



General Assembly

Amendment

January Session, 2019

LCO No. 9490



Offered by:
REP. LINEHAN, 103rd Dist.

To: Subst. House Bill No. 7215 File No. 126 Cal. No. 104

"AN ACT CONCERNING SCHOOL CLIMATES."

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

3 "Section 1. (NEW) (*Effective from passage*) (a) There is established a
4 social and emotional learning and school climate advisory
5 collaborative. The collaborative shall (1) monitor the school climate
6 improvement efforts of local and regional boards of education, (2)
7 document any needs articulated by local and regional boards of
8 education for technical assistance and training relating to fostering
9 positive school climates, (3) identify best practices for promoting
10 positive school climates, (4) direct resources to support state-wide and
11 local initiatives on issues relating to fostering and improving positive
12 school climates and improving access to social and emotional learning
13 in schools, (5) develop an assessment for screening students in grades
14 three to twelve, inclusive, to determine whether such students are at
15 risk for suicide, (6) develop a biennial state-wide school climate
16 survey, as described in subsection (c) of section 2 of this act, (7)

17 develop a model positive school climate policy, as described in
18 subsection (a) of section 2 of this act, (8) develop a plain language
19 explanation of the rights and remedies available under sections 10-4a
20 and 10-4b of the general statutes for distribution to parents and
21 guardians pursuant to subdivision (2) of subsection (c) of section 10-
22 222d of the general statutes, as amended by this act, and provide such
23 explanation to each local and regional board of education, and (9)
24 perform other functions concerning social and emotional learning and
25 fostering positive school climates.

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

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

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

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

45 (4) Three appointed by the majority leader of the Senate, one of
46 whom is a representative of the Center for Children's Advocacy, one of
47 whom is a representative of the Yale Center for Emotional Intelligence
48 and one of whom is a representative of the Neag School of Education

49 at The University of Connecticut;

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

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

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

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

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

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

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

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

77 (e) The staff of the Commission on Women, Children and Seniors

78 shall serve as administrative staff of the collaborative.

79 (f) Not later than January 1, 2021, and annually thereafter, the
80 collaborative shall submit a report concerning (1) its efforts to (A)
81 monitor the school climate improvement efforts of local and regional
82 boards of education, (B) document needs articulated by local and
83 regional boards of education for technical assistance and training
84 relating to fostering positive school climates, (C) identify best practices
85 for promoting positive school climates, and (D) direct resources to
86 support state-wide and local initiatives on issues relating to fostering
87 and improving positive school climates and improving access to social
88 and emotional learning, and (2) any recommendations, to the joint
89 standing committees of the General Assembly having cognizance of
90 matters relating to children and education, in accordance with the
91 provisions of section 11-4a of the general statutes.

92 Sec. 2. (*Effective from passage*) (a) Not later than January 1, 2020, the
93 social and emotional learning and school climate advisory
94 collaborative established pursuant to section 1 of this act shall develop
95 a model positive school climate policy. In developing such model
96 policy, the collaborative may review positive school climate policies
97 developed and implemented by local and regional boards of education
98 pursuant to section 10-222d of the general statutes, as amended by this
99 act.

100 (b) Not later than July 1, 2020, the social and emotional learning and
101 school climate advisory collaborative established pursuant to section 1
102 of this act shall submit the assessment it developed pursuant to section
103 1 of this act for screening students at risk for suicide and
104 recommendations for implementation of such assessment in public
105 elementary, middle and high schools to the joint standing committees
106 of the General Assembly having cognizance of matters relating to
107 children and education, in accordance with the provisions of section
108 11-4a of the general statutes.

109 (c) Not later than July 1, 2021, the social and emotional learning and

110 school climate advisory collaborative established pursuant to section 1
111 of this act shall develop a biennial state-wide school climate survey
112 and provide such survey to the Department of Education. Such survey
113 shall be designed to obtain confidential information from school
114 employees and the parents and guardians of students concerning such
115 employees' and parents' and guardians' impressions of the school
116 climate at the school for which such school employees are assigned or
117 such parents' and guardians' children are enrolled. Such survey shall
118 inquire as to, but need not be limited to, such school employees' and
119 parents' and guardians' impressions of (1) the student learning
120 environment at the school, including academic supports and resources
121 available to students and school safety, (2) communication by school
122 employees to parents and guardians concerning students, (3) the
123 teaching environment at the school, which includes resources, support
124 and professional development for school employees, leadership within
125 the school and the availability of collaborative planning time, (4)
126 whether a positive school climate exists at the school, (5) whether
127 individuals of all races, ethnicities and cultural backgrounds feel
128 welcomed at the school, and (6) the availability of supports and
129 strategies for the development and retention of teachers and
130 administrators, including, but not limited to, minority teachers and
131 administrators, school psychologists and school counselors, and
132 suggestions for increasing the availability of such supports and
133 strategies.

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

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

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

143 sections 1 and 2 of this act:

144 (1) "Bullying" means [(A) the repeated use by one or more students
145 of a written, oral or electronic communication, such as cyberbullying,
146 directed at or referring to another student attending school in the same
147 school district, or (B) a physical act or gesture by one or more students
148 repeatedly directed at another student attending school in the same
149 school district, that: (i) Causes physical or emotional harm to such
150 student or damage to such student's property, (ii) places such student
151 in reasonable fear of harm to himself or herself, or of damage to his or
152 her property, (iii) creates a hostile environment at school for such
153 student, (iv) infringes on the rights of such student at school, or (v)
154 substantially disrupts the education process or the orderly operation of
155 a school] an act that is direct or indirect and severe, persistent or
156 pervasive, which (A) causes physical or emotional harm to a student,
157 (B) places a student in reasonable fear of physical or emotional harm,
158 or (C) infringes on the rights or opportunities of a student at school.
159 "Bullying" shall include, but need not be limited to, [a written, oral or
160 electronic communication or physical act or gesture] (i) an act based on
161 any actual or perceived differentiating characteristic, such as race,
162 color, religion, ancestry, national origin, gender, sexual orientation,
163 gender identity or expression, socioeconomic status, academic status,
164 physical appearance, or mental, physical, developmental or sensory
165 disability, or by association with an individual or group who has or is
166 perceived to have one or more of such characteristics, and (ii) acts that
167 occur through the use of the Internet, interactive and digital
168 technologies, cellular mobile telephone or other mobile electronic
169 devices or any electronic communications;

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

174 [(3)] (2) "Teen dating violence" means any act of physical, emotional
175 or sexual abuse, including stalking, harassing and threatening, that

176 occurs between two students who are currently in or who have
177 recently been in a dating relationship;

178 [(4)] (3) "Mobile electronic device" means any hand-held or other
179 portable electronic equipment capable of providing data
180 communication between two or more individuals, including, but not
181 limited to, a text messaging device, a paging device, a personal digital
182 assistant, a laptop computer, equipment that is capable of playing a
183 video game or a digital video disk, or equipment on which digital
184 images are taken or transmitted;

185 [(5)] (4) "Electronic communication" means any transfer of signs,
186 signals, writing, images, sounds, data or intelligence of any nature
187 transmitted in whole or in part by a wire, radio, electromagnetic,
188 photoelectronic or photo-optical system;

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

192 [(7)] (5) "Outside of the school setting" means at a location, activity
193 or program that is not school related, or through the use of an
194 electronic device or a mobile electronic device that is not owned,
195 leased or used by a local or regional board of education;

196 [(8)] (6) "School employee" means (A) a teacher, substitute teacher,
197 school administrator, school superintendent, guidance counselor,
198 school counselor, psychologist, social worker, nurse, physician, school
199 paraprofessional or coach employed by a local or regional board of
200 education or working in a public elementary, middle or high school, [;]
201 or (B) any other individual who, in the performance of his or her
202 duties, has regular contact with students and who provides services to
203 or on behalf of students enrolled in a public elementary, middle or
204 high school, pursuant to a contract with the local or regional board of
205 education or as a volunteer at a school-sponsored or school-related
206 activity, function or program, whether on or off school grounds; [and]

207 [(9)] (7) "School climate" means the quality and character of school
208 life [with a particular focus on the quality of the relationships within
209 the school community between and among students and adults] based
210 on patterns of students', parents' and guardians' and school employees'
211 experiences of school life, including, but not limited to, norms, goals,
212 values, interpersonal relationships, teaching and learning practices and
213 organizational structures;

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

223 (9) "Emotional intelligence" means the ability to (A) perceive,
224 recognize and understand emotions in oneself or others, (B) use
225 emotions to facilitate cognitive activities, including, but not limited to,
226 reasoning, problem solving and interpersonal communication, (C)
227 understand and identify emotions, and (D) manage emotions in
228 oneself and others; and

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

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

237 (1) Prohibit bullying and teen dating violence (A) on school
238 grounds, (B) at school-sponsored or school-related activities, functions

239 or programs, whether on or off school grounds, (C) at school bus stops
240 and on school buses or other vehicles owned, leased or used by local
241 and regional boards of education, and (D) outside of the school setting
242 if such bullying or teen dating violence that occurs outside of the
243 school setting infringes on the rights or opportunities of the student at
244 school;

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

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

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

268 (5) Include protocols for the investigation of suspected bullying and
269 teen dating violence in schools and the notification of parents or
270 guardians upon a determination of bullying or teen dating violence in

271 accordance with the provisions of subsection (c) of this section;

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

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

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

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

289 (c) (1) Protocols for the investigation of suspected bullying and teen
290 dating violence shall (A) enable students to anonymously report [acts
291 of] suspected bullying and teen dating violence to school employees
292 and require students and the parents or guardians of students to be
293 notified at the beginning of each school year of the process by which
294 students may make such reports, [(2)] (B) enable the parents or
295 guardians of students to file written reports of suspected bullying and
296 teen dating violence, [(3)] (C) require school employees who witness
297 [acts of] suspected bullying or teen dating violence or receive reports
298 of suspected bullying or teen dating violence to orally notify the [safe]
299 positive school climate [specialist] coordinator, described in section 10-
300 222k, as amended by this act, or another school administrator if the
301 [safe] positive school climate [specialist] coordinator is unavailable, not
302 later than one school day after such school employee witnesses or

303 receives a report of suspected bullying [,] or teen dating violence and
304 to file a written report not later than two school days after making
305 such oral report, [(4)] (D) require the [safe] positive school climate
306 [specialist] coordinator to investigate or supervise the investigation of
307 all reports of suspected bullying and teen dating violence and ensure
308 that such [investigation is] investigations are completed promptly after
309 receipt of any written reports made under this section, [and that] (E)
310 require the positive school climate coordinator to promptly notify the
311 parents or guardians of [the] a student alleged to have committed [an
312 act or acts of] bullying or teen dating violence and the parents or
313 guardians of the student against whom such [alleged act or acts were]
314 bullying or teen dating violence was directed [receive prompt notice]
315 that such investigation has commenced, and provide information
316 concerning how such investigation will be conducted pursuant to the
317 positive school climate policy, [(5)] (F) require the [safe] positive school
318 climate [specialist] coordinator, or such coordinator's designee, to
319 review any anonymous reports of suspected bullying or teen dating
320 violence, except that no disciplinary action or intervention described in
321 subsection (d) of this section shall be [taken] undertaken solely on the
322 basis of an anonymous report, [(6) include a prevention and
323 intervention strategy, as defined by section 10-222g, for school
324 employees to deal with bullying and teen dating violence, (7) provide
325 for the inclusion of language in student codes of conduct concerning
326 bullying, (8) require each school to] (G) require the positive school
327 climate coordinator to make a determination of whether bullying or
328 teen dating violence occurred at the conclusion of any investigation,
329 (H) require the positive school climate coordinator to document and
330 maintain records relating to reports and investigations of suspected
331 bullying and teen dating violence in such school, and (I) permit the
332 positive school climate coordinator to use data contained in records
333 maintained pursuant to subparagraph (H) of this subdivision to
334 establish strategies for the prevention of bullying and teen dating
335 violence in such school.

336 (2) Upon a determination by the positive school climate coordinator

337 of bullying or teen dating violence, the positive school climate
338 coordinator shall notify the parents or guardians of [students who
339 commit any verified acts of bullying and the parents or guardians of
340 students against whom such acts were directed not later than forty-
341 eight hours after the completion of the investigation described in
342 subdivision (4) of this subsection, (9) require each school to invite the
343 parents or guardians of a student against whom such act was directed
344 to a meeting to communicate to such parents or guardians the
345 measures being taken by the school to ensure the safety of the student
346 against whom such act was directed and policies and procedures in
347 place to prevent further acts of bullying, (10) require each school to
348 invite the parents or guardians of a student who commits any verified
349 act of bullying to a meeting, separate and distinct from the meeting
350 required in subdivision (9) of this subsection, to discuss specific
351 interventions undertaken by the school to prevent further acts of
352 bullying, (11) establish a procedure for each school to document and
353 maintain records relating to reports and investigations of bullying in
354 such school and to maintain a list of the number of verified acts of
355 bullying in such school and make such list available for public
356 inspection, and annually report such number to the Department of
357 Education, and in such manner as prescribed by the Commissioner of
358 Education, (12) direct the development of] the student (A) who
359 committed bullying or teen dating violence, not later than forty-eight
360 hours after the completion of an investigation conducted pursuant to
361 subdivision (1) of this subsection, of (i) specific interventions that have
362 or will be undertaken or implemented to prevent further acts of
363 bullying or teen dating violence, and (ii) such parents' or guardians'
364 rights and remedies under sections 10-4a and 10-4b, and (B) the
365 student against whom bullying or teen dating violence was directed,
366 not later than forty-eight hours after the completion of an investigation
367 conducted pursuant to subdivision (1) of this subsection, of (i) the
368 interventions or other measures being taken to ensure the safety of
369 such student and the strategies in place at the school to prevent further
370 acts of bullying and teen dating violence, and (ii) such parents' or
371 guardians' rights and remedies under sections 10-4a and 10-4b. The

372 positive school climate coordinator may satisfy the notice requirements
373 described in subparagraphs (A)(ii) and (B)(ii) of this subdivision by
374 providing parents or guardians with a written copy of the plain
375 language explanation of the rights and remedies available under
376 sections 10-4a and 10-4b developed pursuant to subdivision (8) of
377 subsection (a) of section 1 of this act.

378 (d) The positive school climate coordinator shall develop case-by-
379 case interventions for addressing [repeated incidents of bullying
380 against a single individual or recurrently perpetrated bullying
381 incidents by the same individual that may include both counseling and
382 discipline, (13) prohibit discrimination and retaliation against an
383 individual who reports or assists in the investigation of an act of
384 bullying, (14) direct the development of student safety support plans
385 for students against whom an act of bullying was directed that address
386 safety measures the school will take to protect such students against
387 further acts of bullying, (15) require the principal of a school, or the
388 principal's designee, to notify the appropriate local law enforcement
389 agency when such principal, or the principal's designee, believes that
390 any acts of bullying constitute criminal conduct, (16) prohibit bullying
391 (A) on school grounds, at a school-sponsored or school-related activity,
392 function or program whether on or off school grounds, at a school bus
393 stop, on a school bus or other vehicle owned, leased or used by a local
394 or regional board of education, or through the use of an electronic
395 device or an electronic mobile device owned, leased or used by the
396 local or regional board of education, and (B) outside of the school
397 setting if such bullying (i) creates a hostile environment at school for
398 the student against whom such bullying was directed, or (ii) infringes
399 on the rights of the student against whom such bullying was directed
400 at school, or (iii) substantially disrupts the education process or the
401 orderly operation of a school, (17) require, at the beginning of each
402 school year, each school to provide all school employees with a written
403 or electronic copy of the school district's safe school climate plan, and
404 (18) require that all school employees annually complete the training
405 described in section 10-220a or section 10-222j. The notification

406 required pursuant to subdivision (8) of this subsection and the
407 invitation required pursuant to subdivision (9) of this subsection shall
408 include a description of the response of school employees to such acts
409 and any consequences that may result from the commission of further]
410 acts of bullying and teen dating violence and, at the positive school
411 climate coordinator's discretion, case-by-case interventions for
412 addressing behavior that was not determined to be bullying or teen
413 dating violence. Such interventions shall be restorative, equity-based,
414 bias-informed, culturally responsive and trauma-informed. Such
415 interventions may be implemented for (1) any student (A) who has
416 been determined to have engaged in bullying or teen dating violence,
417 (B) who engaged in behavior that has not been determined to be
418 bullying or teen dating violence, but, in the positive school climate
419 coordinator's discretion, would benefit from such interventions, and
420 (C) against whom suspected or verified bullying or teen dating
421 violence was committed, (2) the parents or guardians of students
422 involved in suspected or verified bullying or teen dating violence, and
423 (3) school employees. Such interventions may include, but need not be
424 limited to, a referral to a school counselor, psychologist or other
425 appropriate social or mental health service provider and a plan to
426 address safety measures the school will take to protect a student from
427 bullying or teen dating violence. In the case of a student who has an
428 individualized education program and who has been determined to
429 have engaged in bullying or teen dating violence or is the subject of an
430 investigation for suspected bullying or teen dating violence, the safe
431 school climate coordinator may, at the safe school climate coordinator's
432 discretion, refer such student to such student's planning and
433 placement team.

434 [(c)] (e) (1) Not later than [September 1, 2014] January 1, 2022, each
435 local [and] or regional board of education [that has not had a safe
436 school climate plan, developed pursuant to this section, previously
437 reviewed and approved by the Department of Education] shall submit
438 [a safe] its positive school climate [plan] policy to the [department for
439 review and approval in accordance with the provisions of section 10-

440 222p. Not later than thirty calendar days after approval by the
441 department of such safe school climate plan, the] social and emotional
442 learning and school climate advisory collaborative established
443 pursuant to section 1 of this act.

444 (2) Each local and regional board of education shall make [such
445 plan] its positive school climate policy available on [the] such board's
446 and each individual school in the school district's Internet web site and
447 ensure that such [plan] policy is included in [the school district's] such
448 board's publication of the rules, procedures and standards of conduct
449 for schools and in all student handbooks and employee manuals.

450 [(d) On and after July 1, 2012, and biennially thereafter, each local
451 and regional board of education shall require each school in the district
452 to complete an assessment using the school climate assessment
453 instruments, including surveys, approved and disseminated by the
454 Department of Education pursuant to section 10-222h. Each local and
455 regional board of education shall collect the school climate assessments
456 for each school in the district and submit such school climate
457 assessments to the department.]

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

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

462 The Department of Education shall, in consultation with the social
463 and emotional learning and school climate advisory collaborative
464 established pursuant to section 1 of this act, provide, within available
465 appropriations, annual training to school employees, as defined in
466 section 10-222d, as amended by this act, except those school employees
467 who are volunteers or who hold professional certification pursuant to
468 section 10-145b unless such school employee who holds professional
469 certification is the district safe school climate coordinator, the safe
470 school climate specialist or a member of the safe school climate
471 committee, as described in section 10-222k, on the prevention,

472 identification and response to [school] bullying and teen dating
473 violence, as defined in section 10-222d, as amended by this act, and the
474 prevention of and response to youth suicide. Such training shall (1) be
475 culturally responsive, restorative and bias-informed, (2) focus on the
476 competencies associated with social and emotional learning, including,
477 but not limited to, self-awareness, self-management, social awareness,
478 relationship skills and responsible decision-making, and (3) utilize
479 evidence-based tools to assist in developing such competencies. Such
480 training may include, but not be limited to, [(1)] (A) developmentally
481 appropriate strategies to prevent bullying, [and] teen dating violence
482 [among students in school and outside of the school setting, (2)] and
483 youth suicide, (B) developmentally appropriate strategies for
484 immediate and effective interventions to stop bullying and teen dating
485 violence, [(3) information regarding the interaction and relationship
486 between students committing acts of bullying and teen dating
487 violence, students against whom such acts of bullying and teen dating
488 violence are directed and witnesses of such acts of bullying and teen
489 dating violence, (4)] (C) research findings on bullying and teen dating
490 violence, such as information about the types of students who have
491 been shown to be at-risk for bullying and teen dating violence, [in the
492 school setting, (5) information on the incidence and nature of
493 cyberbullying, as defined in section 10-222d, (6)] (D) Internet safety
494 issues as they relate to [cyberbullying, or (7)] bullying or teen dating
495 violence, (E) information on the incidence of youth suicide, methods of
496 identifying youths at risk of suicide and developmentally appropriate
497 strategies for effective interventions to prevent youth suicide, or (F)
498 instruction on how to conduct investigations into suspected bullying
499 and teen dating violence. Such training may be presented in person by
500 mentors, offered in state-wide workshops or through on-line courses.

501 Sec. 5. Section 10-222j of the general statutes, as amended by section
502 4 of this act, is repealed and the following is substituted in lieu thereof
503 (*Effective July 1, 2021*):

504 The Department of Education shall, in consultation with the social
505 and emotional learning and school climate advisory collaborative

506 established pursuant to section 1 of this act, provide, within available
507 appropriations, annual training to school employees, as defined in
508 section 10-222d, as amended by this act, except those school employees
509 who are volunteers or who hold professional certification pursuant to
510 section 10-145b unless such school employee who holds professional
511 certification is the district [safe] positive school climate coordinator []
512 or the [safe] positive school climate [specialist or a member of the safe
513 school climate committee, as described in section 10-222k] coordinator,
514 on the prevention, identification and response to bullying and teen
515 dating violence, as defined in section 10-222d, as amended by this act,
516 and the prevention of and response to youth suicide. Such training
517 shall (1) be culturally responsive, restorative and bias-informed, (2)
518 focus on the competencies associated with social and emotional
519 learning, including, but not limited to, self-awareness, self-
520 management, social awareness, relationship skills and responsible
521 decision-making, and (3) utilize evidence-based tools to assist in
522 developing such competencies. Such training may include, but not be
523 limited to, (A) developmentally appropriate strategies to prevent
524 bullying, teen dating violence and youth suicide, (B) developmentally
525 appropriate strategies for immediate and effective interventions to
526 stop bullying and teen dating violence, (C) research findings on
527 bullying and teen dating violence, such as information about the types
528 of students who have been shown to be at-risk for bullying and teen
529 dating violence, (D) Internet safety issues as they relate to bullying and
530 teen dating violence, (E) information on the incidence of youth suicide,
531 methods of identifying youths at risk of suicide and developmentally
532 appropriate strategies for effective interventions to prevent youth
533 suicide, or (F) instruction on how to conduct investigations into
534 suspected bullying and teen dating violence. Such training may be
535 presented in person by mentors, offered in state-wide workshops or
536 through on-line courses.

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

539 (a) For the school year commencing July 1, [2012] 2021, and each

540 school year thereafter, the superintendent of each local or regional
541 board of education shall appoint, from among existing school district
542 staff, a district [safe] positive school climate [coordinator] supervisor.
543 The district [safe] positive school climate [coordinator] supervisor
544 shall: (1) Be responsible for implementing the district's [safe] positive
545 school climate [plan] policy, developed pursuant to section 10-222d, as
546 amended by this act, (2) collaborate with the [safe] positive school
547 climate [specialists] coordinator, described in subsection (b) of this
548 section, the board of education for the district and the superintendent
549 of schools of the school district to foster a positive school climate and
550 prevent, [identify] investigate and respond to bullying and teen dating
551 violence in the schools of the district, and (3) [provide data and
552 information, in collaboration with the superintendent of schools of the
553 district, to the Department of Education regarding bullying, in
554 accordance with the provisions of subsection (b) of section 10-222d and
555 subsection (a) of section 10-222h, and (4) meet with the safe school
556 climate specialists at least twice during the school year to discuss
557 issues relating to bullying in the school district and] collaborate with
558 the school climate council, if any, established pursuant to subsection
559 (c) of this section, to make recommendations concerning amendments
560 to the district's [safe] positive school climate [plan] policy.

561 (b) For the school year commencing July 1, [2012] 2021, and each
562 school year thereafter, the principal of each school, or the principal's
563 designee, shall serve as the [safe] positive school climate [specialist]
564 coordinator and shall (1) [investigate or supervise the investigation of
565 reported acts of bullying in the school in accordance with the district's
566 safe school climate plan, (2) collect and maintain records of reports and
567 investigations of bullying in the school, and (3) act as the primary
568 school official responsible for preventing, identifying and responding
569 to reports of bullying in the school] lead the school's efforts to establish
570 and foster a positive school climate.

571 (c) [(1)] For the school year commencing July 1, [2012] 2021, and
572 each school year thereafter, [the principal of each school shall establish
573 a committee or designate at least one existing committee in the school

574 to be responsible for developing and fostering a safe school climate
575 and addressing issues relating to bullying in the school. Such
576 committee shall include at least one parent or guardian of a student
577 enrolled in the school appointed by the school principal] each local and
578 regional board of education may establish a school climate council. The
579 members of such council shall be school employees, students, parents
580 or guardians of students and members of the community, provided
581 there is at least one school administrator on such council. The council
582 shall, in consultation with the district positive school climate
583 supervisor, (1) monitor efforts to develop and foster a positive school
584 climate, (2) identify patterns of bullying and teen dating violence in the
585 schools using the records documented and maintained pursuant to
586 subparagraph (H) of subdivision (1) of subsection (c) of section 10-
587 222d, as amended by this act, (3) identify best practices for establishing
588 a positive school climate, (4) identify resources to educate students,
589 parents and guardians of students, school employees and the
590 community on issues relating to fostering a positive school climate and
591 social and emotional learning in schools, and (5) perform any other
592 duties that are related to the prevention of and intervention in bullying
593 and teen dating violence and fostering positive school climates in the
594 school district.

595 [(2) Any such committee shall: (A) Receive copies of completed
596 reports following investigations of bullying, (B) identify and address
597 patterns of bullying among students in the school, (C) implement the
598 provisions of the school security and safety plan, developed pursuant
599 to section 10-222m, regarding the collection, evaluation and reporting
600 of information relating to instances of disturbing or threatening
601 behavior that may not meet the definition of bullying, (D) review and
602 amend school policies relating to bullying, (E) review and make
603 recommendations to the district safe school climate coordinator
604 regarding the district's safe school climate plan based on issues and
605 experiences specific to the school, (F) educate students, school
606 employees and parents and guardians of students on issues relating to
607 bullying, (G) collaborate with the district safe school climate

608 coordinator in the collection of data regarding bullying, in accordance
609 with the provisions of subsection (b) of section 10-222d and subsection
610 (a) of section 10-222h, and (H) perform any other duties as determined
611 by the school principal that are related to the prevention, identification
612 and response to school bullying for the school.

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

618 Sec. 7. (NEW) (*Effective July 1, 2019*) Each local and regional board of
619 education, in consultation with the Department of Education and the
620 social and emotional learning and school climate advisory
621 collaborative established pursuant to section 1 of this act, shall provide
622 training materials to school administrators regarding the prevention of
623 and intervention in discrimination against and targeted harassment of
624 students based on such students' (1) actual or perceived differentiating
625 characteristics, such as race, color, religion, ancestry, national origin,
626 gender, sexual orientation, gender identity or expression,
627 socioeconomic status, academic status, physical appearance or mental,
628 physical, developmental or sensory disability, or (2) association with
629 individuals or groups who have or are perceived to have one or more
630 of such characteristics. Such training materials may be developed in
631 consultation with or provided by one or more organizations offering
632 training on identifying, preventing and intervening in discrimination.

633 Sec. 8. Subsection (a) of section 10-220a of the general statutes is
634 repealed and the following is substituted in lieu thereof (*Effective July*
635 *1, 2019*):

636 (a) Each local or regional board of education shall provide an in-
637 service training program for its teachers, administrators and pupil
638 personnel who hold the initial educator, provisional educator or
639 professional educator certificate. Such program shall provide such

640 teachers, administrators and pupil personnel with information on (1)
641 the nature and the relationship of alcohol and drugs, as defined in
642 subdivision (17) of section 21a-240, to health and personality
643 development, and procedures for discouraging their abuse, (2) health
644 and mental health risk reduction education that includes, but need not
645 be limited to, the prevention of risk-taking behavior by children and
646 the relationship of such behavior to substance abuse, pregnancy,
647 sexually transmitted diseases, including HIV-infection and AIDS, as
648 defined in section 19a-581, violence, teen dating violence, domestic
649 violence and child abuse, (3) school violence prevention, conflict
650 resolution, the prevention of and response to youth suicide and the
651 identification and prevention of and response to bullying [,] and teen
652 dating violence as defined in [subsection (a) of] section 10-222d, as
653 amended by this act, except that those boards of education that
654 implement any evidence-based model approach that is approved by
655 the Department of Education and is consistent with subsection (c) of
656 section 10-145a, sections 10-222d, as amended by this act, [10-222g and
657 10-222h,] subsection (g) of section 10-233c and sections 1 and 3 of
658 public act 08-160, shall not be required to provide in-service training
659 on the identification and prevention of and response to bullying and
660 teen dating violence, (4) cardiopulmonary resuscitation and other
661 emergency life saving procedures, (5) the requirements and obligations
662 of a mandated reporter, and (6) the detection and recognition of, and
663 evidence-based structured literacy interventions for, students with
664 dyslexia, as defined in section 10-3d. Each local or regional board of
665 education may allow any paraprofessional or noncertified employee to
666 participate, on a voluntary basis, in any in-service training program
667 provided pursuant to this section.

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

670 (a) No claim for damages shall be made against a school employee,
671 as defined in section 10-222d, as amended by this act, who reports,
672 investigates and responds to bullying or teen dating violence, as
673 defined in section 10-222d, as amended by this act, in accordance with

674 the provisions of the safe school climate plan, described in section 10-
675 222d, as amended by this act, if such school employee was acting in
676 good faith in the discharge of his or her duties or within the scope of
677 his or her employment. The immunity provided in this subsection does
678 not apply to acts or omissions constituting gross, reckless, wilful or
679 wanton misconduct.

680 (b) No claim for damages shall be made against a student, parent or
681 guardian of a student or any other individual who reports an act of
682 bullying or teen dating violence to a school employee, in accordance
683 with the provisions of the safe school climate plan described in section
684 10-222d, as amended by this act, if such individual was acting in good
685 faith. The immunity provided in this subsection does not apply to acts
686 or omissions constituting gross, reckless, wilful or wanton misconduct.

687 (c) No claim for damages shall be made against a local or regional
688 board of education that implements the safe school climate plan,
689 described in section 10-222d, as amended by this act, and reports,
690 investigates and responds to bullying or teen dating violence, as
691 defined in section 10-222d, as amended by this act, if such local or
692 regional board of education was acting in good faith in the discharge
693 of its duties. The immunity provided in this subsection does not apply
694 to acts or omissions constituting gross, reckless, wilful or wanton
695 misconduct. Nothing in this subsection shall prohibit the parent or
696 guardian of a student enrolled in a school under the jurisdiction of a
697 local or regional board of education from pursuing an action to
698 implement the educational interests of the state, as described in section
699 10-4a.

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

703 (a) No claim for damages shall be made against a school employee,
704 as defined in section 10-222d, as amended by this act, who reports,
705 investigates and responds to bullying or teen dating violence, as

706 defined in section 10-222d, as amended by this act, in accordance with
707 the provisions of the [safe] positive school climate [plan] policy,
708 described in section 10-222d, as amended by this act, if such school
709 employee was acting in good faith in the discharge of his or her duties
710 or within the scope of his or her employment. The immunity provided
711 in this subsection does not apply to acts or omissions constituting
712 gross, reckless, wilful or wanton misconduct.

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

721 (c) No claim for damages shall be made against a local or regional
722 board of education that implements the [safe] positive school climate
723 [plan] policy, described in section 10-222d, as amended by this act, and
724 reports, investigates and responds to bullying or teen dating violence,
725 as defined in section 10-222d, as amended by this act, if such local or
726 regional board of education was acting in good faith in the discharge
727 of its duties. The immunity provided in this subsection does not apply
728 to acts or omissions constituting gross, reckless, wilful or wanton
729 misconduct. Nothing in this subsection shall prohibit the parent or
730 guardian of a student enrolled in a school under the jurisdiction of a
731 local or regional board of education from pursuing an action to
732 implement the educational interests of the state, as described in section
733 10-4a.

734 Sec. 11. Subsection (a) of section 10-222n of the general statutes is
735 repealed and the following is substituted in lieu thereof (*Effective July*
736 *1, 2021*):

737 (a) Not later than January 1, 2014, the Department of Emergency

738 Services and Public Protection, in consultation with the Department of
739 Education, shall develop school security and safety plan standards.
740 The school security and safety plan standards shall be an all-hazards
741 approach to emergencies at public schools and shall include, but not be
742 limited to, (1) involvement of local officials, including the chief
743 executive officer of the municipality, the superintendent of schools,
744 law enforcement, fire, public health, emergency management and
745 emergency medical services, in the development of school security and
746 safety plans, (2) a command center organization structure based on the
747 federal National Incident Management System and a description of the
748 responsibilities of such command center organization, (3) a
749 requirement that a school security and safety committee be established
750 at each school, in accordance with the provisions of section 10-222m,
751 (4) crisis management procedures, (5) a requirement that local law
752 enforcement and other local public safety officials evaluate, score and
753 provide feedback on fire drills and crisis response drills, conducted
754 pursuant to section 10-231, (6) a requirement that local and regional
755 boards of education annually submit reports to the Department of
756 Emergency Services and Public Protection regarding such fire drills
757 and crisis response drills, (7) procedures for managing various types of
758 emergencies, (8) a requirement that each local and regional board of
759 education conduct a security and vulnerability assessment for each
760 school under the jurisdiction of such board every two years and
761 develop a school security and safety plan for each such school, in
762 accordance with the provisions of section 10-222m, based on the results
763 of such assessment, (9) a requirement that the [safe school climate
764 committee] school climate council for each school, established
765 pursuant to section 10-222k, as amended by this act, collect and
766 evaluate information relating to instances of disturbing or threatening
767 behavior that may not meet the definition of bullying, as defined in
768 section 10-222d, as amended by this act, and report such information,
769 as necessary, to the district safe school climate [coordinator]
770 supervisor, described in section 10-222k, as amended by this act, and
771 the school security and safety committee for the school, established
772 pursuant to section 10-222m, and (10) a requirement that the school

773 security and safety plan for each school provide an orientation on such
 774 school security and safety plan to each school employee, as defined in
 775 section 10-222d, as amended by this act, at such school and provide
 776 violence prevention training in a manner prescribed in such school
 777 security and safety plan. The Department of Emergency Services and
 778 Public Protection shall make such standards available to local officials,
 779 including local and regional boards of education.

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

| | | |
|---|---------------------|------------------|
| This act shall take effect as follows and shall amend the following sections: | | |
| Section 1 | <i>from passage</i> | New section |
| Sec. 2 | <i>from passage</i> | New section |
| Sec. 3 | <i>July 1, 2021</i> | 10-222d |
| Sec. 4 | <i>July 1, 2019</i> | 10-222j |
| Sec. 5 | <i>July 1, 2021</i> | 10-222j |
| Sec. 6 | <i>July 1, 2021</i> | 10-222k |
| Sec. 7 | <i>July 1, 2019</i> | New section |
| Sec. 8 | <i>July 1, 2019</i> | 10-220a(a) |
| Sec. 9 | <i>July 1, 2019</i> | 10-222l |
| Sec. 10 | <i>July 1, 2021</i> | 10-222l |
| Sec. 11 | <i>July 1, 2021</i> | 10-222n(a) |
| Sec. 12 | <i>July 1, 2021</i> | Repealer section |