"AN ACT CONCERNING SCHOOL CLIMATES."

1 Strike everything after the enacting clause and substitute the following in lieu thereof:

   "Section 1. (NEW) (Effective from passage) (a) There is established a social and emotional learning and school climate advisory collaborative. The collaborative shall (1) monitor the school climate improvement efforts of local and regional boards of education, (2) document any needs articulated by local and regional boards of education for technical assistance and training relating to fostering positive school climates, (3) identify best practices for promoting positive school climates, (4) direct resources to support state-wide and local initiatives on issues relating to fostering and improving positive school climates and improving access to social and emotional learning in schools, (5) develop an assessment for screening students in grades three to twelve, inclusive, to determine whether such students are at risk for suicide, (6) develop a biennial state-wide school climate survey, as described in subsection (c) of section 2 of this act, (7)"
develop a model positive school climate policy, as described in subsection (a) of section 2 of this act, (8) develop a plain language explanation of the rights and remedies available under sections 10-4a and 10-4b of the general statutes for distribution to parents and guardians pursuant to subdivision (2) of subsection (c) of section 10-222d of the general statutes, as amended by this act, and provide such explanation to each local and regional board of education, and (9) perform other functions concerning social and emotional learning and fostering positive school climates.

(b) The collaborative shall consist of the following members:

(1) Three appointed by the speaker of the House of Representatives, one of whom is a member of the Juvenile Justice Policy and Oversight Committee, established pursuant to section 46b-121n of the general statutes, one of whom is a representative of the Connecticut Association of Boards of Education and one of whom is a representative of the Connecticut Association of Public School Superintendents;

(2) Three appointed by the president pro tempore of the Senate, one of whom is a representative of the Connecticut Association of Schools, one of whom is a representative of the Connecticut Association of School Administrators and one of whom is a representative of the Social Emotional Learning Alliance for Connecticut;

(3) Three appointed by the majority leader of the House of Representatives, one of whom is a representative of Special Education Equity for Kids of Connecticut, one of whom is a representative of the Connecticut Parent Advocacy Center and one of whom is a representative of African Caribbean American Parents of Children with Disabilities, Inc.;

(4) Three appointed by the majority leader of the Senate, one of whom is a representative of the Center for Children's Advocacy, one of whom is a representative of the Yale Center for Emotional Intelligence and one of whom is a representative of the Neag School of Education.
at The University of Connecticut;

(5) Three appointed by the minority leader of the House of Representatives, one of whom is a representative of the American Federation of Teachers-Connecticut, one of whom is a representative of the Center for Social and Emotional Learning at Central Connecticut State University and one of whom is a representative of the Connecticut Parent Teacher Association;

(6) Three appointed by the minority leader of the Senate, one of whom is a representative of the Connecticut Education Association, one of whom is a representative of the National Alliance on Mental Illness, Connecticut and one of whom is a representative of the Youth Suicide Advisory Board established pursuant to section 17a-52 of the general statutes;

(7) The Commissioner of Education, or the commissioner's designee;

(8) The chairpersons and ranking members of the joint standing committees of the General Assembly having cognizance of matters relating to children and education;

(9) The Child Advocate, or the Child Advocate's designee; and

(10) The executive director of the Commission on Women, Children and Seniors, or the executive director's designee.

(c) All appointments to the collaborative 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 cochairpersons of the collaborative shall be the executive director of the Commission on Women, Children and Seniors, or the executive director's designee, and a cochairperson elected from among the members. The first meeting of the collaborative shall be held not later than sixty days after the effective date of this section.

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

(f) Not later than January 1, 2021, and annually thereafter, the collaborative shall submit a report concerning (1) its efforts to (A) monitor the school climate improvement efforts of local and regional boards of education, (B) document needs articulated by local and regional boards of education for technical assistance and training relating to fostering positive school climates, (C) identify best practices for promoting positive school climates, and (D) direct resources to support state-wide and local initiatives on issues relating to fostering and improving positive school climates and improving access to social and emotional learning, and (2) 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. (Effective from passage) (a) Not later than January 1, 2020, the social and emotional learning and school climate advisory collaborative established pursuant to section 1 of this act shall develop a model positive school climate policy. In developing such model policy, the collaborative may review positive school climate policies developed and implemented by local and regional boards of education pursuant to section 10-222d of the general statutes, as amended by this act.

(b) Not later than July 1, 2020, the social and emotional learning and school climate advisory collaborative established pursuant to section 1 of this act shall submit the assessment it developed pursuant to section 1 of this act for screening students at risk for suicide and recommendations for implementation of such assessment in public elementary, middle and high schools 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.

(c) Not later than July 1, 2021, the social and emotional learning and
school climate advisory collaborative established pursuant to section 1
of this act shall develop a biennial state-wide school climate survey
and provide such survey to the Department of Education. Such survey
shall be designed to obtain confidential information from school
employees and the parents and guardians of students concerning such
employees' and parents' and guardians' impressions of the school
climate at the school for which such school employees are assigned or
such parents' and guardians' children are enrolled. Such survey shall
inquire as to, but need not be limited to, such school employees' and
parents' and guardians' impressions of (1) the student learning
environment at the school, including academic supports and resources
available to students and school safety, (2) communication by school
employees to parents and guardians concerning students, (3) the
teaching environment at the school, which includes resources, support
and professional development for school employees, leadership within
the school and the availability of collaborative planning time, (4)
whether a positive school climate exists at the school, (5) whether
individuals of all races, ethnicities and cultural backgrounds feel
welcomed at the school, and (6) the availability of supports and
strategies for the development and retention of teachers and
administrators, including, but not limited to, minority teachers and
administrators, school psychologists and school counselors, and
suggestions for increasing the availability of such supports and
strategies.

(d) Not later than August 1, 2021, the Department of Education shall
publish the model positive school climate policy developed pursuant
to subsection (a) of this section and the biennial state-wide school
climate survey developed pursuant to subsection (c) of this section on
the Internet web site of the department.

Sec. 3. Section 10-222d of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2021):

(a) As used in this section, sections [10-222g to 10-222i, inclusive,
and section] 10-222i to 10-222k, inclusive, as amended by this act, and
sections 1 and 2 of this act:

(1) "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] an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to a student, (B) places a student in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of a student at school.

"Bullying" shall include, but need not be limited to, [(a written, oral or electronic communication or physical act or gesture] (i) an act 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, and (ii) acts that occur through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications;

[(2) "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)] (2) "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)] (3) "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)] (4) "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)] (5) "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)] (6) "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 as a volunteer at a school-sponsored or school-related activity, function or program, whether on or off school grounds; [and]
"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 guardians' and school employees' experiences of school life, including, but not limited to, norms, goals, values, interpersonal relationships, teaching and learning practices and organizational structures;

"Positive school climate" means a school climate in which (A) the norms, values, expectations and beliefs that support feelings of social, emotional and physical safety are promoted, (B) students, parents and guardians of students and school employees feel engaged and respected and work together to develop and contribute to a shared school vision, (C) educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning, and (D) each person feels comfortable contributing to the operation of the school and care of the physical environment of the school;

"Emotional intelligence" means the ability to (A) perceive, recognize and understand 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 identify emotions, and (D) manage emotions in oneself and others; and

"Social and emotional learning" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

(b) Each local and regional board of education shall develop and implement a [safe] positive school climate [plan to address the existence of bullying and teen dating violence in its schools] policy for the school district. Such [plan] policy shall: [(1) Enable]

(1) Prohibit bullying and teen dating violence (A) on school grounds, (B) at school-sponsored or school-related activities, functions
or programs, whether on or off school grounds, (C) at school bus stops and on school buses or other vehicles owned, leased or used by local and regional boards of education, and (D) outside of the school setting if such bullying or teen dating violence that occurs outside of the school setting infringes on the rights or opportunities of the student at school;

(2) Incorporate social and emotional learning in schools under the jurisdiction of the board of education;

(3) Foster a positive school climate, which may be achieved through the utilization of national model school climate standards, such as the National School Climate Standards published by the National School Climate Center;

(4) Include strategies to prevent bullying, teen dating violence and youth suicide, which may include, but need not be limited to, (A) adoption of evidence-based and data-driven systems for assessing and implementing culturally responsive and restorative social and emotional learning, in consultation with or on the recommendation of the Department of Education and the social and emotional learning and school climate advisory collaborative established pursuant to section 1 of this act, (B) adequate supervision by school employees of outdoor areas, hallways, lunch rooms, bathrooms, school buses and other areas where bullying, teen dating violence and youth suicide is likely to occur, (C) culturally responsive, equity-focused and restorative school-wide training that focuses on social and emotional learning competencies, (D) student and peer-led training, education and support in the prevention of bullying and teen dating violence, and (E) promotion of parent or guardian partnership in such prevention strategies through individual or team participation in meetings and trainings;

(5) Include protocols for the investigation of suspected bullying and teen dating violence in schools and the notification of parents or guardians upon a determination of bullying or teen dating violence in
accordance with the provisions of subsection (c) of this section;

(6) Require the principal or principal's designee that serves as the positive school climate coordinator pursuant to subsection (b) of section 10-222k, as amended by this act, to develop case-by-case interventions for individuals involved in bullying and teen dating violence in accordance with the provisions of subsection (d) of this section;

(7) Prohibit discrimination and retaliation against individuals who report or assist in the investigation of suspected bullying or teen dating violence;

(8) Require, at the beginning of each school year, each principal to provide each school employee with a written or electronic copy of the positive school climate policy; and

(9) Require all teachers, administrators and pupil personnel who hold the initial educator, provisional educator or professional educator certificate to annually complete the training provided pursuant to subdivision (3) of section 10-220a, as amended by this act, or 10-222j, as amended by this act.

(c) (1) Protocols for the investigation of suspected bullying and teen dating violence shall (A) enable students to anonymously report acts of suspected bullying and teen dating violence 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 the parents or guardians of students to file written reports of suspected bullying and teen dating violence, (3) require school employees who witness acts of suspected bullying or teen dating violence or receive reports of suspected bullying or teen dating violence to orally notify the [safe] positive school climate [specialist] coordinator, described in section 10-222k, as amended by this act, or another school administrator if the [safe] positive school climate [specialist] coordinator is unavailable, not later than one school day after such school employee witnesses or
receives a report of suspected bullying or teen dating violence and to file a written report not later than two school days after making such oral report, [(4)] (D) require the safe positive school climate specialist coordinator to investigate or supervise the investigation of all reports of suspected bullying and teen dating violence and ensure that such investigation is completed promptly after receipt of any written reports made under this section, [(and that)] (E) require the positive school climate coordinator to promptly notify the parents or guardians of [the] a student alleged to have committed [an act or acts of] bullying or teen dating violence and the parents or guardians of the student against whom such [alleged act or acts were] bullying or teen dating violence was directed [receive prompt notice] that such investigation has commenced, and provide information concerning how such investigation will be conducted pursuant to the positive school climate policy, [(5)] (F) require the safe positive school climate specialist coordinator, or such coordinator's designee, to review any anonymous reports of suspected bullying or teen dating violence, except that no disciplinary action or intervention described in subsection (d) of this section shall be undertaken 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 to] (G) require the positive school climate coordinator to make a determination of whether bullying or teen dating violence occurred at the conclusion of any investigation, (H) require the positive school climate coordinator to document and maintain records relating to reports and investigations of suspected bullying and teen dating violence in such school, and (I) permit the positive school climate coordinator to use data contained in records maintained pursuant to subparagraph (H) of this subdivision to establish strategies for the prevention of bullying and teen dating violence in such school.

(2) Upon a determination by the positive school climate coordinator
of bullying or teen dating violence, the positive school climate coordinator shall 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 a procedure for each school to document and maintain records relating to reports and investigations of 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 the development of] the student (A) who committed bullying or teen dating violence, not later than forty-eight hours after the completion of an investigation conducted pursuant to subdivision (1) of this subsection, of (i) specific interventions that have or will be undertaken or implemented to prevent further acts of bullying or teen dating violence, and (ii) such parents' or guardians' rights and remedies under sections 10-4a and 10-4b, and (B) the student against whom bullying or teen dating violence was directed, not later than forty-eight hours after the completion of an investigation conducted pursuant to subdivision (1) of this subsection, of (i) the interventions or other measures being taken to ensure the safety of such student and the strategies in place at the school to prevent further acts of bullying and teen dating violence, and (ii) such parents' or guardians' rights and remedies under sections 10-4a and 10-4b. The
positive school climate coordinator may satisfy the notice requirements
described in subparagraphs (A)(ii) and (B)(ii) of this subdivision by
providing parents or guardians with a written copy of the plain
language explanation of the rights and remedies available under
sections 10-4a and 10-4b developed pursuant to subdivision (8) of
subsection (a) of section 1 of this act.

(d) The positive school climate coordinator shall develop 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 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 the principal of a school, or the
principal's designee, to notify the appropriate local law enforcement
agency when such principal, or the principal's designee, believes that
any acts of bullying constitute criminal conduct, (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 and teen dating violence and, at the positive school
climate coordinator's discretion, case-by-case interventions for
addressing behavior that was not determined to be bullying or teen
dating violence. Such interventions shall be restorative, equity-based,
bias-informed, culturally responsive and trauma-informed. Such
interventions may be implemented for (1) any student (A) who has
been determined to have engaged in bullying or teen dating violence,
(B) who engaged in behavior that has not been determined to be
bullying or teen dating violence, but, in the positive school climate
coordinator's discretion, would benefit from such interventions, and
(C) against whom suspected or verified bullying or teen dating
violence was committed, (2) the parents or guardians of students
involved in suspected or verified bullying or teen dating violence, and
(3) school employees. Such interventions may include, but need not be
limited to, a referral to a school counselor, psychologist or other
appropriate social or mental health service provider and a plan to
address safety measures the school will take to protect a student from
bullying or teen dating violence. In the case of a student who has an
individualized education program and who has been determined to
have engaged in bullying or teen dating violence or is the subject of an
investigation for suspected bullying or teen dating violence, the safe
school climate coordinator may, at the safe school climate coordinator's
discretion, refer such student to such student's planning and
placement team.

[(c)] (e) (1) Not later than [September 1, 2014] January 1, 2022, each
local [and] or regional board of education [that has not had a safe
school climate plan, developed pursuant to this section, previously
reviewed and approved by the Department of Education] shall submit
[a safe] its positive school climate [plan] policy to the [department for
review and approval in accordance with the provisions of section 10-
222p. Not later than thirty calendar days after approval by the department of such safe school climate plan, the social and emotional learning and school climate advisory collaborative established pursuant to section 1 of this act.

(2) Each local and regional board of education shall make [such plan] its positive school climate policy available on [the] such 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] such board's publication of the rules, procedures and standards of conduct for schools and in all student handbooks and employee manuals.

[(d) On and after July 1, 2012, and 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.]

(f) A local or regional board of education may accept private donations to implement the provisions of this section.

Sec. 4. Section 10-222 of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2019):

The Department of Education shall, in consultation with the social and emotional learning and school climate advisory collaborative established pursuant to section 1 of this act, 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 are volunteers or who hold professional certification pursuant to section 10-145b unless such school employee who holds professional certification is the district safe school climate coordinator, 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 (1) be culturally responsive, restorative and bias-informed, (2) focus on the competencies associated with social and emotional learning, including, but not limited to, self-awareness, self-management, social awareness, relationship skills and responsible decision-making, and (3) utilize evidence-based tools to assist in developing such competencies. Such training may include, but not be limited to, [(1)] [(A)] developmentally appropriate strategies to prevent bullying and teen dating violence [among students in school and outside of the school setting, (2)] and youth suicide, [(B)] developmentally appropriate strategies for immediate and effective interventions to stop bullying 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)] [(C)] research findings on bullying and teen dating violence, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence, [(in the school setting, (5)] information on the incidence and nature of cyberbullying, as defined in section 10-222d, [(6)] [(D)] Internet safety issues as they relate to [cyberbullying, or (7)] bullying or teen dating violence, [(E)] 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, or [(F)] instruction on how to conduct investigations into suspected bullying and teen dating violence. Such training may be presented in person by mentors, offered in state-wide workshops or through on-line courses.

Sec. 5. Section 10-222j of the general statutes, as amended by section 4 of this act, is repealed and the following is substituted in lieu thereof: (Effective July 1, 2021):

The Department of Education shall, in consultation with the social and emotional learning and school climate advisory collaborative
established pursuant to section 1 of this act, 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 are volunteers or who hold professional certification pursuant to section 10-145b unless such school employee who holds professional certification is the district [safe] positive school climate coordinator [,] or the [safe] positive school climate [specialist or a member of the safe school climate committee, as described in section 10-222k] coordinator, on the prevention, identification and response to 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 (1) be culturally responsive, restorative and bias-informed, (2) focus on the competencies associated with social and emotional learning, including, but not limited to, self-awareness, self-management, social awareness, relationship skills and responsible decision-making, and (3) utilize evidence-based tools to assist in developing such competencies. Such training may include, but not be limited to, (A) developmentally appropriate strategies to prevent bullying, teen dating violence and youth suicide, (B) developmentally appropriate strategies for immediate and effective interventions to stop bullying and teen dating violence, (C) research findings on bullying and teen dating violence, such as information about the types of students who have been shown to be at-risk for bullying and teen dating violence, (D) Internet safety issues as they relate to bullying and teen dating violence, (E) 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, or (F) instruction on how to conduct investigations into suspected bullying and teen dating violence. Such training may be presented in person by mentors, offered in state-wide workshops or through on-line courses.

Sec. 6. Section 10-222k of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2021):

(a) For the school year commencing July 1, [2012] 2021, 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] positive school climate [coordinator] supervisor.
The district [safe] positive school climate [coordinator] supervisor
shall: (1) Be responsible for implementing the district's [safe] positive
school climate [plan] policy, developed pursuant to section 10-222d, as
amended by this act, (2) collaborate with the [safe] positive school
climate [specialists] coordinator, 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] investigate and respond to bullying and teen dating
violence 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 school climate council, if any, established pursuant to subsection
(c) of this section, to make recommendations concerning amendments
to the district's [safe] positive school climate [plan] policy.

(b) For the school year commencing July 1, [2012] 2021, and each
school year thereafter, the principal of each school, or the principal's
designee, shall serve as the [safe] positive school climate [specialist]
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
and foster a positive school climate.

(c) [(1)] For the school year commencing July 1, [2012] 2021, 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 school climate council. The
members of such council shall be school employees, students, parents
or guardians of students and members of the community, provided
there is at least one school administrator on such council. The council
shall, in consultation with the district positive school climate
supervisor, (1) monitor efforts to develop and foster a positive school
climate, (2) identify patterns of bullying and teen dating violence in the
schools using the records documented and maintained pursuant to
subparagraph (H) of subdivision (1) of subsection (c) of section 10-222d, as amended by this act, (3) identify best practices for establishing
a positive school climate, (4) identify 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 that are related to the prevention of and intervention in bullying
and teen dating violence and fostering positive school climates 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. 7. (NEW) (Effective July 1, 2019) Each local and regional board of education, in consultation with the Department of Education and the social and emotional learning and school climate advisory collaborative established pursuant to section 1 of this act, shall provide training materials to school administrators 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 developed in consultation with or provided by one or more organizations offering training on identifying, preventing and intervening in discrimination.

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 [ ] and teen
dating violence 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, [10-222g and
10-222h,] subsection (g) of section 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 and
teen dating violence, (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 10-222l 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, 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 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, 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. Nothing in this subsection shall prohibit the parent or guardian of a student enrolled in a school under the jurisdiction of a local or regional board of education from pursuing an action to implement the educational interests of the state, as described in section 10-4a.

Sec. 10. Section 10-222l of the general statutes, as amended by section 9 of this act, is repealed and the following is substituted in lieu thereof (Effective July 1, 2021):

(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] positive 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] positive 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] positive 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. Nothing in this subsection shall prohibit the parent or
guardian of a student enrolled in a school under the jurisdiction of a
local or regional board of education from pursuing an action to
implement the educational interests of the state, as described in section
10-4a.

Sec. 11. Subsection (a) of section 10-222n of the general statutes is
repealed and the following is substituted in lieu thereof (Effective July
1, 2021):

(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] 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] supervisor, 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. 12. Sections 10-222g, 10-222h and 10-222p of the general statutes
are repealed. *(Effective July 1, 2021)*

<table>
<thead>
<tr>
<th>Section</th>
<th>From Passage</th>
<th>New Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>from passage</td>
<td>New section</td>
</tr>
<tr>
<td>2</td>
<td>from passage</td>
<td>New section</td>
</tr>
<tr>
<td>3</td>
<td>July 1, 2021</td>
<td>10-222d</td>
</tr>
<tr>
<td>4</td>
<td>July 1, 2019</td>
<td>10-222j</td>
</tr>
<tr>
<td>5</td>
<td>July 1, 2021</td>
<td>10-222j</td>
</tr>
<tr>
<td>6</td>
<td>July 1, 2021</td>
<td>10-222k</td>
</tr>
<tr>
<td>7</td>
<td>July 1, 2019</td>
<td>New section</td>
</tr>
<tr>
<td>8</td>
<td>July 1, 2019</td>
<td>10-220a(a)</td>
</tr>
<tr>
<td>9</td>
<td>July 1, 2019</td>
<td>10-222l</td>
</tr>
<tr>
<td>10</td>
<td>July 1, 2021</td>
<td>10-222l</td>
</tr>
<tr>
<td>11</td>
<td>July 1, 2021</td>
<td>10-222n(a)</td>
</tr>
<tr>
<td>12</td>
<td>July 1, 2021</td>
<td>Repealer section</td>
</tr>
</tbody>
</table>