AN ACT CONCERNING SCHOOL CLIMATES.

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

Section 1. (NEW) (Effective from passage) (a) There is established a social and emotional learning and school climate advisory council. The council shall (1) monitor school climate improvement efforts in the state, (2) identify best practices for promoting positive school climates, (3) identify and pursue resources to educate local and regional boards of education on issues relating to fostering positive school climates and social and emotional learning in schools, and (4) perform any other research concerning social and emotional learning and fostering positive school climates that the council deems appropriate.

(b) The council shall consist of the following members: (1) The Commissioner of Education, or the commissioner's designee, (2) the executive director of the Commission on Women, Children and Seniors, or the executive director's designee, (3) a representative designated by the Connecticut Association of Boards of Education, (4) a representative designated by the Connecticut Association of Public School Superintendents, (5) a representative designated by the Connecticut Association of Schools, (6) a representative designated by the American Federation of Teachers-Connecticut, (7) a representative designated by the Connecticut Education Association, and (8) a representative designated by the Connecticut Association of School
Administrators.

(c) All appointments to the council shall be made not later than thirty days after the effective date of this section. Any vacancy shall be filled by the appointing authority.

(d) The chairperson of the council shall be elected from among the members. The first meeting of the council shall be held not later than sixty days after the effective date of this section.

(e) The administrative staff of the Commission on Women, Children and Seniors shall serve as administrative staff of the council.

(f) Not later than January 1, 2020, and annually thereafter, the council shall submit a report on its findings and any recommendations to the joint standing committees of the General Assembly having cognizance of matters relating to children and education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 2. Section 10-222d of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) As used in this section [, and sections [10-222g to] 10-222h, as amended by this act, 10-222i, [inclusive, and section] 10-222k, as amended by this act, and section 1 of this act:

(1) "Aggressive behavior or intentional harm-doing" means an act that (A) causes physical or emotional harm to an individual or damage to such individual's property, (B) places an individual in reasonable fear of harm to self or damage to such individual's property, (C) creates a hostile environment at school for an individual, or (D) infringes on the rights and opportunities of an individual at school;

[(1)] (2) "Bullying" means [(A) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (B) a physical act or gesture by
one or more students repeatedly directed at another student attending
school in the same school district, that: (i) Causes physical or emotional
harm to such student or damage to such student's property, (ii) places
such student in reasonable fear of harm to himself or herself, or of
damage to his or her property, (iii) creates a hostile environment at
school for such student, (iv) infringes on the rights of such student at
school, or (v) substantially disrupts the education process or the
orderly operation of a school. A determination that aggressive behavior
or intentional harm-doing was (A) direct or indirect, (B) severe,
persistent or pervasive, and (C) characterized by an imbalance of
power. "Bullying" shall include, but need not be limited to, [a written,
oral or electronic communication or physical act or gesture] aggressive
behavior or intentional harm-doing based on any actual or perceived
differentiating characteristic, such as race, color, religion, ancestry,
national origin, gender, sexual orientation, gender identity or
expression, socioeconomic status, academic status, physical
appearance, or mental, physical, developmental or sensory disability,
or by association with an individual or group who has or is perceived
to have one or more of such characteristics.]

(3) "Imbalance of power" means a disparity (A) between individuals
with respect to social status or relative physical size, or (B) created
because aggressive behavior or intentional harm-doing was directed at
an individual by a group;

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

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

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

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

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

[(7) (8) "Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;

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

[(9)] (10) "School climate" means the quality and character of school
life [with a particular focus on the quality of the relationships within
the school community between and among students and adults] based
on patterns of students', parents' and school employees' experiences of
school life, including, but not limited to, norms, goals, values,
interpersonal relationships, teaching and learning practices and
organizational structures;

(1) "Positive school climate" means a school climate that (A)
promotes norms, values, expectations and beliefs that support feelings
of social, emotional and physical safety, (B) causes students, families of
students and school employees to feel engaged and respected and to
work together to develop and contribute to a shared school vision, (C)
encourages educators to model and nurture attitudes that emphasize
the benefits and satisfaction gained from learning, and (D) allows for
each person to contribute to the operation of the school and care of the
physical environment of the school;

(12) "Emotional intelligence" means the ability to (A) perceive or
recognize emotions in oneself or others, (B) use emotions to facilitate
cognitive activities, including, but not limited to, reasoning, problem
solving and interpersonal communication, (C) understand and label
emotions, and (D) manage emotions in oneself and others; and

(13) "Social and emotional learning" means the process through
which children and adults achieve emotional intelligence through
competencies, such as self-awareness, self-management, social
awareness, relationship skills and reasonable decision-making.

(b) Each local and regional board of education shall develop and
implement a safe school climate [plan to address the existence of
bullying and teen dating violence in its schools] policy. Such [plan]
policy shall:

(1) [Enable] Promote prevention of and intervention in aggressive
behavior or intentional harm-doing and the fostering of a positive
school climate through the utilization of model school climate
standards, such as the National School Climate Standards published by the National School Climate Center;

(2) Include prevention strategies for bullying and teen dating violence in schools, which may include, but need not be limited to, (A) adoption of evidence-based, data-driven systems for assessing, implementing and continuously improving culturally competent, restorative, social and emotional learning in consultation with or on the recommendation of the Department of Education, (B) school rules and policies that prohibit bullying and teen dating violence and that establish appropriate interventions for those involved in such acts, (C) adequate school employee supervision of outdoor areas, hallways, lunchrooms, bathrooms, school buses and other areas where bullying or teen dating violence is likely to occur, (D) culturally competent school-wide training that focuses on restorative practices and social and emotional learning competencies and evidence-based tools to develop such competencies, (E) student and peer-led training, education and support, and (F) promotion of parent or guardian partnership and engagement in fostering a positive school climate through individual or team participation in meetings and trainings;

(3) Include intervention protocols to address bullying and teen dating violence in schools by (A) enabling students to anonymously report [acts of bullying] aggressive behavior or intentional harm-doing to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports, [(2) enable] (B) enabling the parents or guardians of students to file written reports of [suspected bullying, (3) require] aggressive behavior or intentional harm-doing, (C) requiring school employees who witness [acts of bullying] aggressive behavior or intentional harm-doing or receive reports of [bullying] aggressive behavior or intentional harm-doing to orally notify the safe school climate specialist, described in section 10-222k, as amended by this act, or another school administrator if the safe school climate specialist is unavailable, not later than one school
day after such school employee witnesses or receives a report of [bullying] aggressive behavior or intentional harm-doing, and to file a written report not later than two school days after making such oral report, [(4) require] (D) requiring the safe school climate specialist to investigate or supervise the investigation of all reports of [bullying] aggressive behavior or intentional harm-doing and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that the parents or guardians of [the] a student alleged to have [committed an act or acts of bullying] engaged in aggressive behavior or intentional harm-doing and the parents or guardians of the student against whom such [alleged act or acts were] aggressive behavior or intentional harm-doing was directed receive prompt notice that such investigation has commenced, [(5) require] (E) requiring the safe school climate specialist or such specialist's designee to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report, [(6) include a prevention and intervention strategy, as defined by section 10-222g, for school employees to deal with bullying and teen dating violence, (7) provide for the inclusion of language in student codes of conduct concerning bullying, (8) require each school] (F) requiring the safe school climate specialist or such specialist's designee, in consultation with the school employee who witnessed or received a report of aggressive behavior or intentional harm-doing by a student, to notify the parents or guardians of [students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4) of this subsection, (9) require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying, (10) require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required
in subdivision (9) of this subsection, to discuss specific interventions undertaken by the school to prevent further acts of bullying, (11) establish] such student upon a finding that such student committed an act of bullying, not later than forty-eight hours after the completion of an investigation described in subparagraph (D) of this subdivision, of the specific interventions in progress or undertaken by the school to prevent further acts of bullying by such student, (G) requiring the safe school climate specialist or such specialist's designee to notify the parents or guardians of a student against whom an act of bullying was directed, not later than forty-eight hours after the completion of an investigation described in subparagraph (D) of this subdivision, of the measures being taken by the school to ensure the safety of such student and the policies and procedures in place at the school to prevent further acts of bullying, (H) establishing a procedure for each school to document and maintain records relating to reports and investigations of suspected bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education, [(12) direct] (I) directing the development of case-by-case interventions for addressing [repeated incidents of] bullying against a single individual, [or recurrently perpetrated] bullying incidents by the same individual [that may include both counseling and discipline, (13) prohibit] and, at the discretion of the safe school climate specialist, aggressive behavior or intentional harm-doing by the same individual that may not rise to the level of bullying, such as restorative, equity-based, bias-informed, culturally competent, trauma-informed interventions for (i) students found to have engaged in bullying, (ii) students against whom acts of bullying have been committed, (iii) parents and guardians, and (iv) school employees. Interventions may include, but not be limited to, referrals to a school counselor, psychologist or other appropriate social or mental health service, plans that address safety measures the school will take to protect students against further acts of aggressive behavior or intentional harm-doing and periodic follow-ups by the safe school climate specialist.
climate specialist, and (l) prohibiting discrimination and retaliation against an individual who reports or assists in the investigation of an act of [bullying, (14) direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying, (15) require aggressive behavior or intentional harm-doing.

(c) Nothing in this section shall prevent the principal of a school, or the principal's designee, from notifying the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying or aggressive behavior or intentional harm-doing constitute criminal conduct. L. (16) prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (I) creates a hostile environment at school for the student against whom such bullying was directed, or (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school, (17) require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and (18) require that all school employees annually complete the training described in section 10-220a or section 10-222j. The notification required pursuant to subdivision (8) of this subsection and the invitation required pursuant to subdivision (9) of this subsection shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying.]

[(c)] (d) Not later than [September 1, 2014] January 1, 2020, each
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local and regional board of education that has not had a safe school climate [plan] policy, developed pursuant to this section, previously reviewed [and approved] by the Department of Education shall submit a safe school climate [plan] policy to the department for review [and approval] in accordance with the provisions of section 10-222p, as amended by this act. [Not later than thirty calendar days after approval by the department of such safe school climate plan, the] Each board shall make such [plan] policy available on the board's [and each individual school in the school district's] Internet web site and ensure that such [plan] policy is included in the [school district's] board's publication of the rules, procedures and standards of conduct for schools and in all student handbooks and employee manuals.

[(d)] (e) On and after July 1, [2012] 2020, and not less than biennially thereafter, each local and regional board of education shall require each school in the district to [complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to section 10-222h. Each local and regional board of education shall collect the school climate assessments for each school in the district and submit such school climate assessments to the department] assess school climate using a school climate assessment instrument. Such school climate assessment instrument shall (1) be an empirically validated survey that provides an in-depth profile of a school community's strengths and areas that need improvement, such as the Comprehensive School Climate Inventory published by the National School Climate Center, (2) present grade-level appropriate questions that permit the collection of information on students' perspectives and opinions about the school climate, and (3) protect the anonymity of respondents.

(f) A local or regional board of education may accept private donations for the purposes of this section.

Sec. 3. Section 10-222h of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):
(a) The Department of Education shall, within available appropriations, (1) document school districts' articulated needs for technical assistance and training related to safe learning and bullying, (2) collect information on the prevention and intervention strategies used by schools to reduce the incidence of bullying, improve school climate and improve reporting outcomes, (3) develop or recommend model safe school climate plans for grades kindergarten to twelve, inclusive, and (4) in collaboration with the Connecticut Association of Schools, disseminate to all public schools grade-level appropriate school climate assessment instruments, approved by the department, to be used by local and regional boards of education for the purposes of collecting information described in subdivision (2) of this subsection so that the department can monitor bullying prevention efforts over time and compare each district's progress to state trends. Such school climate assessment instruments shall (A) include surveys that contain uniform grade-level appropriate questions that collect information about students' perspectives and opinions about the school climate at the school, and (B) allow students to complete and submit such assessment and survey anonymously. Best practices for fostering a positive school climate and any needs articulated by such districts for technical assistance and training related to fostering a positive school climate, and (2) recommend model safe and positive school climate policies for school districts.

(b) On or before February 1, 2014, and annually thereafter, the department shall, in accordance with the provisions of section 11-4a, submit a report on the status of its efforts pursuant to this section including, but not limited to, the number of verified acts of bullying in the state, an analysis of the responsive action taken by school districts, an analysis of student responses on the uniform grade-level appropriate questions described in subparagraph (A) of subdivision (4) of subsection (a) of this section and any recommendations it may have regarding additional activities or funding to prevent bullying in schools and improve school climate to the joint standing committees of the General Assembly having cognizance of matters relating to
education and children and to the speaker of the House of Representatives, the president pro tempore of the Senate and the majority and minority leaders of the House of Representatives and the Senate.\textcolor{red}{[}The Department of Education, in consultation with local, state and national experts on social and emotional skills assessment and development, shall, within available appropriations, develop a social and emotional learning assessment instrument to measure individual student attainment of the social and emotional learning competencies. Such instrument shall (1) measure intrapersonal and interpersonal competencies, (2) be age and grade level appropriate for children in preschool and grades kindergarten to twelve, inclusive, (3) include measures to ensure feasibility of implementation in schools and districts, and (4) assess what children know and are able to do. Such instrument shall not be used to evaluate problem behaviors or screen students for behavioral or emotional problems.

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

Sec. 4. Section 10-222j of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):

The Department of Education shall provide, within available appropriations, annual training to school employees, as defined in section 10-222d, as amended by this act, except those school employees who hold professional certification pursuant to section 10-145b unless such school employee who holds professional certification is the district safe school climate coordinator \[,\] or the safe school climate specialist \[ or a member of the safe school climate committee, as described in section 10-222k,\] on the prevention, identification and response to school bullying and teen dating violence, as defined in section 10-222d, as amended by this act, and the prevention of and response to youth suicide. Such training shall be culturally competent and bias-informed and focus on restorative practices and the social and emotional learning competencies, including, but not limited to, self-awareness, self-management, social awareness, relationship skills and
responsible decision-making and evidence-based tools to develop those competencies. Such training may include, but not be limited to, (1) developmentally appropriate strategies to prevent [bullying] aggressive behavior or intentional harm-doing and teen dating violence, [among students in school and outside of the school setting,] (2) developmentally appropriate strategies for immediate and effective interventions to stop [bullying] aggressive behavior or intentional harm-doing and teen dating violence, (3) information regarding the interaction and relationship between students committing acts of bullying and teen dating violence, students against whom such acts of bullying and teen dating violence are directed and witnesses of such acts of bullying and teen dating violence, (4) research findings on [bullying] aggressive behavior or intentional harm-doing and teen dating violence, such as information about the types of students who have been shown to be at-risk for [bullying] aggressive behavior or intentional harm-doing and teen dating violence in the school setting, [(5)] (4) information on the incidence and nature of cyberbullying, as defined in section 10-222d, as amended by this act, [(6)] (5) Internet safety issues as they relate to cyberbullying, or [(7)] (6) information on the incidence of youth suicide, methods of identifying youths at risk of suicide and developmentally appropriate strategies for effective interventions to prevent youth suicide. Such training may be conducted in a training-of-trainers model and presented in person by mentors, offered in state-wide workshops or through on-line courses.

Sec. 5. Section 10-222k of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):

(a) For the school year commencing July 1, [2012] 2020, and each school year thereafter, the superintendent of each local or regional board of education shall appoint, from among existing school district staff, a district safe school climate coordinator. The district safe school climate coordinator shall: (1) Be responsible for implementing the district's safe school climate [plan] policy, developed pursuant to section 10-222d, as amended by this act, (2) collaborate with the safe
school climate specialists, described in subsection (b) of this section, the board of education for the district and the superintendent of schools of the school district to foster a positive school climate and prevent, identify and respond to suspected bullying in the schools of the district, and (3) provide data and information, in collaboration with the superintendent of schools of the district, to the Department of Education regarding bullying, in accordance with the provisions of subsection (b) of section 10-222d and subsection (a) of section 10-222h, and (4) meet with the safe school climate specialists at least twice during the school year to discuss issues relating to bullying in the school district and collaborate with the social and emotional learning and school climate council, if any, established pursuant to subsection (c) of this section to make recommendations concerning amendments to the district's safe school climate policy.

(b) For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school, or the principal's designee, shall serve as the safe school climate coordinator and shall (1) investigate or supervise the investigation of reported acts of bullying in the school in accordance with the district's safe school climate plan, (2) collect and maintain records of reports and investigations of bullying in the school, and (3) act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school lead the school's efforts to establish a positive school climate, (2) investigate or supervise the investigation of suspected bullying in the school in accordance with the district's safe school climate policy, and (3) collect and maintain records of investigations of aggressive behavior or intentional harm-doing and findings of bullying in the school.

(c) [1) For the school year commencing July 1, 2012, and each school year thereafter, the principal of each school shall establish a committee or designate at least one existing committee in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such
committee shall include at least one parent or guardian of a student
enrolled in the school appointed by the school principal] each local and
regional board of education may establish a social and emotional
learning and school climate council. The members of such council shall
be individuals who work in, attend or are otherwise affiliated with a
school under the jurisdiction of the local or regional board of
education, and shall include, but not be limited to, a school
administrator, parent or guardian, teacher, student and member of the
community. The council shall, in consultation with the district safe
school climate coordinator, (1) monitor school climate improvement
efforts, (2) identify patterns of aggressive behavior or intentional harm-
doing among students in the schools, (3) identify best practices for
promoting a positive school climate, (4) identify and pursue resources
to educate students, parents and guardians of students, school
employees and the community on issues relating to fostering a positive
school climate and social and emotional learning in schools, and (5)
perform any other duties as determined by the local or regional board
of education that are related to the prevention of and intervention in
aggressive behavior or intentional harm-doing and fostering a positive
school climate in the school district.

[(2) Any such committee shall: (A) Receive copies of completed
reports following investigations of bullying, (B) identify and address
patterns of bullying among students in the school, (C) implement the
provisions of the school security and safety plan, developed pursuant
to section 10-222m, regarding the collection, evaluation and reporting
of information relating to instances of disturbing or threatening
behavior that may not meet the definition of bullying, (D) review and
amend school policies relating to bullying, (E) review and make
recommendations to the district safe school climate coordinator
regarding the district's safe school climate plan based on issues and
experiences specific to the school, (F) educate students, school
employees and parents and guardians of students on issues relating to
bullying, (G) collaborate with the district safe school climate
coordinator in the collection of data regarding bullying, in accordance
with the provisions of subsection (b) of section 10-222d and subsection (a) of section 10-222h, and (H) perform any other duties as determined by the school principal that are related to the prevention, identification and response to school bullying for the school.

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

Sec. 6. Section 10-222p of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2020):

[(a) The Department of Education shall receive each safe school climate plan submitted pursuant to subsection (c) of section 10-222d and review each such plan for compliance with the provisions of subsection (b) of section 10-222d. Not later than thirty calendar days after receiving such plan, the department shall approve or reject such plan. If the department rejects a safe school climate plan, the department shall provide notice of such rejection and the reasons for such rejection to the local or regional board of education that submitted such plan. Such local or regional board of education shall redevelop and resubmit a safe school climate plan to the department for approval not later than thirty calendar days after receipt of notice of such rejection. Not later than thirty calendar days after receiving such resubmitted plan, the department shall approve or reject such plan. If the department rejects a resubmitted safe school climate plan, the department shall provide notice of such rejection to the local or regional board of education that resubmitted such plan. Not later than thirty calendar days after receiving notice of such rejection and the reasons for such rejection, such local or regional board of education shall adopt an appropriate model safe school climate plan, developed or recommended by the department pursuant to subdivision (3) of subsection (a) of section 10-222h.]

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[(b)] The Department of Education shall, in consultation with local and regional boards of education, make available on the department's Internet web site [(1) each safe school climate plan that has been approved by the department, (2) a list of the school districts that have an approved safe school climate plan, and (3) a list of the school districts whose safe school climate plans have been rejected and that are in the process of resubmitting their safe school climate plans for approval by the department] a model safe school climate policy.

Sec. 7. (NEW) (Effective July 1, 2019) Each local and regional board of education, in consultation with the Department of Education, shall provide to school administrators training materials regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics. Such training materials may be delivered in collaboration with one or more organizations offering training on identifying, preventing and intervening in discrimination including, but not limited to, the Commission on Human Rights and Opportunities.

Sec. 8. Subsection (a) of section 10-220a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) Each local or regional board of education shall provide an in-service training program for its teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate. Such program shall provide such teachers, administrators and pupil personnel with information on (1) the nature and the relationship of alcohol and drugs, as defined in subdivision (17) of section 21a-240, to health and personality
development, and procedures for discouraging their abuse, (2) health
and mental health risk reduction education that includes, but need not
be limited to, the prevention of risk-taking behavior by children and
the relationship of such behavior to substance abuse, pregnancy,
sexually transmitted diseases, including HIV-infection and AIDS, as
defined in section 19a-581, violence, teen dating violence, domestic
violence and child abuse, (3) school violence prevention, conflict
resolution, the prevention of and response to youth suicide and the
identification and prevention of and response to bullying, as defined in
subsection (a) of section 10-222d, as amended by this act, except that
those boards of education that implement any evidence-based model
approach that is approved by the Department of Education and is
consistent with subsection (c) of section 10-145a, sections 10-222d, as
amended by this act, sections 10-233c and sections 1 and 3 of public act 08-
160, shall not be required to provide in-service training on the
identification and prevention of and response to bullying, (4) cardiopulmonary resuscitation and other emergency life saving
procedures, (5) the requirements and obligations of a mandated
reporter, and (6) the detection and recognition of, and evidence-based
structured literacy interventions for, students with dyslexia, as defined
in section 10-3d. Each local or regional board of education may allow
any paraprofessional or noncertified employee to participate, on a
voluntary basis, in any in-service training program provided pursuant
to this section.

Sec. 9. Section 10-222f of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2019):

(a) No claim for damages shall be made against a school employee,
as defined in section 10-222d, as amended by this act, who reports,
investigates and responds to bullying or teen dating violence, as
defined in section 10-222d, as amended by this act, in accordance with
the provisions of the safe school climate [plan] policy, described in
section 10-222d, as amended by this act, if such school employee was
acting in good faith in the discharge of his or her duties or within the scope of his or her employment. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

(b) No claim for damages shall be made against a student, parent or guardian of a student or any other individual who reports an act of bullying or teen dating violence to a school employee, in accordance with the provisions of the safe school climate [plan] policy described in section 10-222d, as amended by this act, if such individual was acting in good faith. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

(c) No claim for damages shall be made against a local or regional board of education that implements the safe school climate [plan] policy, described in section 10-222d, as amended by this act, and reports, investigates and responds to bullying or teen dating violence, as defined in section 10-222d, as amended by this act, if such local or regional board of education was acting in good faith in the discharge of its duties. The immunity provided in this subsection does not apply to acts or omissions constituting gross, reckless, wilful or wanton misconduct.

Sec. 10. Subsection (a) of section 10-222n of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

(a) Not later than January 1, 2014, the Department of Emergency Services and Public Protection, in consultation with the Department of Education, shall develop school security and safety plan standards. The school security and safety plan standards shall be an all-hazards approach to emergencies at public schools and shall include, but not be limited to, (1) involvement of local officials, including the chief executive officer of the municipality, the superintendent of schools, law enforcement, fire, public health, emergency management and
emergency medical services, in the development of school security and safety plans, (2) a command center organization structure based on the federal National Incident Management System and a description of the responsibilities of such command center organization, (3) a requirement that a school security and safety committee be established at each school, in accordance with the provisions of section 10-222m, (4) crisis management procedures, (5) a requirement that local law enforcement and other local public safety officials evaluate, score and provide feedback on fire drills and crisis response drills, conducted pursuant to section 10-231, (6) a requirement that local and regional boards of education annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills, (7) procedures for managing various types of emergencies, (8) a requirement that each local and regional board of education conduct a security and vulnerability assessment for each school under the jurisdiction of such board every two years and develop a school security and safety plan for each such school, in accordance with the provisions of section 10-222m, based on the results of such assessment, (9) a requirement that the [safe school climate committee] social and emotional learning and school climate council for each school, established pursuant to section 10-222k, as amended by this act, collect and evaluate information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, as defined in section 10-222d, as amended by this act, and report such information, as necessary, to the district safe school climate coordinator, described in section 10-222k, as amended by this act, and the school security and safety committee for the school, established pursuant to section 10-222m, and (10) a requirement that the school security and safety plan for each school provide an orientation on such school security and safety plan to each school employee, as defined in section 10-222d, as amended by this act, at such school and provide violence prevention training in a manner prescribed in such school security and safety plan. The Department of Emergency Services and Public Protection shall make such standards available to local officials, including local and regional boards of education.
Sec. 11. Section 10-222g of the general statutes is repealed. (Effective July 1, 2019)

This act shall take effect as follows and shall amend the following sections:

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KID Joint Favorable Subst.

ED Joint Favorable