



Senate

General Assembly

File No. 446

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Substitute Senate Bill No. 1166

Senate, April 5, 2023

The Committee on Education reported through SEN. MCCRORY, D. of the 2nd Dist., Chairperson of the Committee on the part of the Senate, that the substitute bill ought to pass.

AN ACT CONCERNING IMPLEMENTATION OF THE CONNECTICUT SCHOOL CLIMATE POLICY.

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

1 Section 1. (NEW) (*Effective July 1, 2023*) As used in this section and
2 sections 2 to 9, inclusive, of this act:

3 (1) "School climate" means the quality and character of the school life,
4 with a particular focus on the quality of the relationships within the
5 school community, and which is based on patterns of people's
6 experiences of school life and that reflects the norms, goals, values,
7 interpersonal relationships, teaching, learning, leadership practices and
8 organizational structures within the school community.

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

13 (3) "Emotional intelligence" means the ability to (A) perceive,
14 recognize and understand emotions in oneself or others, (B) use
15 emotions to facilitate cognitive activities, including, but not limited to,
16 reasoning, problem solving and interpersonal communication, (C)
17 understand and identify emotions, and (D) manage emotions in oneself
18 and others.

19 (4) "Bullying" means an abuse of power within the school
20 environment, as an educational institution and workplace, including
21 cyberbullying and teen dating violence, and involving individuals or
22 groups of students or adults.

23 (5) "School environment" means a school-sponsored or school-related
24 activity, function or program, whether on or off school grounds,
25 including at a school bus stop, on a school bus or other vehicle owned,
26 leased or used by a local or regional board of education, and may occur
27 outside of a school-sponsored or school-related activity, function or
28 program if such bullying negatively impacts the school environment.

29 (6) "Cyberbullying" means any act of bullying through the use of the
30 Internet, interactive and digital technologies, cellular mobile telephone
31 or other mobile electronic devices or any other electronic
32 communication.

33 (7) "Teen dating violence" means any act of physical, emotional or
34 sexual abuse, including stalking, harassing and threatening, that occurs
35 between two students who are currently in or who have recently been
36 in a dating relationship.

37 (8) "Mobile electronic device" means any hand-held or other portable
38 electronic equipment capable of providing data communication
39 between two or more individuals, including, but not limited to, a text
40 messaging device, a paging device, a personal digital assistant, a laptop
41 computer, equipment that is capable of playing a video game or a digital
42 video disk or equipment on which digital images are taken or
43 transmitted.

44 (9) "Electronic communication" means any transfer of signs, signals,
45 writing, images, sounds, data or intelligence of any nature transmitted
46 in whole or in part by a wire, radio, electromagnetic, photoelectronic or
47 photo-optical system.

48 (10) "School climate improvement plan" means a building-specific
49 plan developed by the school climate committee, in collaboration with
50 the school climate specialist, using school climate survey data and any
51 other relevant information, through a process that engages all members
52 of the school community and involves such members in a series of
53 overlapping systemic improvements, school-wide instructional
54 practices and relational practices that prevent, identify and respond to
55 inappropriate behavior, including, but not limited to alleged bullying
56 and harassment in the school environment.

57 (11) "Restorative practices" means system-level practices that focus
58 on (A) building high-quality, constructive relationships among the
59 school community, (B) holding each member of the school community
60 accountable for any harm a member inflicts upon any other member of
61 the school community, and (C) making each such member who causes
62 harm to another member of the school community responsible for
63 repairing such harm and reintegrating such other member back into the
64 school community.

65 (12) "School climate survey" means a research-based and validated
66 survey administered to the school community, in the predominant
67 languages of the members of the school community, that measures and
68 identifies school climate needs and tracks progress through a school
69 climate improvement plan.

70 (13) "National school climate standards" means a nationally
71 recognized framework developed by the National School Climate
72 Council for building and promoting positive school climate, which
73 includes benchmarks to promote effective teaching, learning and
74 comprehensive school improvement.

75 (14) "Model school climate policy" means a model policy developed,

76 updated and approved by an association in the state that represents
77 boards of education and adopted by the Statewide Social and Emotional
78 Learning and School Climate Advisory Collaborative, established
79 pursuant to section 10-222q of the general statutes, as amended by this
80 act, that provides a framework for an effective and democratically
81 informed school climate improvement process that serves to implement
82 the national school climate standards, and includes a continuous cycle
83 of (A) planning and preparation, (B) evaluation, (C) action planning,
84 and (D) implementation.

85 (15) "District school climate policy" means the model school climate
86 policy that has been adapted by a local or regional board of education
87 to address and improve the unique qualities and characteristics of the
88 school climate and employ restorative practices in the school
89 community.

90 (16) "School employee" means (A) a teacher, substitute teacher,
91 administrator, school superintendent, school counselor, school
92 psychologist, social worker, school nurse, physician, paraeducator or
93 coach employed by a local or regional board of education, or (B) any
94 other individual who, in the performance of his or her duties, has
95 regular contact with students and who provides services to or on behalf
96 of students enrolled in a public school, pursuant to a contract with a
97 local or regional board of education.

98 (17) "School community" means any individuals, groups, businesses,
99 public institutions and nonprofit organizations that are invested in the
100 welfare and vitality of a public school system and the community in
101 which it is located, including, but not limited to, students and their
102 parents or guardians, members of the local or regional board of
103 education, volunteers at a school and school employees.

104 Sec. 2. (NEW) (*Effective July 1, 2023*) Not later than August 31, 2024,
105 the State Board of Education shall adopt the national school climate
106 standards and provide guidance to local and regional boards of
107 education on implementation of the model school climate policy.

108 Sec. 3. (NEW) (*Effective July 1, 2023*) (a) For the school years
109 commencing July 1, 2023, and July 1, 2024, each local and regional board
110 of education may adopt and implement a district school climate policy
111 in accordance with the provisions of sections 1 to 9, inclusive, of this act,
112 in lieu of implementing the provisions of sections 10-222d, 10-222g to
113 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

114 (b) For the school year commencing July 1, 2025, and each school year
115 thereafter, each local and regional board of education shall adopt and
116 implement a district school climate policy in accordance with the
117 provisions of sections 1 to 9, inclusive, of this act.

118 Sec. 4. (NEW) (*Effective July 1, 2023*) For the school year commencing
119 July 1, 2025, and each school year thereafter, the superintendent of
120 schools for each school district, or an administrator appointed by the
121 superintendent, shall serve as the school climate coordinator for the
122 school district. The school climate coordinator shall be responsible for
123 (1) providing district-level leadership and support for the
124 implementation of the school climate improvement plan for each school,
125 developed pursuant to section 8 of this act, (2) collaborate with the
126 school climate specialist, as described in section 5 of this act, for each
127 school to prevent, identify and respond to inappropriate behavior,
128 including, but not limited to, alleged bullying and harassment in the
129 school environment, (3) collect and maintain data regarding school
130 climate improvement and restorative practices for the purposes of
131 tracking continued improvement, and (4) meet with the school climate
132 specialist for each school at least twice during the school year to (A)
133 identify strategies to improve school climate and implement restorative
134 practices, (B) propose recommendations for revisions to the school
135 climate improvement plan, and (C) assist with the completion of the
136 school climate survey.

137 Sec. 5. (NEW) (*Effective July 1, 2023*) For the school year commencing
138 July 1, 2025, and each school year thereafter, the principal of each school,
139 or an administrator designated by the school principal, shall serve as the
140 school climate specialist for the school. The school climate specialist

141 shall be responsible for (1) leading in the prevention, identification and
142 response to inappropriate behavior, including, but not limited to,
143 reports of alleged bullying and harassment, (2) implementing
144 restorative practices, (3) scheduling meetings for and leading the school
145 climate committee, as described in section 6 of this act, and (4) leading
146 the implementation of the school climate improvement plan, developed
147 pursuant to section 8 of this act.

148 Sec. 6. (NEW) (*Effective July 1, 2023*) (a) For the school year
149 commencing July 1, 2025, and each school year thereafter, each school
150 climate specialist, as described in section 5 of this act, shall appoint
151 members to the school climate committee. The school climate committee
152 shall consist of (1) the school climate specialist, (2) a teacher selected by
153 the exclusive bargaining representative for certified employees chosen
154 pursuant to section 10-153b of the general statutes, (3) a
155 demographically representative group of students enrolled at the
156 school, as developmentally appropriate, (4) parents and guardians of
157 students enrolled at the school, and (5) other members of the school
158 community, as determined by the school climate specialist. Membership
159 of the school climate committee shall be annually reviewed and
160 approved by the school climate specialist, in coordination with the
161 school climate coordinator, as described in section 4 of this act.

162 (b) The school climate committee shall be responsible for (1) assisting
163 in the annual scheduling and administration of the school climate
164 survey, pursuant to section 7 of this act, and reviewing of the school
165 climate survey data, (2) using the school climate survey data to identify
166 strengths and challenges to improve school climate, and to create or
167 propose revisions to the school climate improvement plan, developed
168 pursuant to section 8 of this act, (3) assisting in the implementation of
169 the school climate improvement plan and recommending any
170 improvements or revisions to the plan, (4) advising on strategies to
171 improve school climate and implementing restorative practices in the
172 school community, and (5) engaging the school community, at
173 community meetings held at least twice during the school year, in the
174 implementation of the school climate improvement plan.

175 Sec. 7. (NEW) (*Effective July 1, 2023*) For the school year commencing
176 July 1, 2025, and each school year thereafter, the school climate
177 committee, as described in section 6 of this act, for each school shall
178 administer a school climate survey.

179 Sec. 8. (NEW) (*Effective July 1, 2023*) For the school year commencing
180 July 1, 2025, and each school year thereafter, the school climate
181 specialist, as described in section 5 of this act, for each school, in
182 collaboration with the school climate coordinator, as described in
183 section 4 of this act, shall develop, and update as necessary, a school
184 climate improvement plan. Such plan shall be based on the results of the
185 school climate survey, administered pursuant to section 7 of this act, any
186 recommendations from the school climate committee, as described in
187 section 6 of this act, and any other data the school climate specialist and
188 school climate coordinator deemed relevant. Such plan shall be
189 submitted to the school climate coordinator for review and approval on
190 or before December thirty-first of each school year. Upon approval of
191 such plan, a written or electronic copy of such plan shall be made
192 available to members of the school community.

193 Sec. 9. (NEW) (*Effective July 1, 2023*) For the school year commencing
194 July 1, 2024, and each school year thereafter, each local and regional
195 board of education shall provide resources for training regarding social
196 and emotional learning, school climate and restorative practices to
197 school employees. Such training may be made available at each school
198 under the jurisdiction of such board and include technical assistance in
199 the implementation of the school climate improvement plan, developed
200 pursuant to section 8 of this act. Any school employee may participate
201 in any such training offered by the board under this section. The school
202 climate coordinator, as described in section 4 of this act, shall select the
203 individuals or organizations that will provide such training.

204 Sec. 10. Subsection (c) of section 10-10g of the general statutes is
205 repealed and the following is substituted in lieu thereof (*Effective July 1,*
206 *2025*):

207 (c) For the school year commencing July 1, 2020, and each school year

208 thereafter, the Department of Education shall disseminate the
209 information published pursuant to subsection (b) of this section to each
210 local and regional board of education. Each local and regional board of
211 education shall require the provision of such information to any (1)
212 student or parent or guardian of a student who expresses to a school
213 employee, as defined in section [10-222d] 1 of this act, that such student
214 or parent or guardian or a person residing with such student or parent
215 or guardian does not feel safe at home due to domestic violence, and (2)
216 parent or guardian of a student who authorizes the transfer of such
217 student's education records to another school.

218 Sec. 11. Subsection (c) of section 10-145a of the general statutes is
219 repealed and the following is substituted in lieu thereof (*Effective July 1,*
220 *2025*):

221 (c) Any candidate in a program of teacher preparation leading to
222 professional certification shall complete a school violence, bullying, as
223 defined in section [10-222d] 1 of this act, and suicide prevention and
224 conflict resolution component of such a program.

225 Sec. 12. Subdivision (1) of subsection (e) of section 10-145o of the
226 general statutes is repealed and the following is substituted in lieu
227 thereof (*Effective July 1, 2025*):

228 (e) (1) Beginning teachers shall satisfactorily complete instructional
229 modules in the following areas: (A) Classroom management and
230 climate, which shall include training regarding the prevention,
231 identification and response to [school] bullying, as defined in section
232 [10-222d] 1 of this act, and the prevention of and response to youth
233 suicide; (B) lesson planning and unit design; (C) delivering instruction;
234 (D) assessing student learning; and (E) professional practice. Beginning
235 teachers shall complete two modules in their first year in the program
236 and three modules in their second year in the program, except as
237 otherwise provided by the Commissioner of Education, or as provided
238 for in subsection (h) of this section.

239 Sec. 13. Section 10-212e of the general statutes is repealed and the

240 following is substituted in lieu thereof (*Effective July 1, 2025*):

241 No claim for damages shall be made against a town, local or regional
242 board of education or school employee, as defined in section [10-222d]
243 1 of this act, for any injury or damage resulting from the provision of
244 food or dietary supplements by a parent or guardian, or a person
245 designated by such parent or guardian, on school grounds to a student
246 with glycogen storage disease under an individualized health care and
247 glycogen storage disease action plan, pursuant to section 10-212c.

248 Sec. 14. Subsection (a) of section 10-220a of the general statutes is
249 repealed and the following is substituted in lieu thereof (*Effective July 1,*
250 *2025*):

251 (a) Each local or regional board of education shall provide an in-
252 service training program for its teachers, administrators and pupil
253 personnel who hold the initial educator, provisional educator or
254 professional educator certificate. Such program shall provide such
255 teachers, administrators and pupil personnel with information on (1)
256 the nature and the relationship of alcohol and drugs, as defined in
257 subdivision (17) of section 21a-240, to health and personality
258 development, and procedures for discouraging their abuse, (2) health
259 and mental health risk reduction education that includes, but need not
260 be limited to, the prevention of risk-taking behavior by children and the
261 relationship of such behavior to substance abuse, pregnancy, sexually
262 transmitted diseases, including HIV-infection and AIDS, as defined in
263 section 19a-581, violence, teen dating violence, domestic violence and
264 child abuse, (3) school violence prevention, conflict resolution, the
265 prevention of and response to youth suicide and the identification and
266 prevention of and response to bullying, as defined in [subsection (a) of
267 section 10-222d] section 1 of this act, except that those boards of
268 education that implement any evidence-based model approach that is
269 approved by the Department of Education and is consistent with
270 subsection (c) of section 10-145a, as amended by this act, [sections 10-
271 222d, 10-222g and 10-222h,] subsection (g) of section 10-233c and
272 sections 1 and 3 of public act 08-160, shall not be required to provide in-

273 service training on the identification and prevention of and response to
274 bullying, (4) cardiopulmonary resuscitation and other emergency life
275 saving procedures, (5) the requirements and obligations of a mandated
276 reporter, (6) the detection and recognition of, and evidence-based
277 structured literacy interventions for, students with dyslexia, as defined
278 in section 10-3d, (7) culturally responsive pedagogy and practice,
279 including, but not limited to, the video training module relating to
280 implicit bias and anti-bias in the hiring process in accordance with the
281 provisions of section 10-156hh, and (8) the principles and practices of
282 social-emotional learning and restorative practices. Each local or
283 regional board of education may allow any paraprofessional or
284 noncertified employee to participate, on a voluntary basis, in any in-
285 service training program provided pursuant to this section.

286 Sec. 15. Section 10-222j of the general statutes is repealed and the
287 following is substituted in lieu thereof (*Effective July 1, 2025*):

288 The Department of Education shall provide, within available
289 appropriations, annual training to school employees, as defined in
290 section [10-222d] 1 of this act, except those school employees who hold
291 professional certification pursuant to section 10-145b unless such school
292 employee who holds professional certification is the [district safe school
293 climate coordinator, the safe school climate specialist or a member of the
294 safe school climate committee, as described in section 10-222k] school
295 climate coordinator, as described in section 4 of this act, the school
296 climate specialist, as described in section 5 of this act, or a member of
297 the school climate committee, as described in section 6 of this act, on the
298 prevention, identification and response to [school] bullying and teen
299 dating violence, as defined in section [10-222d] 1 of this act, and the
300 prevention of and response to youth suicide. Such training may include,
301 but not be limited to, (1) developmentally appropriate strategies to
302 prevent bullying and teen dating violence among students in school and
303 outside of the school setting, (2) developmentally appropriate strategies
304 for immediate and effective interventions to stop bullying and teen
305 dating violence, (3) information regarding the interaction and
306 relationship between students committing acts of bullying and teen

307 dating violence, students against whom such acts of bullying and teen
308 dating violence are directed and witnesses of such acts of bullying and
309 teen dating violence, (4) research findings on bullying and teen dating
310 violence, such as information about the types of students who have been
311 shown to be at-risk for bullying and teen dating violence in the school
312 setting, (5) information on the incidence and nature of cyberbullying, as
313 defined in section [10-222d] 1 of this act, (6) Internet safety issues as they
314 relate to cyberbullying, or (7) information on the incidence of youth
315 suicide, methods of identifying youths at risk of suicide and
316 developmentally appropriate strategies for effective interventions to
317 prevent youth suicide. Such training may be presented in person by
318 mentors, offered in state-wide workshops or through on-line courses.

319 Sec. 16. Section 10-222l of the general statutes is repealed and the
320 following is substituted in lieu thereof (*Effective July 1, 2025*):

321 (a) No claim for damages shall be made against a school employee,
322 as defined in section [10-222d] 1 of this act, who reports, investigates
323 and responds to bullying or teen dating violence, as defined in section
324 [10-222d] 1 of this act, in accordance with the provisions of the [safe
325 school climate plan, described in section 10-222d] school climate
326 improvement plan, as described in section 8 of this act, if such school
327 employee was acting in good faith in the discharge of his or her duties
328 or within the scope of his or her employment. The immunity provided
329 in this subsection does not apply to acts or omissions constituting gross,
330 reckless, wilful or wanton misconduct.

331 (b) No claim for damages shall be made against a student, parent or
332 guardian of a student or any other individual who reports an act of
333 bullying or teen dating violence to a school employee, in accordance
334 with the provisions of the [safe school climate plan described in section
335 10-222d] school climate improvement plan, if such individual was
336 acting in good faith. The immunity provided in this subsection does not
337 apply to acts or omissions constituting gross, reckless, wilful or wanton
338 misconduct.

339 (c) No claim for damages shall be made against a local or regional

340 board of education that implements the [safe school climate plan,
341 described in section 10-222d,] school climate improvement plan and
342 reports, investigates and responds to bullying or teen dating violence,
343 as defined in section [10-222d] 1 of this act, if such local or regional board
344 of education was acting in good faith in the discharge of its duties. The
345 immunity provided in this subsection does not apply to acts or
346 omissions constituting gross, reckless, wilful or wanton misconduct.

347 Sec. 17. Subsection (b) of section 10-222m of the general statutes is
348 repealed and the following is substituted in lieu thereof (*Effective July 1,*
349 *2025*):

350 (b) For the school year commencing July 1, 2014, and each school year
351 thereafter, each local and regional board of education shall establish a
352 school security and safety committee at each school under the
353 jurisdiction of such board. The school security and safety committee
354 shall be responsible for assisting in the development of the school
355 security and safety plan for the school and administering such plan.
356 Such school security and safety committee shall consist of a local police
357 officer, a local first responder, a teacher and an administrator employed
358 at the school, a mental health professional, as defined in section 10-76t,
359 a parent or guardian of a student enrolled in the school and any other
360 person the board of education deems necessary. [Any parent or
361 guardian serving as a member of a school security and safety committee
362 shall not have access to any information reported to such committee,
363 pursuant to subparagraph (c) of subdivision (2) of subsection (c) of
364 section 10-222k.]

365 Sec. 18. Subsection (a) of section 10-222n of the general statutes is
366 repealed and the following is substituted in lieu thereof (*Effective July 1,*
367 *2025*):

368 (a) Not later than January 1, 2014, the Department of Emergency
369 Services and Public Protection, in consultation with the Department of
370 Education, shall develop school security and safety plan standards. Not
371 later than January 1, 2020, and every three years thereafter, the
372 Department of Emergency Services and Public Protection, in

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

408 (10) a requirement that the school security and safety plan for each
409 school provide an orientation on such school security and safety plan to
410 each school employee, as defined in section [10-222d] 1 of this act, at
411 such school and provide violence prevention training in a manner
412 prescribed in such school security and safety plan. The Department of
413 Emergency Services and Public Protection shall make such standards
414 available to local officials, including local and regional boards of
415 education, and the Department of Education shall distribute such
416 standards to all public schools within the state.

417 Sec. 19. Subsection (a) of section 10-222q of the general statutes is
418 repealed and the following is substituted in lieu thereof (*Effective July 1,*
419 *2025*):

420 (a) There is established a social and emotional learning and school
421 climate advisory collaborative. The collaborative shall (1) collect
422 information concerning the school climate improvement efforts of local
423 and regional boards of education, (2) document any needs articulated
424 by local and regional boards of education for technical assistance and
425 training relating to fostering positive school climates, (3) identify best
426 practices for promoting positive school climates, (4) direct resources to
427 support state-wide and local initiatives on issues relating to fostering
428 and improving positive school climates and improving access to social
429 and emotional learning in schools, (5) develop an assessment for
430 screening students in grades three to twelve, inclusive, to determine
431 whether such students are at risk for suicide, (6) develop a biennial state-
432 wide school climate survey, as described in subsection (c) of section 2 of
433 public act 19-166, (7) develop a model positive school climate policy, as
434 described in subsection (a) of section 2 of public act 19-166, (8) develop
435 a plain language explanation of the rights and remedies available under
436 sections 10-4a and 10-4b for distribution to parents and guardians,
437 [pursuant to subdivision (2) of subsection (c) of section 10-222d,] and
438 provide such explanation to each local and regional board of education
439 not later than January 1, 2021, and (9) perform other functions
440 concerning social and emotional learning and fostering positive school
441 climates.

442 Sec. 20. Section 10-222w of the general statutes is repealed and the
443 following is substituted in lieu thereof (*Effective July 1, 2025*):

444 Not later than January 1, 2022, the Social Emotional Learning and
445 School Climate Advisory Collaborative, established pursuant to section
446 10-222q, as amended by this act, shall convene a working group to (1)
447 review sections 10-222d to 10-222p, inclusive, of the general statutes,
448 revision of 1958, revised to January 1, 2021, relating to bullying and safe
449 school climate plans, (2) make recommendations concerning (A)
450 amendments to said sections 10-222d to 10-222p, inclusive, of the
451 general statutes, revision of 1958, revised to January 1, 2021, (B) the
452 inclusion of restorative practices in safe school climate plans, and (C)
453 state-wide adoption of the National School Climate Standards, and (3)
454 provide technical assistance and support to local and regional boards of
455 education in adopting and implementing the Connecticut Model School
456 Climate Policy, policy number 5131.914. The Social Emotional Learning
457 and School Climate Advisory Collaborative may consult with or include
458 representatives from the national Collaborative for Academic, Social,
459 and Emotional Learning as members of the working group in
460 implementing the provisions of this section.

461 Sec. 21. Subsection (o) of section 10-236b of the general statutes is
462 repealed and the following is substituted in lieu thereof (*Effective July 1,*
463 *2025*):

464 (o) (1) Each local or regional board of education shall provide training
465 regarding the physical restraint and seclusion of students to the
466 members of the crisis intervention team for each school in the district,
467 identified pursuant to subdivision (2) of this subsection. A local or
468 regional board of education may provide such training to any teacher,
469 as defined in section 10-144d, administrator, as defined in section 10-
470 144e, school paraprofessional or other school employee, as defined in
471 section [10-222d] 1 of this act, designated by the school principal and
472 who has direct contact with students. Such training shall be provided
473 during the school year commencing July 1, 2017, and each school year
474 thereafter, and shall include, but not be limited to:

475 (A) An overview of the relevant laws and regulations regarding the
476 use of physical restraint and seclusion on students and the proper uses
477 of physical restraint and seclusion. For the school year commencing July
478 1, 2017, and annually thereafter, such overview shall be provided by the
479 Department of Education, in a manner and form as prescribed by the
480 Commissioner of Education;

481 (B) The creation of a plan by which each local and regional board of
482 education shall provide training regarding the prevention of incidents
483 requiring physical restraint or seclusion of students. Such plan shall be
484 implemented not later than July 1, 2018. The Department of Education
485 may, within available appropriations, provide ongoing monitoring and
486 support to local or regional boards of education regarding the
487 formulation and implementation of the plan; and

488 (C) The creation of a plan by which each local or regional board of
489 education shall provide training regarding the proper means of physical
490 restraint or seclusion of a student, including, but not limited to, (i)
491 various types of physical restraint and seclusion; (ii) the differences
492 between life-threatening physical restraint and other varying levels of
493 physical restraint; (iii) the differences between permissible physical
494 restraint and pain compliance techniques; and (iv) monitoring methods
495 to prevent harm to a student who is physically restrained or in seclusion.
496 Such plan shall be implemented not later than July 1, 2018;

497 (2) For the school year commencing July 1, 2017, and each school year
498 thereafter, each local and regional board of education shall require each
499 school in the district to identify a crisis intervention team consisting of
500 any teacher, as defined in section 10-144d, administrator, as defined in
501 section 10-144e, school paraprofessional or other school employee, as
502 defined in section [10-222d] 1 of this act, designated by the school
503 principal and who has direct contact with students. Such teams shall
504 respond to any incident in which the use of physical restraint or
505 seclusion may be necessary as an emergency intervention to prevent
506 immediate or imminent injury to a student or to others. Each member of
507 the crisis intervention team shall be recertified in the use of physical

508 restraint and seclusion pursuant to subparagraph (C) of subdivision (1)
509 of this subsection or chapter 814e on an annual basis. Each local and
510 regional board of education shall maintain a list of the members of the
511 crisis intervention team for each school.

512 Sec. 22. Subdivision (33) of section 12-81 of the general statutes is
513 repealed and the following is substituted in lieu thereof (*Effective July 1,*
514 *2025*):

515 (33) Musical instruments, radios, television sets, cellular mobile
516 telephones, computers and mobile electronic devices, as defined in
517 section [10-222d] 1 of this act, used by and belonging to any family;

518 Sec. 23. Subsection (c) of section 17a-52a of the general statutes is
519 repealed and the following is substituted in lieu thereof (*Effective July 1,*
520 *2025*):

521 (c) The director of health for each local health department and district
522 department of health shall determine the eligibility criteria for
523 participation in the youth suicide prevention training program.
524 Participants shall be members of the following groups within such
525 district: (1) Employees of such local health department and district
526 department of health, (2) employees of youth service bureaus
527 established pursuant to section 10-19m, (3) school employees, as defined
528 in section [10-222d] 1 of this act, (4) employees and volunteers of youth-
529 serving organizations, (5) employees and volunteers of operators of
530 youth athletic activities, as defined in section 21a-432, (6) employees of
531 municipal social service agencies, (7) members of paid municipal or
532 volunteer fire departments, and (8) members of local police
533 departments. With respect to school employees, such training program
534 may be included as part of an in-service training program provided
535 pursuant to section 10-220a, as amended by this act.

536 Sec. 24. Subdivision (1) of subsection (c) of section 17a-453h of the
537 general statutes is repealed and the following is substituted in lieu
538 thereof (*Effective July 1, 2025*):

539 (c) (1) For the school year commencing July 1, [2014] 2025, the
 540 Commissioner of Mental Health and Addiction Services shall provide
 541 mental health first aid training to any person appointed to serve as the
 542 [district safe school climate coordinator, pursuant to section 10-222k]
 543 school climate coordinator, as described in section 4 of this act. Each
 544 such district safe school climate coordinator shall successfully complete
 545 such mental health first aid training.

546 Sec. 25. Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k and 10-
 547 222p of the general statutes are repealed. (*Effective July 1, 2025*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2023	New section
Sec. 2	July 1, 2023	New section
Sec. 3	July 1, 2023	New section
Sec. 4	July 1, 2023	New section
Sec. 5	July 1, 2023	New section
Sec. 6	July 1, 2023	New section
Sec. 7	July 1, 2023	New section
Sec. 8	July 1, 2023	New section
Sec. 9	July 1, 2023	New section
Sec. 10	July 1, 2025	10-10g(c)
Sec. 11	July 1, 2025	10-145a(c)
Sec. 12	July 1, 2025	10-145o(e)(1)
Sec. 13	July 1, 2025	10-212e
Sec. 14	July 1, 2025	10-220a(a)
Sec. 15	July 1, 2025	10-222j
Sec. 16	July 1, 2025	10-222l
Sec. 17	July 1, 2025	10-222m(b)
Sec. 18	July 1, 2025	10-222n(a)
Sec. 19	July 1, 2025	10-222q(a)
Sec. 20	July 1, 2025	10-222w
Sec. 21	July 1, 2025	10-236b(o)
Sec. 22	July 1, 2025	12-81(33)
Sec. 23	July 1, 2025	17a-52a(c)
Sec. 24	July 1, 2025	17a-453h(c)(1)
Sec. 25	July 1, 2025	Repealer section

Statement of Legislative Commissioners:

In Section 1, "; and" was changed to "." in Subdiv. (3), for proper form; "including" was added in Subdiv. (5), for proper form; "any electronic communication" was changed to "any other electronic communications" in Subdiv. (6), for consistency; "them" was changed to "such members" and "reports of" was deleted in Subdiv. (10), for clarity; "the harm they do to" was changed to "any harm a member inflicts upon", "the person or persons" was changed to "each such member" and "person or persons" was changed to "member or such other member" in Subdiv. (11), for clarity; "including the" was changed to "which includes" in Subdiv. (13), for proper form; "process, which includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation" was changed to "process that serves to implement the national school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation" in Subdiv. (14), for proper form. In section 4, "for each school district" was added and "reports of" was deleted, for clarity. In section 6(a), "(5) and any" was changed to "and (5) any", for proper form. In section 24(c)(1), "2014" was changed to "[2014] 2025", for consistency.

ED *Joint Favorable Subst. -LCO*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact:

Municipalities	Effect	FY 24 \$	FY 25 \$
Local and Regional School Districts	STATE MANDATE ¹ - Cost	See Below	See Below

Explanation

The bill results in costs to local and regional school districts to (1) administer a school climate survey annually beginning in FY 26, and (2) provide training to school employees on social and emotional learning, school climate and restorative practices annually beginning in FY 25. Costs are anticipated to be minimal, associated with printing and purchasing survey and training materials, and any overtime coverage for employees attending the training.

The bill also results in potential costs to local and regional school districts to implement the district school climate policy based on national standards, which is required beginning in FY 26. Any costs would vary based on the recommendations of the State Board of Education, which is required to provide guidance to school districts. Districts that choose to implement the district school climate policy earlier, in FY 24 or FY 25, may have costs in those years.

¹ State mandate is defined in Sec. 2-32b(2) of the Connecticut General Statutes, "state mandate" means any state initiated constitutional, statutory or executive action that requires a local government to establish, expand or modify its activities in such a way as to necessitate additional expenditures from local revenues.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sSB 1166****AN ACT CONCERNING IMPLEMENTATION OF THE CONNECTICUT SCHOOL CLIMATE POLICY.**

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Makes technical and conforming changes

§ 25 — REPEALER

Repeals laws with current school climate-related requirements for school boards and SDE that conflict with the bill's provisions

SUMMARY

This bill makes various changes in the state's current public school climate statutes. A section-by-section analysis follows.

§ 1 — DEFINED TERMS

Defines "school climate" and related terms

School Climate

The bill replaces the definition of "school climate" in current law with a new definition. Under the bill, "school climate" means the quality and character of the school life, with a particular focus on the quality of the relationships within the "school community," defined as (1) people, groups, businesses, public institutions, and nonprofit organizations invested in the school system's welfare and vitality; (2) students and their parents or guardians; (3) board of education members; and (4) school volunteers and employees.

Furthermore, "school climate" under the bill is based on patterns of people's experiences of school life, reflecting the school community's norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures, which is similar to its definition under current law (CGS § 10-222d(a)(9)).

Bullying, Cyberbullying, and Teen Dating Violence

Bullying. The bill also replaces the definition of "bullying" in current law, defining it in the bill as an abuse of power within the school environment, as an educational institution and workplace, involving individuals or groups of students or adults. "School environment" under the bill means a school-sponsored or school-related activity,

function, or program, occurring (1) on or off school grounds; (2) at a school bus stop or on a school bus or other vehicle owned, leased, or used by a local or regional board of education; or (3) outside of a school-sponsored or school-related activity, function, or program if the bullying negatively impacts the school environment.

Under current law, “bullying” means a direct or indirect act that is severe, persistent, or pervasive, which does any of the following: (1) causes physical or emotional harm to an individual, (2) places an individual in reasonable fear of emotional harm, or (3) infringes on an individual’s rights or opportunities at school. Current law also specifies that bullying includes a written, oral, or electronic communication or a physical act or gesture; 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 these characteristics (CGS § 10-222d(1)).

Cyberbullying and Teen Dating Violence. The bill also groups “cyberbullying” and “teen dating violence” within the definition of “bullying.” It maintains the same general definition for “cyberbullying” as under current law: any act of bullying using the internet, interactive and digital technologies, cellular mobile telephones or other mobile electronic devices (e.g., text messaging device, pager, laptop computer), or any other electronic communication (i.e., transfers of signs, signals, writing, images, sounds, data, or intelligence transmitted by wire, radio, electromagnetic, photoelectronic, or photo-optical system).

The bill also maintains the same definition for “teen dating violence” as current law: 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.

Restorative Practices

Under the bill, “restorative practices” refers to system-level practices that focus on the following:

1. building high-quality, constructive relationships among the school community;
2. holding each member of the school community accountable for any harm a member inflicts upon any other school community member; and
3. making the member who causes harm to another member responsible for repairing the harm and reintegrating the other member back into the school community.

Other Defined Terms

This section of the bill also defines other related terms as described in the sections below where they appear.

EFFECTIVE DATE: July 1, 2023

§ 2 — SCHOOL CLIMATE STANDARDS AND MODEL POLICY

Requires SBE to adopt the National School Climate Standards and provide guidance to boards of education on implementing the state’s model school climate policy

National Standards

The bill requires the State Board of Education (SBE) to adopt the National School Climate Standards by August 31, 2024. The bill specifies that these standards were developed by the National School Climate Council as a nationally recognized framework for building and promoting positive school climate. They include benchmarks to promote effective teaching, learning, and comprehensive school improvement.

Model Policy

Additionally, the bill requires SBE to give guidance to local and regional boards of education on how to implement a model school climate policy. A Connecticut association that represents boards of education must first develop, update, and approve this policy; and the

Statewide Social and Emotional Learning and School Climate Advisory Collaborative must adopt it.

Specifically, the bill requires the model policy to give a framework for an effective and democratically informed school climate improvement process that (1) serves to implement the national school climate standards and (2) includes a continuous cycle of planning and preparation, evaluation, action planning, and implementation.

EFFECTIVE DATE: July 1, 2023

§ 3 — DISTRICT SCHOOL CLIMATE POLICY

Phases in the requirement for boards of education to adopt and implement a new district school climate policy over the next three school years

Over the next two school years (2023-24 and 2024-25), the bill allows local and regional boards of education to adopt and implement a new district school climate policy. This policy must be a board-adapted version of the same model school climate policy that the Statewide Social and Emotional Learning and School Climate Advisory Collaborative adopts (see § 2 above). Under the bill, districts that choose to do this are no longer required to implement conflicting or overlapping provisions in current law requiring school boards to do the following:

1. implement a safe school climate plan and administer school climate assessments (CGS § 10-222d);
2. use bullying and teen dating violence prevention and intervention strategies (CGS § 10-222g); and
3. appoint a district safe school climate coordinator, safe school climate specialists, and safe school climate committees (CGS § 10-222k).

By the 2025-26 school year, the bill requires, rather than allows, all boards of education to adopt and implement a new districtwide policy since the bill repeals the above statutes in current law (see § 25 below).

EFFECTIVE DATE: July 1, 2023

§§ 4-6 & 24 — SCHOOL CLIMATE PERSONNEL

Requires each school district to have a school climate coordinator and each school to have a school climate specialist and a school climate committee

Beginning with the 2025-26 school year, the bill requires district- and school-level administrators and staff to assume roles related to addressing school climate.

District School Climate Coordinator (§§ 4 & 24)

Under the bill, each school district's superintendent, or an administrator appointed by the superintendent, must serve as the district's school climate coordinator. This differs slightly from current law, which requires the superintendent to appoint a "district safe school climate coordinator" from among existing school district staff (CGS § 10-222k(a)). Under the bill, the school climate coordinator's duties include the following, which are also very similar to current law:

1. giving all schools district-level leadership and support for implementing their school climate improvement plans;
2. collaborating with each school's school climate specialist (see below) to prevent, identify, and respond to alleged bullying and harassment in the school environment;
3. collecting and maintaining data about school climate improvement and restorative practices to track continued improvement; and
4. meeting semiannually with each school's school climate specialist to (a) identify strategies to improve school climate and implement restorative practices, (b) propose revisions to the school climate improvement plan, and (c) help complete the school climate survey.

The bill also requires the Department of Mental Health and Addiction Services commissioner to provide mental health first aid training to any person appointed to serve as a school climate coordinator beginning in

the 2025-26 school year.

School Climate Specialist (§ 5)

Under the bill, each school's principal, or an administrator designated by the principal, must serve as the school climate specialist for the school. This is nearly identical to current law, which allows the principal to appoint a non-administrator as well (CGS § 10-222k(b)). The specialist's duties include the following:

1. leading in the prevention, identification, and response to inappropriate behavior, including reports of alleged bullying and harassment;
2. implementing restorative practices;
3. scheduling meetings for and leading the school climate committee (see § 6 below); and
4. leading the school climate improvement plan's implementation (see § 8 below).

By repealing the safe school climate specialist's duties in current law, the bill eliminates the investigatory aspect of the position as it relates to bullying allegations.

School Climate Committee (§ 6)

The bill requires each school to have a school climate committee, beginning with the 2025-26 school year, with members appointed by the school climate specialist. The specialist, in coordination with the school climate coordinator, must annually review and approve the committee's membership, which must consist of the following people:

1. the school climate specialist;
2. a teacher selected by the certified employees' union;
3. a group of students (of an unspecified number) that is demographically representative of the school, as

developmentally appropriate;

4. enrolled students' parents and guardians; and
5. other members of the school community whom the school climate specialist wishes to appoint.

By repealing current law's requirements for the committee's membership, the bill removes the requirement that the school's medical and mental health personnel serve on the committee (CGS § 10-222k(c)(1)(B)). It also repeals the requirement that only high school students can serve on committees and only for a high school committee (CGS § 10-222k(c)(1)(C)).

The bill tasks school climate committees with the following responsibilities:

1. helping with the annual school climate survey's scheduling and administration,
2. using school climate survey data to identify strengths and challenges to improve school climate,
3. creating or proposing revisions to the school climate improvement plan (see § 8 below),
4. helping with the school climate improvement plan's implementation,
5. advising on strategies to improve school climate and implementing restorative practices in the school community, and
6. engaging the school community in the school climate improvement plan's implementation at semiannual meetings during the school year.

By repealing the current law governing the committee, the bill removes the following duties:

1. receiving copies of completed reports after bullying investigations (CGS § 10-222k(c)(2)) and
2. implementing the provisions of the school security and safety plan (CGS § 10-222m) that govern the collection, evaluation, and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying (CGS § 10-222k(c)(2)).

EFFECTIVE DATE: July 1, 2023

§ 7 — SCHOOL CLIMATE SURVEY

Requires each school climate committee to annually administer a school climate survey

The bill requires the school climate committee in each public school to annually administer a school climate survey beginning in the 2025-26 school year. Under the bill, this survey must be a research-based, validated survey administered to the school community, in its predominant languages, that measures and identifies school climate needs and tracks progress through a school climate improvement plan (see § 8 below). (The bill does not explicitly state whether the school climate committee must select a survey made by an outside entity or whether it must construct its own research-based, validated survey. Current law, repealed by the bill, requires the State Department of Education (SDE) to distribute department-approved school climate assessment instruments to all public schools (CGS § 10-222h).)

EFFECTIVE DATE: July 1, 2023

§ 8 — SCHOOL CLIMATE IMPROVEMENT PLAN

Requires the creation of a school climate improvement plan in each school

Beginning in the 2025-26 school year, the bill requires each school's school climate specialist, in collaboration with the district's school climate coordinator, to develop a school climate improvement plan and update it as needed. The bill repeals the requirement for schools to develop a "safe school climate plan" (CGS § 10-222d; see § 25 below).

Under the bill, a school climate improvement plan is a building-

specific plan developed by the school climate committee in collaboration with the school climate specialist using school climate survey data and other relevant information. In developing the plan, the committee and the specialist must engage and involve all school community members in a series of (1) overlapping systemic improvements; (2) schoolwide instructional practices; and (3) relational practices that prevent, identify, and respond to inappropriate behavior, including alleged bullying and harassment in the school environment.

The bill also requires the plan to be based on the results of the school climate survey, any school climate committee recommendations, and any other data the school climate specialist and school climate coordinator consider relevant. The plan must be submitted to the school climate coordinator by December 31 each year for review and approval. Once approved, the plan must be made available to the school community in written or electronic form. (The bill does not give a deadline for the climate coordinator to act on the submitted plan and does not indicate what happens if the plan is not approved.)

By repealing the current law requiring “safe school climate plans” and replacing them with “school climate improvement plans,” the bill removes the following elements of the schoolwide climate plan that current law explicitly requires:

1. enabling students to anonymously report, and parents or guardians to report in writing, acts of bullying to school employees;
2. requiring school employees who witness acts of bullying or receive reports of bullying to (a) orally notify the safe school climate specialist or another school administrator, if the safe school climate specialist is unavailable, no later than one school day after witnessing or receiving a report of bullying and (b) file a written report no later than two school days after making the oral report;
3. requiring the safe school climate specialist to (a) investigate or

- supervise the investigation of all reports of bullying, (b) ensure that the investigation is completed promptly after receipt of any written reports, and (c) ensure that the parents or guardians of the student alleged to have committed the bullying, along with the parents or guardians of the student against whom the alleged bullying was directed, receive prompt notice that the investigation has begun;
4. requiring the safe school climate specialist to review any anonymous reports and specifying that no disciplinary action can be taken solely on the basis of an anonymous report;
 5. including language in student codes of conduct about bullying;
 6. requiring each school to notify the parents or guardians of students who commit any verified acts of bullying, along with the parents or guardians of students against whom the bullying was directed, no later than 48 hours after the investigation ends, (a) about the investigation's results and (b) verbally and by email if their email addresses are known, that the parents or guardians may refer to the plain language explanation of the rights and remedies available to them under state law, which allows them to file a complaint with the State Board of Education against the school board for failure or inability to implement the educational interests of the state (CGS §§ 10-4a & 10-4b);
 7. requiring that (a) each school invite the parents or guardians of a student against whom the bullying was directed to a meeting to tell them what the school is doing to ensure the student's safety and the policies and procedures in place to prevent further acts of bullying and (b) this invitation include a description of the response of school employees to these acts and any consequences that may result if more bullying takes place;
 8. requiring that (a) each school invite the parents or guardians of a student who commits any verified act of bullying to a meeting to discuss specific interventions undertaken by the school to

- prevent more bullying and (b) this invitation include a description of the response of school employees to these acts and any consequences that may result if more bullying takes place;
9. establishing a procedure for each school to (a) document and maintain records on reports and investigations of bullying in the school and to maintain a list of the number of verified acts of bullying in the school and (b) make this list available for public inspection and annually report this number to SDE;
 10. directing the development of case-by-case interventions for addressing repeated incidents of bullying against a single person or repeated bullying done by the same person that may include both counseling and discipline;
 11. prohibiting discrimination and retaliation against anyone who reports or helps in the investigation of bullying;
 12. directing the development of student safety support plans for students against whom bullying was directed that address safety measures the school will take to protect these students against more bullying;
 13. requiring the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when the principal, or the principal's designee, believes that any bullying constitutes criminal conduct; and
 14. requiring, at the beginning of each school year, schools to give all school employees a written or electronic copy of the school district's safe school climate plan.

EFFECTIVE DATE: July 1, 2023

§ 9 — TRAINING RESOURCES

Requires each local and regional board of education to provide training resources for school employees on social emotional learning, school climate, and restorative practices

Beginning in the 2024-25 school year, the bill requires each local and

regional board of education to provide training resources on school climate, restorative practices, and social and emotional learning.

The bill defines “social and emotional learning” as the process by which children and adults achieve emotional intelligence through self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Under the bill, “emotional intelligence” means the ability to do the following:

1. perceive, recognize, and understand emotions in oneself or others;
2. use emotions to facilitate cognitive activities, including reasoning, problem solving, and interpersonal communication;
3. understand and identify emotions; and
4. manage emotions in oneself and others.

The bill allows the training to be made available at each school under the board’s jurisdiction and to include technical assistance for implementing the school climate improvement plan. The school climate coordinator must select the training providers, and any school employee may participate in the training. The bill defines “school employee” as any of the following people:

1. a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator, or coach employed by a local or regional board of education or
2. anyone else who, under contract with a board of education, (a) does duties that bring them in regular contact with students and (b) provides services to, or on behalf of, students enrolled in a public school.

The bill repeals from current law the statewide safe school climate resource network, which SDE must establish in consultation with the

State Education Resource Center to make available to all schools information, training opportunities, and resource materials to improve the school climate and diminish bullying and teen dating violence (CGS § 10-222j).

EFFECTIVE DATE: July 1, 2023

§§ 10-23 — TECHNICAL AND CONFORMING CHANGES

Makes technical and conforming changes

The bill makes technical and conforming changes in the education laws relating to statutes the bill repeals and new school climate personnel the bill creates.

EFFECTIVE DATE: July 1, 2025

§ 25 — REPEALER

Repeals laws with current school climate-related requirements for school boards and SDE that conflict with the bill's provisions

Current law requires local and regional boards of education to follow various provisions for creating a safe school climate and preventing and investigating bullying, cyberbullying, and teen dating violence. The bill creates new provisions and repeals laws with the following requirements for boards of education:

1. implementing a safe school climate plan and submitting it to SDE for approval and administering school climate assessments (CGS § 10-222d);
2. using bullying and teen dating violence prevention and intervention strategies (CGS § 10-222g); and
3. appointing a district safe school climate coordinator, safe school climate specialists, and safe school climate committees for the schools in their respective districts (CGS § 10-222k).

It also repeals laws containing the following requirements for SDE:

1. analyzing district efforts to prevent and respond to bullying in

schools and annually reporting on this analysis to the Education and Children’s committees (CGS § 10-222h),

2. disseminating grade-level appropriate school climate assessments to all public schools (CGS § 10-222h),
3. establishing and maintaining the statewide safe school climate resource network (CGS § 10-222i), and
4. reviewing safe school climate plans submitted by boards of education for approval or rejection (CGS § 10-222p).

EFFECTIVE DATE: July 1, 2025

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 37 Nay 4 (03/17/2023)