



General Assembly

January Session, 2023

**Raised Bill No. 1166**

LCO No. 5312



Referred to Committee on EDUCATION

Introduced by:  
(ED)

**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; and

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, at a  
25 school bus stop, on a school bus or other vehicle owned, leased or used  
26 by a local or regional board of education, and may occur outside of a  
27 school-sponsored or school-related activity, function or program if such  
28 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 electronic communications.

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

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

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

46 photo-optical system.

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

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

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

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

74 (14) "Model school climate policy" means a model policy developed,  
75 updated and approved by an association in the state that represents  
76 boards of education and adopted by the Statewide Social and Emotional  
77 Learning and School Climate Advisory Collaborative, established

78 pursuant to section 10-222q of the general statutes, as amended by this  
79 act, that provides a framework for an effective and democratically  
80 informed school climate improvement process, which includes a  
81 continuous cycle of (A) planning and preparation, (B) evaluation, (C)  
82 action planning, and (D) implementation, and serves to implement the  
83 national school climate standards.

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

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

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

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

107 Sec. 3. (NEW) (*Effective July 1, 2023*) (a) For the school years  
108 commencing July 1, 2023, and July 1, 2024, each local and regional board  
109 of education may adopt and implement a district school climate policy

110 in accordance with the provisions of sections 1 to 9, inclusive, of this act,  
111 in lieu of implementing the provisions of sections 10-222d, 10-222g to  
112 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

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

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

135 Sec. 5. (NEW) (*Effective July 1, 2023*) For the school year commencing  
136 July 1, 2025, and each school year thereafter, the principal of each school,  
137 or an administrator designated by the school principal, shall serve as the  
138 school climate specialist for the school. The school climate specialist  
139 shall be responsible for (1) leading in the prevention, identification and  
140 response to inappropriate behavior, including, but not limited to,  
141 reports of alleged bullying and harassment, (2) implementing  
142 restorative practices, (3) scheduling meetings for and leading the school

143 climate committee, as described in section 6 of this act, and (4) leading  
144 the implementation of the school climate improvement plan, developed  
145 pursuant to section 8 of this act.

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

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

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

176 administer a school climate survey.

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

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

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

205       (c) For the school year commencing July 1, 2020, and each school year  
206 thereafter, the Department of Education shall disseminate the  
207 information published pursuant to subsection (b) of this section to each

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

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

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

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

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

237 Sec. 13. Section 10-212e of the general statutes is repealed and the  
238 following is substituted in lieu thereof (*Effective July 1, 2025*):



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

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

249 (a) Each local or regional board of education shall provide an in-  
250 service training program for its teachers, administrators and pupil  
251 personnel who hold the initial educator, provisional educator or  
252 professional educator certificate. Such program shall provide such  
253 teachers, administrators and pupil personnel with information on (1)  
254 the nature and the relationship of alcohol and drugs, as defined in  
255 subdivision (17) of section 21a-240, to health and personality  
256 development, and procedures for discouraging their abuse, (2) health  
257 and mental health risk reduction education that includes, but need not  
258 be limited to, the prevention of risk-taking behavior by children and the  
259 relationship of such behavior to substance abuse, pregnancy, sexually  
260 transmitted diseases, including HIV-infection and AIDS, as defined in  
261 section 19a-581, violence, teen dating violence, domestic violence and  
262 child abuse, (3) school violence prevention, conflict resolution, the  
263 prevention of and response to youth suicide and the identification and  
264 prevention of and response to bullying, as defined in [subsection (a) of  
265 section 10-222d] section 1 of this act, except that those boards of  
266 education that implement any evidence-based model approach that is  
267 approved by the Department of Education and is consistent with  
268 subsection (c) of section 10-145a, as amended by this act, [sections 10-  
269 222d, 10-222g and 10-222h,] subsection (g) of section 10-233c and  
270 sections 1 and 3 of public act 08-160, shall not be required to provide in-  
271 service training on the identification and prevention of and response to  
272 bullying, (4) cardiopulmonary resuscitation and other emergency life

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

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

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

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

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

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

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

337 (c) No claim for damages shall be made against a local or regional  
338 board of education that implements the [safe school climate plan,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

544 Sec. 25. Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k and 10-  
 545 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	<i>July 1, 2023</i>	New section
Sec. 2	<i>July 1, 2023</i>	New section
Sec. 3	<i>July 1, 2023</i>	New section
Sec. 4	<i>July 1, 2023</i>	New section
Sec. 5	<i>July 1, 2023</i>	New section
Sec. 6	<i>July 1, 2023</i>	New section
Sec. 7	<i>July 1, 2023</i>	New section
Sec. 8	<i>July 1, 2023</i>	New section
Sec. 9	<i>July 1, 2023</i>	New section
Sec. 10	<i>July 1, 2025</i>	10-10g(c)
Sec. 11	<i>July 1, 2025</i>	10-145a(c)
Sec. 12	<i>July 1, 2025</i>	10-145o(e)(1)
Sec. 13	<i>July 1, 2025</i>	10-212e
Sec. 14	<i>July 1, 2025</i>	10-220a(a)
Sec. 15	<i>July 1, 2025</i>	10-222j
Sec. 16	<i>July 1, 2025</i>	10-222l
Sec. 17	<i>July 1, 2025</i>	10-222m(b)
Sec. 18	<i>July 1, 2025</i>	10-222n(a)
Sec. 19	<i>July 1, 2025</i>	10-222q(a)
Sec. 20	<i>July 1, 2025</i>	10-222w
Sec. 21	<i>July 1, 2025</i>	10-236b(o)
Sec. 22	<i>July 1, 2025</i>	12-81(33)
Sec. 23	<i>July 1, 2025</i>	17a-52a(c)
Sec. 24	<i>July 1, 2025</i>	17a-453h(c)(1)
Sec. 25	<i>July 1, 2025</i>	Repealer section

**Statement of Purpose:**

To implement the Connecticut school climate policy.

*[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.]*