



General Assembly

January Session, 2021

Raised Bill No. 6557

LCO No. 4300



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING SOCIAL AND EMOTIONAL LEARNING.

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

1 Section 1. (NEW) (*Effective July 1, 2021*) For the school year
2 commencing July 1, 2021, and each school year thereafter, each local and
3 regional board of education shall administer a universal mental health
4 and resiliency screening to all students for the purpose of identifying
5 students in need of interventions and support, provided for the school
6 years commencing July 1, 2021, and July 1, 2022, such screening shall
7 include a stress and trauma assessment related to the COVID-19
8 pandemic.

9 Sec. 2. (NEW) (*Effective July 1, 2021*) (a) For the school year
10 commencing July 1, 2021, and each school year thereafter, each local and
11 regional board of education shall maintain the following staffing ratios
12 for mental health and social-emotional support staff for the school
13 district: (1) At least one school counselor for every two hundred fifty
14 students in the school district, (2) at least one school social worker for
15 every two hundred fifty students in the school district, (3) at least one
16 family therapist for every two hundred fifty students in the school

17 district, (4) at least one school psychologist for every five hundred
18 students in the school district, and (5) a paraeducator to student ratio
19 recommended by a nationally recognized organization with expertise in
20 paraeducator effectiveness.

21 (b) If the Commissioner of Education determines that any of the ratios
22 described in subsection (a) of this section are inadequate to properly
23 address the number of students requiring the mental health, social-
24 emotional, behavioral support or special education programs and
25 services provided by school counselors, school social workers, school
26 psychologists, family therapists or paraeducators, the commissioner
27 may require a local or regional board of education to adjust any such
28 ratio for the school district.

29 (c) A local or regional board of education that is required to increase
30 the number of school counselors, school social workers, school
31 psychologists, family therapists or paraeducators pursuant to
32 subsection (b) of this section may apply to the Department of Education
33 for a grant to assist in the hiring of additional mental health and social-
34 emotional support staff.

35 Sec. 3. (NEW) (*Effective July 1, 2021*) (a) The Department of Education,
36 in collaboration with the Department of Mental Health and Addiction
37 Services, the Department of Children and Families, the Office of Early
38 Childhood and the Department of Public Health, shall establish a state-
39 wide social-emotional support program that provides support and
40 assistance to local and regional boards of education for mental health,
41 social-emotional, behavioral support, trauma support and special
42 education programs and services. Such support and assistance shall
43 include, but need not be limited to, (1) training and recruiting mental
44 health and social-emotional support staff and deploying them to school
45 districts, (2) providing grants to school districts for the hiring of mental
46 health and social-emotional support staff, pursuant to subsection (c) of
47 section 2 of this act, (3) assisting boards in the development and
48 implementation of comprehensive school counseling programs, in
49 accordance with the guidelines adopted pursuant to section 10-203c of

50 the general statutes, as amended by this act, (4) building on existing
51 school and community collaborations that support student mental
52 health and well-being, such as community school models, family
53 resource centers, health clinics, child care that is available from 6:00 a.m.
54 to 6:00 p.m., and year-round use of school facilities, (5) developing or
55 enhancing state, regional and local support networks for mental health
56 and trauma support services through interagency agreements, local
57 action plans and model programs, (6) improving the knowledge and
58 skill of educators and other school personnel in order to develop social-
59 emotional learning and restorative practices competencies and
60 capacities, (7) creating opportunities for educators to collaborate, share
61 support and problem solve through team planning time and
62 professional learning communities, (8) providing resources for state-
63 wide and local efforts to engage parents and families to support the
64 development of student social and emotional growth at home and in the
65 community, and (9) providing opportunities for families to discuss
66 topics relating to social-emotional learning, restorative practices,
67 resiliency and ways to ensure racial equity in schools.

68 (b) The Department of Education may collaborate with the Social
69 Emotional Learning and School Climate Advisory Collaborative,
70 established pursuant to section 10-222q of the general statutes, and the
71 national Collaborative for Academic, Social, and Emotional Learning to
72 implement the provisions of this section.

73 Sec. 4. (NEW) (*Effective July 1, 2021*) Each local and regional board of
74 education shall develop and implement a comprehensive school
75 counseling program for the school district. Such program shall be
76 developed in accordance with the guidelines adopted pursuant to
77 section 10-203c of the general statutes, as amended by this act, and
78 provide proactive social-emotional instruction to develop student
79 competencies in self-awareness, self-regulation, social awareness,
80 relationship skills and decision-making skills.

81 Sec. 5. (*Effective July 1, 2021*) Not later than October 1, 2021, the
82 Department of Education shall develop student social-emotional

83 learning standards for grades four to twelve, inclusive. Such standards
84 shall be designed for a multitiered system of support that is culturally
85 relevant and responsive, emphasizes school connectedness and includes
86 restorative practices. Such standards shall be made available on the
87 department's Internet web site.

88 Sec. 6. Subdivision (1) of subsection (a) of section 10-223e of the
89 general statutes is repealed and the following is substituted in lieu
90 thereof (*Effective July 1, 2021*):

91 (1) "Accountability index" means the score resulting from multiple
92 student, school or district-level measures, as weighted by the
93 Department of Education, that (A) shall include the performance index
94 score and high school graduation rates, and (B) may include, but need
95 not be limited to, academic growth over time, attendance and chronic
96 absenteeism, postsecondary education and career readiness, enrollment
97 in and graduation from institutions of higher education and
98 postsecondary education programs, civics and arts education, [and]
99 physical fitness and measures of social-emotional learning.

100 Sec. 7. Subdivision (3) of subsection (b) of section 10-223e of the
101 general statutes is repealed and the following is substituted in lieu
102 thereof (*Effective July 1, 2021*):

103 (3) For the school year commencing July 1, 2015, and each school year
104 thereafter, the Department of Education shall prepare a state-wide
105 performance management and support plan, consistent with federal law
106 and regulation. Such plan shall (A) identify districts in need of
107 improvement, (B) classify schools as category one, two, three, four or
108 five schools based on the accountability index, and (C) identify focus
109 schools. On and after July 1, 2021, the state-wide performance
110 management and support plan shall include provisions related to social-
111 emotional learning.

112 Sec. 8. Subsection (j) of section 10-221a of the general statutes is
113 repealed and the following is substituted in lieu thereof (*Effective July 1,*
114 *2021*):

115 (j) For the school year commencing July 1, 2012, and each school year
116 thereafter, each local and regional board of education shall create a
117 student success plan for each student enrolled in a public school,
118 beginning in grade six. Such student success plan shall include a
119 student's career and academic choices in grades six to twelve, inclusive.
120 Beginning in grade six, such student success plan shall provide evidence
121 of career exploration in each grade including, but not limited to, careers
122 in manufacturing. The Department of Education shall revise and issue
123 to local and regional boards of education guidance regarding changes
124 to such student success plans. On and after July 1, 2020, in creating such
125 student success plans, consideration shall be given to career and
126 academic choices in computer science, science, technology, engineering
127 and mathematics. On and after July 1, 2021, in creating such student
128 success plans, consideration shall be given to a student's school
129 connectedness and responses to two screening questions related to
130 youth suicide.

131 Sec. 9. Subsections (a) to (c), inclusive, of section 10-151b of the
132 general statutes are repealed and the following is substituted in lieu
133 thereof (*Effective July 1, 2021*):

134 (a) The superintendent of each local or regional board of education
135 shall annually evaluate or cause to be evaluated each teacher, and for
136 the school year commencing July 1, 2013, and each school year
137 thereafter, such annual evaluations shall be the teacher evaluation and
138 support program adopted pursuant to subsection (b) of this section. The
139 superintendent may conduct additional formative evaluations toward
140 producing an annual summative evaluation. An evaluation pursuant to
141 this subsection shall include, but need not be limited to, strengths, areas
142 needing improvement, strategies for improvement. [and] An evaluation
143 pursuant to this subsection may include a review of multiple indicators
144 of student academic growth of the students for a teacher, but such
145 indicators shall not form the basis of such teacher's performance
146 evaluation. Claims of failure to follow the established procedures of
147 such teacher evaluation and support program shall be subject to the
148 grievance procedure in collective bargaining agreements negotiated

149 subsequent to July 1, 2004. In the event that a teacher does not receive a
150 summative evaluation during the school year, such teacher shall receive
151 a "not rated" designation for such school year. The superintendent shall
152 report (1) the status of teacher evaluations to the local or regional board
153 of education on or before June first of each year, and (2) the status of the
154 implementation of the teacher evaluation and support program,
155 including the frequency of evaluations, aggregate evaluation ratings,
156 the number of teachers who have not been evaluated and other
157 requirements as determined by the Department of Education, to the
158 Commissioner of Education on or before September fifteenth of each
159 year. For purposes of this section, the term "teacher" shall include each
160 professional employee of a board of education, below the rank of
161 superintendent, who holds a certificate or permit issued by the State
162 Board of Education.

163 (b) Except as provided in subsection (d) of this section, not later than
164 September 1, 2013, each local and regional board of education shall
165 adopt and implement a teacher evaluation and support program that is
166 consistent with the guidelines for a model teacher evaluation and
167 support program adopted by the State Board of Education, pursuant to
168 subsection (c) of this section. Such teacher evaluation and support
169 program shall be developed through mutual agreement between the
170 local or regional board of education and the professional development
171 and evaluation committee for the school district, established pursuant
172 to subsection (b) of section 10-220a, as amended by this act. If a local or
173 regional board of education is unable to develop a teacher evaluation
174 and support program through mutual agreement with such
175 professional development and evaluation committee, then such board
176 of education and such professional development and evaluation
177 committee shall consider the model teacher evaluation and support
178 program adopted by the State Board of Education, pursuant to
179 subsection (c) of this section, and such board of education may adopt,
180 through mutual agreement with such professional development and
181 evaluation committee, such model teacher evaluation and support
182 program. If a local or regional board of education and the professional

183 development and evaluation committee are unable to mutually agree on
184 the adoption of such model teacher evaluation and support program,
185 then such board of education shall adopt and implement a teacher
186 evaluation and support program developed by such board of education,
187 provided such teacher evaluation and support program is consistent
188 with the guidelines adopted by the State Board of Education, pursuant
189 to subsection (c) of this section. Each local and regional board of
190 education may commence implementation of the teacher evaluation and
191 support program adopted pursuant to this subsection in accordance
192 with a teacher evaluation and support program implementation plan
193 adopted pursuant to subsection (d) of this section.

194 (c) (1) On or before July 1, 2012, the State Board of Education shall
195 adopt, in consultation with the Performance Evaluation Advisory
196 Council established pursuant to section 10-151d, guidelines for a model
197 teacher evaluation and support program. Such guidelines shall include,
198 but not be limited to, (A) the use of four performance evaluations
199 designators: Exemplary, proficient, developing and below standard; (B)
200 the appropriate use of multiple indicators of student academic growth
201 and development [in] when reviewing such indicators for purposes of
202 conducting teacher performance evaluations; (C) methods for assessing
203 student academic growth and development; (D) a consideration of
204 control factors tracked by the state-wide public school information
205 system, pursuant to subsection (c) of section 10-10a, that may influence
206 teacher performance ratings, including, but not limited to, student
207 characteristics, student attendance and student mobility; (E) minimum
208 requirements for teacher evaluation instruments and procedures,
209 including scoring systems to determine exemplary, proficient,
210 developing and below standard ratings; (F) the development and
211 implementation of periodic training programs regarding the teacher
212 evaluation and support program to be offered by the local or regional
213 board of education or regional educational service center for the school
214 district to teachers who are employed by such local or regional board of
215 education and whose performance is being evaluated and to
216 administrators who are employed by such local or regional board of

217 education and who are conducting performance evaluations; (G) the
218 provision of professional development services based on the individual
219 or group of individuals' needs that are identified through the evaluation
220 process; (H) the creation of individual teacher improvement and
221 remediation plans for teachers whose performance is developing or
222 below standard, designed in consultation with such teacher and his or
223 her exclusive bargaining representative for certified teachers chosen
224 pursuant to section 10-153b, and that (i) identify resources, support and
225 other strategies to be provided by the local or regional board of
226 education to address documented deficiencies, (ii) indicate a timeline
227 for implementing such resources, support, and other strategies, in the
228 course of the same school year as the plan is issued, and (iii) include
229 indicators of success including a summative rating of proficient or better
230 immediately at the conclusion of the improvement and remediation
231 plan; (I) opportunities for career development and professional growth;
232 and (J) a validation procedure to audit evaluation ratings of exemplary
233 or below standard by the department or a third-party entity approved
234 by the department.

235 (2) The State Board of Education shall, following the completion of
236 the teacher evaluation and support pilot program, pursuant to section
237 10-151f, and the submission of the study of such pilot program,
238 pursuant to section 10-151g, review and may revise, as necessary, the
239 guidelines for a model teacher evaluation and support program and the
240 model teacher evaluation and support program adopted under this
241 subsection.

242 Sec. 10. (*Effective from passage*) Not later than January 1, 2022, the
243 Department of Education shall create, in consultation with the exclusive
244 bargaining representative for certified teachers chosen pursuant to
245 section 10-153b of the general statutes, one or more student learning
246 objectives that are focused on social-emotional learning and resiliency.

247 Sec. 11. (NEW) (*Effective from passage*) Not later than January 1, 2022,
248 the Social Emotional Learning and School Climate Advisory
249 Collaborative, established pursuant to section 10-222q of the general

250 statutes, shall convene a working group to (1) review sections 10-222d
251 to 10-222p, inclusive, of the general statutes relating to bullying and safe
252 school climate plans, (2) make recommendations concerning (A)
253 amendments to said sections 10-222d to 10-222p, inclusive, (B) the
254 inclusion of restorative practices in safe school climate plans, and (C)
255 state-wide adoption of the National School Climate Standards, and (3)
256 provide technical assistance and support to local and regional boards of
257 education in adopting and implementing the Connecticut Model School
258 Climate Policy, policy number 5131.914.

259 Sec. 12. Section 10-233m of the general statutes is repealed and the
260 following is substituted in lieu thereof (*Effective July 1, 2021*):

261 Each local or regional board of education that assigns a school
262 resource officer to any school under the jurisdiction of such board shall
263 enter into a memorandum of understanding with a local law
264 enforcement agency regarding the role and responsibility of such school
265 resource officer. Such memorandum of understanding shall include
266 provisions addressing daily interactions between students and school
267 personnel with school resource officers and shall include a graduated
268 response model for student discipline. On and after July 1, 2021, each
269 such memorandum of understanding shall include a provision that
270 requires school resource officers to complete the same social-emotional
271 learning and restorative practices training provided to teachers and
272 administrators of the school. For the purposes of this section, "school
273 resource officer" means a sworn police officer of a local law enforcement
274 agency who has been assigned to a school pursuant to an agreement
275 between the local or regional board of education and the chief of police
276 of a local law enforcement agency.

277 Sec. 13. Section 10-203c of the general statutes is repealed and the
278 following is substituted in lieu thereof (*Effective July 1, 2021*):

279 Not later than July 1, 2020, the State Board of Education, in
280 collaboration with a state-wide association that represents school
281 counselors, shall adopt guidelines for a comprehensive school

282 counseling program. Such guidelines shall ensure that (1) all students
283 have access to a comprehensive school counseling program that
284 provides academic, social-emotional and post-secondary and career
285 readiness programming by a certified school counselor with adequate
286 training, and (2) a school counselor devotes at least eighty per cent of
287 his or her work time during regular school hours to providing school
288 counseling services directly to individual or groups of students. The
289 state board shall make the guidelines available to local and regional
290 boards of education and published on the Internet web site of the
291 Department of Education.

292 Sec. 14. Subsection (a) of section 10-148a of the general statutes is
293 repealed and the following is substituted in lieu thereof (*Effective July 1,*
294 *2021*):

295 (a) For the school year commencing July 1, [2019] 2021, and each
296 school year thereafter, each certified employee shall participate in a
297 program of professional development. Each local and regional board of
298 education shall make available, annually, at no cost to its certified
299 employees, a program of professional development that is not fewer
300 than eighteen hours in length, of which a preponderance is in a small
301 group or individual instructional setting. Such program of professional
302 development shall (1) be a comprehensive, sustained and intensive
303 approach to improving teacher and administrator effectiveness in
304 increasing student knowledge achievement, (2) focus on refining and
305 improving various effective teaching methods that are shared between
306 and among educators, (3) foster collective responsibility for improved
307 student performance, (4) be comprised of professional learning that (A)
308 is aligned with rigorous state student academic achievement standards,
309 (B) is conducted among educators at the school and facilitated by
310 principals, coaches, mentors, distinguished educators, as described in
311 section 10-145s, or other appropriate teachers, (C) occurs frequently on
312 an individual basis or among groups of teachers in a job-embedded
313 process of continuous improvement, and (D) includes a repository of
314 best practices for teaching methods developed by educators within each
315 school that is continuously available to such educators for comment and

316 updating, and (5) include training in culturally responsive pedagogy
317 and practice. Each program of professional development shall include
318 professional development activities in accordance with the provisions
319 of subsection (b) of this section. The principles and practices of social-
320 emotional learning and restorative practices shall be integrated
321 throughout the components of such program of professional
322 development described in subdivisions (1) to (5), inclusive, of this
323 subsection.

324 Sec. 15. Subsection (b) of section 10-220a of the general statutes is
325 repealed and the following is substituted in lieu thereof (*Effective July 1,*
326 *2021*):

327 (b) Not later than a date prescribed by the commissioner, each local
328 and regional board of education shall establish a professional
329 development and evaluation committee. Such professional
330 development and evaluation committee shall consist of (1) at least one
331 teacher, as defined in subsection (a) of section 10-144d, selected by the
332 exclusive bargaining representative for certified employees chosen
333 pursuant to section 10-153b, (2) at least one administrator, as defined in
334 subsection (a) of section 10-144e, selected by the exclusive bargaining
335 representative for certified employees chosen pursuant to section 10-
336 153b, and (3) such other school personnel as the board deems
337 appropriate. The duties of such committees shall include, but not be
338 limited to, participation in the development or adoption of a teacher
339 evaluation and support program for the district, pursuant to section 10-
340 151b, as amended by this act, and the development, evaluation and
341 annual updating of a comprehensive local professional development
342 plan for certified employees of the district. Such plan shall: (A) Be
343 directly related to the educational goals prepared by the local or regional
344 board of education pursuant to subsection (b) of section 10-220, as
345 amended by this act, (B) on and after July 1, [2011] 2021, be developed
346 with full consideration of the priorities and needs related to student
347 social-emotional learning and restorative practices, in accordance with
348 the provisions of section 10-148a, as amended by this act, and student
349 academic outcomes as determined by the State Board of Education,

350 [and] (C) provide for the ongoing and systematic assessment and
351 improvement of both teacher evaluation and professional development
352 of the professional staff members of each such board, including
353 personnel management and evaluation training or experience for
354 administrators, [shall] and (D) be related to regular and special student
355 needs and may include provisions concerning career incentives and
356 parent involvement. The State Board of Education shall develop
357 guidelines to assist local and regional boards of education in
358 determining the objectives of the plans and in coordinating staff
359 development activities with student needs and school programs.

360 Sec. 16. Subsection (b) of section 10-220 of the general statutes is
361 repealed and the following is substituted in lieu thereof (*Effective July 1,*
362 *2021*):

363 (b) The board of education of each local or regional school district
364 shall, with the participation of parents, students, school administrators,
365 teachers, citizens, local elected officials and any other individuals or
366 groups such board shall deem appropriate, prepare a statement of
367 educational goals for such local or regional school district. The
368 statement of goals shall be consistent with state-wide goals pursuant to
369 subsection (c) of section 10-4 and include goals for the integration of
370 principles and practices of social-emotional learning and restorative
371 practices in the program of professional development for the school
372 district, in accordance with the provisions of section 10-148a, as
373 amended by this act, and career placement for students who do not
374 pursue an advanced degree immediately after graduation. Each local or
375 regional board of education shall annually establish student objectives
376 for the school year which relate directly to the statement of educational
377 goals prepared pursuant to this subsection and which identify specific
378 expectations for students in terms of skills, knowledge and competence.

379 Sec. 17. Section 10-155k of the general statutes is repealed and the
380 following is substituted in lieu thereof (*Effective July 1, 2021*):

381 On and after July 1, 2013, the Commissioner of Education shall

382 establish a School Paraprofessional Advisory Council, which on and
 383 after July 1, 2020, shall be known as the School Paraeducator Advisory
 384 Council, consisting of (1) one school paraprofessional from each state-
 385 wide bargaining representative organization that represents school
 386 paraprofessionals with instructional responsibilities, (2) one
 387 representative from each of the exclusive bargaining units for certified
 388 employees, chosen pursuant to section 10-153b, (3) the most recent
 389 recipient of the Connecticut Paraprofessional of the Year Award, (4) two
 390 representatives from the regional educational service centers, appointed
 391 by the Commissioner of Education, and (5) a school administrator,
 392 appointed by the Connecticut Federation of School Administrators. The
 393 council shall hold quarterly meetings and advise, at least quarterly, the
 394 Commissioner of Education, or the commissioner's designee, of the
 395 needs for (A) professional development and the training of
 396 paraprofessionals and the effectiveness of the content and the delivery
 397 of existing training for such paraprofessionals, (B) appropriate staffing
 398 strategies for paraprofessionals, and (C) other relevant issues relating to
 399 paraprofessionals. The council shall report, annually, in accordance
 400 with the provisions of section 11-4a, on the recommendations given to
 401 the commissioner, or the commissioner's designee, pursuant to the
 402 provisions of this section, to the joint standing committee of the General
 403 Assembly having cognizance of matters relating to education.

404 Sec. 18. (*Effective from passage*) (a) Not later than January 1, 2022, the
 405 School Paraeducator Advisory Council, established pursuant to section
 406 10-155k of the general statutes, as amended by this act, shall conduct a
 407 study concerning the following: (1) Appropriate minimum employment
 408 standards, including pay rates, health care coverage, retirement benefits
 409 and professional development opportunities for paraeducators that
 410 focus on maximizing the success of paraeducators in the classroom; (2)
 411 safety issues relating to paraeducators who work with students who
 412 have behavioral issues, including the availability of appropriate safety
 413 equipment for paraeducators at each school; (3) issues relating to the
 414 assignment of substitute teaching duties to paraeducators, including
 415 emergency situations when a paraeducator is asked to serve as a

416 substitute teacher; and (4) issues relating to the duties of paraeducators
417 who work with students who have individualized education programs.

418 (b) Not later than January 1, 2022, the council shall develop proposals
419 for the creation of a pathway for continued career and professional
420 development, including, but not limited to, (1) paraeducator certificate
421 and apprenticeship programs that offer course credits that apply to
422 transferrable associate degree programs; (2) associate degree programs
423 that (A) build upon and do not duplicate the courses and competencies
424 of paraeducator certificate programs, (B) incorporate field experiences,
425 (C) are aligned with the standards and competencies for teachers, and
426 (D) are transferrable to a bachelor's degree in education and teacher
427 certification programs; and (3) bachelor's degree programs that lead to
428 teacher certification that build upon and do not duplicate the courses
429 and competencies of transferrable associate degrees.

430 (c) The council shall submit the study described in subsection (a) of
431 this section and the proposals described in subsection (b) of this section,
432 and any recommendations for legislation to the joint standing
433 committee of the General Assembly having cognizance of matters
434 relating to education, in accordance with the provisions of section 11-4a
435 of the general statutes.

436 Sec. 19. Subdivision (1) of subsection (c) of section 10-222k of the
437 general statutes is repealed and the following is substituted in lieu
438 thereof (*Effective July 1, 2021*):

439 (c) (1) For the school year commencing July 1, 2012, and each school
440 year thereafter, the principal of each school shall establish a committee
441 or designate at least one existing committee in the school to be
442 responsible for developing and fostering a safe school climate and
443 addressing issues relating to bullying in the school. Such committee
444 shall include at least one parent or guardian of a student enrolled in the
445 school appointed by the school principal, and for the school year
446 commencing July 1, 2021, and each school year thereafter, such
447 committee shall also include school personnel, including, but not

448 limited to, at least one teacher selected by the exclusive bargaining
 449 representative for certified employees chosen pursuant to section 1-
 450 153b, and medical and mental health personnel assigned to such school.

451 Sec. 20. (NEW) (*Effective July 1, 2021*) Not later than January 1, 2022,
 452 the State Board of Education, in collaboration with the Social Emotional
 453 Learning and School Climate Advisory Collaborative, established
 454 pursuant to section 10-222q of the general statutes, shall develop or
 455 adopt model curricular units integrating strategies that promote social-
 456 emotional learning. Such curricular units shall include culturally
 457 responsive pedagogy and promote strategies to address the needs of
 458 students who have experienced trauma. The state board shall
 459 disseminate such curricular units to local and regional boards of
 460 education and make such curricular units available on its Internet web
 461 site.

462 Sec. 21. (*Effective July 1, 2021*) (a) The sum of ten million dollars is
 463 appropriated to the Department of Education, from the General Fund,
 464 for the fiscal year ending June 30, 2022, for the purpose of implementing
 465 the state-wide social-emotional support program established pursuant
 466 to section 3 of this act.

467 (b) The sum of ten million dollars is appropriated to the Department
 468 of Education, from the General Fund, for the fiscal year ending June 30,
 469 2023, for the purpose of implementing the state-wide social-emotional
 470 support program established pursuant to section 3 of this act.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2021</i>	New section
Sec. 2	<i>July 1, 2021</i>	New section
Sec. 3	<i>July 1, 2021</i>	New section
Sec. 4	<i>July 1, 2021</i>	New section
Sec. 5	<i>July 1, 2021</i>	New section
Sec. 6	<i>July 1, 2021</i>	10-223e(a)(1)
Sec. 7	<i>July 1, 2021</i>	10-223e(b)(3)
Sec. 8	<i>July 1, 2021</i>	10-221a(j)

Sec. 9	<i>July 1, 2021</i>	10-151b(a) to (c)
Sec. 10	<i>from passage</i>	New section
Sec. 11	<i>from passage</i>	New section
Sec. 12	<i>July 1, 2021</i>	10-233m
Sec. 13	<i>July 1, 2021</i>	10-203c
Sec. 14	<i>July 1, 2021</i>	10-148a(a)
Sec. 15	<i>July 1, 2021</i>	10-220a(b)
Sec. 16	<i>July 1, 2021</i>	10-220(b)
Sec. 17	<i>July 1, 2021</i>	10-155k
Sec. 18	<i>from passage</i>	New section
Sec. 19	<i>July 1, 2021</i>	10-222k(c)(1)
Sec. 20	<i>July 1, 2021</i>	New section
Sec. 21	<i>July 1, 2021</i>	New section

Statement of Purpose:

To implement the recommendations of the Social Emotional Learning and School Climate Advisory Collaborative and to integrate the principles of social-emotional learning and restorative practices into the provision of public education in Connecticut.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]