit reports to the Department of  
401 Emergency Services and Public Protection regarding such fire drills  
402 and crisis response drills, (7) procedures for managing various types of  
403 emergencies, (8) a requirement that each local and regional board of  
404 education conduct a security and vulnerability assessment for each  
405 school under the jurisdiction of such board every two years and  
406 develop a school security and safety plan for each such school, in  
407 accordance with the provisions of section 10-222m, based on the results  
408 of such assessment, (9) a requirement that the safe school climate  
409 committee for each school, established pursuant to section 10-222k, as  
410 amended by this act, collect and evaluate information relating to  
411 instances of disturbing or threatening behavior that may not meet the  
412 definition of bullying or daily classroom safety, as those terms are  
413 defined in section 10-222d, as amended by this act, and report such  
414 information, as necessary, to the district safe school climate  
415 coordinator, described in section 10-222k, as amended by this act, and  
416 the school security and safety committee for the school, established

417 pursuant to section 10-222m, and (10) a requirement that the school  
418 security and safety plan for each school provide an orientation on such  
419 school security and safety plan to each school employee, as defined in  
420 section 10-222d, as amended by this act, at such school and provide  
421 violence prevention training in a manner prescribed in such school  
422 security and safety plan. The Department of Emergency Services and  
423 Public Protection shall make such standards available to local officials,  
424 including local and regional boards of education.

425 Sec. 8. Section 10-222g of the general statutes is repealed and the  
426 following is substituted in lieu thereof (*Effective July 1, 2018*):

427 For the purposes of section 10-222d, as amended by this act, the  
428 term "prevention and intervention strategy" may include, but is not  
429 limited to, (1) implementation of a positive behavioral interventions  
430 and supports process or another evidence-based model approach for  
431 safe school climate or for ensuring daily classroom safety and the  
432 prevention of bullying and teen dating violence identified by the  
433 Department of Education, (2) school rules prohibiting acts that violate  
434 daily classroom safety, bullying, teen dating violence, harassment and  
435 intimidation and establishing appropriate consequences for those who  
436 engage in such acts, (3) adequate adult supervision of outdoor areas,  
437 hallways, the lunchroom and other specific areas where bullying or  
438 teen dating violence is likely to occur, (4) inclusion of grade-  
439 appropriate bullying and teen dating violence education and  
440 prevention curricula in kindergarten through high school, (5)  
441 individual interventions with the child who violates daily classroom  
442 safety, the bully, parents and school employees, and interventions with  
443 the bullied child, parents and school employees, (6) school-wide  
444 training related to safe school climate, (7) student peer training,  
445 education and support, (8) promotion of parent involvement in  
446 prevention of acts that violate daily classroom safety and bullying  
447 [prevention] through individual or team participation in meetings,  
448 trainings and individual interventions, [and] (9) culturally competent  
449 school-based curriculum focusing on social-emotional learning, self-  
450 awareness and self-regulation, and (10) mental health services for

451 children whose acts violate daily classroom safety. Funding for the  
452 school-based bullying intervention and school climate improvement  
453 strategy may originate from public, private, federal or philanthropic  
454 sources. For purposes of this section, "interventions with the bullied  
455 child" includes referrals to a school counselor, psychologist or other  
456 appropriate social or mental health service, and periodic follow-up by  
457 the safe school climate specialist with the bullied child.

458 Sec. 9. Section 10-233g of the general statutes is repealed and the  
459 following is substituted in lieu thereof (*Effective July 1, 2018*):

460 (a) Where there is a physical assault made by a student upon a  
461 teacher or other school employee on school property or in performance  
462 of school duties and such teacher or employee files a written report  
463 with the school principal based upon such assault, the school building  
464 principal shall report such physical assault to the local police authority.

465 (b) No school administrator shall interfere with the right of a teacher  
466 or other employee of a board of education to file a complaint with the  
467 local police authority in cases of threats of physical violence and in  
468 cases of physical assaults by a student against such teacher or  
469 employee.

470 (c) Where there is a violation of daily classroom safety by a student,  
471 as defined in section 10-222d, as amended by this act, the school  
472 building principal shall notify the parents or guardians of such student  
473 with details of such violation. Where such violation is witnessed by  
474 other students, such principal shall, without revealing the identity of  
475 such student, notify the local or regional board of education and the  
476 parents or guardians of the students who witnessed such violation of  
477 the details of such violation.

478 Sec. 10. (NEW) (*Effective July 1, 2018*) (a) A teacher may remove from  
479 class a student who (1) has been documented by the teacher to have  
480 assaulted the teacher or other students in the classroom, (2) has  
481 repeatedly committed verified acts of bullying, as defined in section  
482 10-222d of the general statutes, as amended by this act, or (3) has

483 engaged in violations of daily classroom safety, as defined in section  
 484 10-222d of the general statutes, as amended by this act, or otherwise  
 485 engaged in conduct that is seriously disruptive of the educational  
 486 process or is a threat to the safety of others in the classroom.

487 (b) If a teacher removes a student from class pursuant to subsection  
 488 (a) of this section, the administrator may place the student in another  
 489 educational setting that is best suited to meet the student's needs,  
 490 including, but not limited to, another classroom, alternative education,  
 491 as defined in section 10-74j of the general statutes, an in-school  
 492 suspension in accordance with the provisions of section 10-233f of the  
 493 general statutes, or any other appropriate response. The administrator  
 494 shall not allow a student who has been removed from class to return to  
 495 the class of the teacher who had such student removed without such  
 496 teacher's consent, unless the safe school climate committee of the  
 497 school, established pursuant to section 10-222k of the general statutes,  
 498 as amended by this act, determines that such return is warranted  
 499 because such student has received appropriate intervention and  
 500 support and there are adequate protections in the classroom for the  
 501 safety of the teacher and other students.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2018	10-222d
Sec. 2	July 1, 2018	10-220f
Sec. 3	July 1, 2018	10-222h
Sec. 4	July 1, 2018	10-222i
Sec. 5	July 1, 2018	10-222j
Sec. 6	July 1, 2018	10-222k
Sec. 7	July 1, 2018	10-222n(a)
Sec. 8	July 1, 2018	10-222g
Sec. 9	July 1, 2018	10-233g
Sec. 10	July 1, 2018	New section

**ED** Joint Favorable Subst.



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:*** None***Explanation***

The bill requires local and regional school districts and the State Department of Education (SDE) to implement a number of plans and policies involving "daily classroom safety." Currently, both local and regional school districts and SDE have similar policies in place to address teen dating violence and bullying. It is anticipated that both entities could incorporate "daily classroom safety," using existing expertise and staff.

***The Out Years******State Impact:*** None***Municipal Impact:*** None

**OLR Bill Analysis****sSB 453*****AN ACT CONCERNING CLASSROOM SAFETY AND DISRUPTIVE BEHAVIOR.*****SUMMARY**

This bill requires local and regional boards of education, as well as the State Department of Education (SDE), to address daily classroom safety in a manner similar to how they must address bullying and teen dating violence under current law. Under the bill, “daily classroom safety” means a classroom environment in which students and school employees are not assaulted, harassed, verbally abused, or physically harmed by other students, school employees, or parents; or exposed to such acts.

Specifically, the bill makes the following changes to school safety and school climate laws:

1. instructs boards of education to address daily classroom safety in their safe school climate plans (§ 1);
2. requires school district safety committees to expand their focus to include daily classroom safety (§ 2);
3. requires SDE to monitor districts’ instances of daily classroom safety violations and provide them with training and assistance (§§ 3 & 5);
4. adds daily classroom safety to the statewide safe school climate network’s mission (§ 4);
5. expands the duties of school staff in safe school climate leadership positions to include daily classroom safety issues (§ 6);

6. requires the Department of Emergency Services and Public Protection (DESPP) to amend its school safety and security plan standards to require safe school climate committees to collect and evaluate additional information (§ 7);
7. allows “prevention and intervention strategy” to address daily classroom safety violations (§ 8);
8. requires school principals to notify parents, guardians, and boards of education about daily classroom safety violations (§ 9); and
9. sets conditions and specifies requirements under which teachers may remove from their classroom students who assault, bully, or engage in daily classroom safety violations (§ 10).

The bill also (1) allows safe school climate plans to include mental health services as interventions for individuals who commit recurrent bullying incidents (§ 1) and (2) makes various technical and conforming changes.

EFFECTIVE DATE: July 1, 2018

### **§ 1 — SAFE SCHOOL CLIMATE PLAN PROVISIONS**

The bill requires safe school climate plans to address daily classroom safety in schools. Current law requires local and regional boards of education to create these plans to address bullying and teen dating violence.

It also requires safe school climate plans to address daily classroom safety in several ways:

1. provide language about daily classroom safety to include in student conduct codes;
2. require schools to notify, within 48 hours of completing an investigation, parents or guardians of students (a) who commit daily classroom safety violations and (b) against whom such acts

were directed;

3. require schools to invite parents or guardians of a student who commits a daily classroom safety violation to a meeting to discuss the school's interventions to prevent further violations;
4. establish a procedure for schools to document daily classroom safety violations and the number of such verified acts for public inspection and annual reporting to SDE;
5. direct the development of case-by-case interventions for addressing repeated daily classroom safety violations, which may include counseling, mental health services, and discipline; and
6. require the principal or his or her designee to notify the appropriate local law enforcement agency when he or she believes that any daily classroom safety violations constitute criminal conduct.

The bill requires each local and regional board of education to revise its safe school climate plan to include daily classroom safety provisions by September 1, 2019. The provisions must include the following:

1. the named administrator whom teachers must notify when appropriate to discuss student behavior, and the name of others who may be contacted if the administrator is unavailable;
2. a designated location for teachers to send students who seriously disrupt the educational process or threaten the safety of others in the classroom;
3. the procedure to follow when a student's behavior poses a risk of imminent personal injury to a teacher, staff, or other students; and
4. a process in which a teacher and administrator will meet within two school days after an incident to discuss how to address a

student's seriously disruptive or threatening behavior.

The bill requires boards to submit their revised plans to SDE for review and approval. Within 30 days after receiving SDE's approval, boards must (1) make their plans available on their website and on each school in the district's website and (2) ensure that the revised plan is included in the district's publications of the rules, procedures, and conduct standards and in all student handbooks.

## **§ 2 — SCHOOL DISTRICT SAFETY COMMITTEE**

The bill requires, rather than allows, boards of education to establish school district safety committees. It adds teachers to the committee membership, in addition to parents and high school students under current law. It also adds the following committee goals: (1) increase parent awareness of safety and health issues, in addition to staff and student awareness under current law, and (2) review the adequacy of daily classroom safety procedures at each school, in addition to emergency response procedures under current law.

## **§ 3 — SDE ASSISTANCE TO AND MONITORING OF DISTRICTS**

The bill requires SDE to document districts' needs for assistance and training related to daily classroom safety, within available appropriations. It also adds a new purpose for school climate assessment instruments that boards distribute to schools: to collect information that allows SDE to monitor efforts to ensure daily classroom safety over time and compare each district's progress to state trends.

Additionally, the bill requires SDE, beginning by February 1, 2020, and annually thereafter, to report to the Education and Children's committees, as well as the House speaker, Senate president pro tempore, and House and Senate majority and minority leaders on the following topics:

1. the number of verified acts of bullying and daily classroom safety violations in the state;

2. an analysis of (a) school districts' responsive actions and (b) student responses on the uniform, grade-level appropriate safe school climate assessment instruments; and
3. any recommendations for additional activities or funding to prevent bullying in schools, ensure daily classroom safety, and improve school climate.

#### **§ 4 — STATEWIDE SAFE SCHOOL CLIMATE RESOURCE NETWORK**

Current law requires SDE to establish, within available appropriations, a statewide safe school climate resource network for the identification, prevention, and education of school bullying and teen dating violence in Connecticut. The bill adds daily classroom safety to the network's mission.

#### **§ 5 — TRAINING FOR SCHOOL EMPLOYEES**

The bill requires SDE to provide daily classroom safety prevention, identification, and response training, within available appropriations, to any school employee who does not hold educator certification. Current law requires similar training for bullying and teen dating violence.

The bill allows this training to include the following:

1. developmentally appropriate strategies (a) to ensure daily classroom safety and (b) for immediate and effective interventions to ensure classroom safety;
2. information on the interaction and relationship between students violating daily classroom safety; and
3. research findings on daily classroom safety, such as information about the types of students who have been shown to be at-risk for violating classroom safety.

#### **§ 6 — SAFE SCHOOL CLIMATE LEADERSHIP DUTIES**

The bill adds duties regarding daily classroom safety to the

following individuals and groups with safe school climate leadership roles: district safe school climate coordinators and safe school climate committees (see BACKGROUND).

### ***District Safe School Climate Coordinators***

Beginning in the 2018-19 school year, it requires district safe school climate coordinators to do the following in addition to their duties under current law:

1. collaborate with safe school climate specialists, the district's board of education, and the superintendent to prevent, identify, and respond to daily classroom safety violations in district schools;
2. provide data and information about daily classroom safety to SDE, in collaboration with the superintendent; and
3. meet with the safe school climate specialists at least twice each school year to discuss daily classroom safety issues in the district.

### ***Safe School Climate Committees***

The bill requires the safe school climate committee to address issues relating to daily classroom safety in the school. More specifically, it requires the committee to do the following in addition to its duties under current law:

1. receive copies of completed reports following investigations of daily classroom safety violations;
2. identify and address patterns of acts that violate daily classroom safety among students in the school;
3. implement school security and safety plan provisions (see BACKGROUND) about the collection, evaluation, and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of daily classroom safety;

4. review and amend school policies relating to daily classroom safety;
5. educate students, school employees, and students' parents and guardians on daily classroom safety issues;
6. collaborate with the district safe school climate coordinator to collect data on daily classroom safety violations; and
7. perform any other duties the principal determines are related to the prevention, identification, and response to daily classroom safety violations for the school.

#### **§ 7 — SCHOOL SECURITY AND SAFETY PLAN STANDARDS**

The bill requires DESPP to amend its school safety and security plan standards (see BACKGROUND) to include a requirement that the safe school climate committee for each school collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of daily classroom safety and report it as necessary to the district safe school climate coordinator and the school security and safety committee.

#### **§ 8 — DAILY CLASSROOM SAFETY PREVENTION AND INTERVENTION STRATEGIES**

The bill expands the definition of the term "prevention and intervention strategy" as used in the state laws governing safe school climate plans and safe school climate assessments. Specifically, it expands the definition to include the following:

1. implementation of a positive behavioral intervention and support process or another evidence-based model approach for ensuring daily classroom safety,
2. school rules prohibiting acts that violate daily classroom safety,
3. individual interventions with the child who violates daily classroom safety,



4. promotion of parent involvement to prevent acts that violate daily classroom safety, and
5. mental health services for children whose acts violate daily classroom safety.

Current law defines this strategy in similar terms for addressing bullying, teen dating violence, harassment, and intimidation.

### **§ 9 — NOTICE TO PARENTS AND BOARDS OF EDUCATION**

The bill requires school principals to notify the parents or guardians of students who commit daily classroom safety violations about the details of such violations. Additionally, when other students witness such violations, principals must notify the local and regional board of education and the witnessing students' parents or guardians about the details of such violations; however, the principal must not reveal the identity of the violating student.

### **§ 10 — CLASSROOM REMOVAL FOR DAILY CLASSROOM SAFETY VIOLATIONS**

Under the bill, a teacher may remove a student from class who has done any of the following:

1. been documented by the teacher to have assaulted the teacher or other students in the classroom,
2. repeatedly committed verified acts of bullying, or
3. engaged in daily classroom safety violations or otherwise engaged in conduct that is seriously disruptive of the educational process or is a threat to the safety of others in the classroom.

If a teacher removes a student under the above circumstances, the bill allows a school administrator to place the student in another educational setting that is best suited to meet the student's needs, such as another classroom, alternative education, in-school suspension, or any other appropriate response. It prohibits, however, the

administrator from allowing the student to return to class without the teacher’s consent unless the safe school climate committee determines a return is warranted because (1) the student has received appropriate intervention and support and (2) there are adequate protections in the classroom for the teacher’s and other students’ safety.

**BACKGROUND**

***Safe School Climate Leadership Roles***

By law, safe school climate leadership positions include the following:

- 1. a district safe school climate coordinator for each school district, chosen by the superintendent of each board of education from among existing school district staff, and
- 2. a safe school climate committee, chosen by the principal of each school, that includes at least one student's parent or guardian (CGS § 10-222k).

***School Security and Safety Plan***

The law requires each local and regional board of education to develop a school security and safety plan for each school within its district (CGS § 10-222m). The plan must align with DESPP standards, which provide an all-hazards approach to handling emergencies at public schools (CGS § 10-222n).

**COMMITTEE ACTION**

Education Committee

Joint Favorable Substitute  
Yea 35 Nay 0 (03/23/2018)