



**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  
4 life, with a particular focus on the quality of the relationships within  
5 the 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  
8 and organizational structures within the school community.

9 (2) "Social and emotional learning" means the process through  
10 which 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  
18 oneself 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-  
24 related activity, function or program, whether on or off school  
25 grounds, including at a school bus stop, on a school bus or other  
26 vehicle owned, leased or used by a local or regional board of  
27 education, and may occur outside of a school-sponsored or school-  
28 related activity, function or program if such bullying negatively  
29 impacts the school environment.

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

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

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

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

49 (10) "School climate improvement plan" means a building-specific  
50 plan developed by the school climate committee, in collaboration with

51 the school climate specialist, using school climate survey data and any  
52 other relevant information, through a process that engages all  
53 members of the school community and involves such members in a  
54 series of overlapping systemic improvements, school-wide  
55 instructional practices and relational practices that prevent, identify  
56 and respond to inappropriate behavior, including, but not limited to  
57 alleged bullying and harassment in the school environment.

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

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

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

76 (14) "Model school climate policy" means a model policy developed,  
77 updated and approved by an association in the state that represents  
78 boards of education and adopted by the Statewide Social and  
79 Emotional Learning and School Climate Advisory Collaborative,  
80 established pursuant to section 10-222q of the general statutes, as  
81 amended by this act, that provides a framework for an effective and  
82 democratically informed school climate improvement process that

83 serves to implement the national school climate standards, and  
84 includes a continuous cycle of (A) planning and preparation, (B)  
85 evaluation, (C) action planning, and (D) implementation.

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

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

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

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

110 Sec. 3. (NEW) (*Effective July 1, 2023*) (a) For the school years  
111 commencing July 1, 2023, and July 1, 2024, each local and regional  
112 board of education may adopt and implement a district school climate  
113 policy in accordance with the provisions of sections 1 to 9, inclusive, of

114 this act, in lieu of implementing the provisions of sections 10-222d, 10-  
115 222g to 10-222i, inclusive, 10-222k and 10-222p of the general statutes.

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

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

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

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

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

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

179 Sec. 7. (NEW) (*Effective July 1, 2023*) For the school year commencing

180 July 1, 2025, and each school year thereafter, the school climate  
181 committee, as described in section 6 of this act, for each school shall  
182 administer a school climate survey.

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

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

209 Sec. 10. Subsection (c) of section 10-10g of the general statutes is  
210 repealed and the following is substituted in lieu thereof (*Effective July*  
211 *1, 2025*):

212 (c) For the school year commencing July 1, 2020, and each school  
213 year thereafter, the Department of Education shall disseminate the  
214 information published pursuant to subsection (b) of this section to each  
215 local and regional board of education. Each local and regional board of  
216 education shall require the provision of such information to any (1)  
217 student or parent or guardian of a student who expresses to a school  
218 employee, as defined in section [10-222d] 1 of this act, that such  
219 student or parent or guardian or a person residing with such student  
220 or parent or guardian does not feel safe at home due to domestic  
221 violence, and (2) parent or guardian of a student who authorizes the  
222 transfer of such student's education records to another school.

223 Sec. 11. Subsection (c) of section 10-145a of the general statutes is  
224 repealed and the following is substituted in lieu thereof (*Effective July*  
225 *1, 2025*):

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

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

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



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

246 No claim for damages shall be made against a town, local or  
247 regional board of education or school employee, as defined in section  
248 [10-222d] 1 of this act, for any injury or damage resulting from the  
249 provision of food or dietary supplements by a parent or guardian, or a  
250 person designated by such parent or guardian, on school grounds to a  
251 student with glycogen storage disease under an individualized health  
252 care and glycogen storage disease action plan, pursuant to section 10-  
253 212c.

254 Sec. 14. Subsection (a) of section 10-220a of the general statutes is  
255 repealed and the following is substituted in lieu thereof (*Effective July*  
256 *1, 2025*):

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

277 act, [sections 10-222d, 10-222g and 10-222h,] subsection (g) of section  
278 10-233c and sections 1 and 3 of public act 08-160, shall not be required  
279 to provide in-service training on the identification and prevention of  
280 and response to bullying, (4) cardiopulmonary resuscitation and other  
281 emergency life saving procedures, (5) the requirements and obligations  
282 of a mandated reporter, (6) the detection and recognition of, and  
283 evidence-based structured literacy interventions for, students with  
284 dyslexia, as defined in section 10-3d, (7) culturally responsive  
285 pedagogy and practice, including, but not limited to, the video training  
286 module relating to implicit bias and anti-bias in the hiring process in  
287 accordance with the provisions of section 10-156hh, and (8) the  
288 principles and practices of social-emotional learning and restorative  
289 practices. Each local or regional board of education may allow any  
290 paraprofessional or noncertified employee to participate, on a  
291 voluntary basis, in any in-service training program provided pursuant  
292 to this section.

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

295 The Department of Education shall provide, within available  
296 appropriations, annual training to school employees, as defined in  
297 section [10-222d] 1 of this act, except those school employees who hold  
298 professional certification pursuant to section 10-145b unless such  
299 school employee who holds professional certification is the [district  
300 safe school climate coordinator, the safe school climate specialist or a  
301 member of the safe school climate committee, as described in section  
302 10-222k] school climate coordinator, as described in section 4 of this  
303 act, the school climate specialist, as described in section 5 of this act, or  
304 a member of the school climate committee, as described in section 6 of  
305 this act, on the prevention, identification and response to [school]  
306 bullying and teen dating violence, as defined in section [10-222d] 1 of  
307 this act, and the prevention of and response to youth suicide. Such  
308 training may include, but not be limited to, (1) developmentally  
309 appropriate strategies to prevent bullying and teen dating violence

310 among students in school and outside of the school setting, (2)  
311 developmentally appropriate strategies for immediate and effective  
312 interventions to stop bullying and teen dating violence, (3) information  
313 regarding the interaction and relationship between students  
314 committing acts of bullying and teen dating violence, students against  
315 whom such acts of bullying and teen dating violence are directed and  
316 witnesses of such acts of bullying and teen dating violence, (4) research  
317 findings on bullying and teen dating violence, such as information  
318 about the types of students who have been shown to be at-risk for  
319 bullying and teen dating violence in the school setting, (5) information  
320 on the incidence and nature of cyberbullying, as defined in section [10-  
321 222d] 1 of this act, (6) Internet safety issues as they relate to  
322 cyberbullying, or (7) information on the incidence of youth suicide,  
323 methods of identifying youths at risk of suicide and developmentally  
324 appropriate strategies for effective interventions to prevent youth  
325 suicide. Such training may be presented in person by mentors, offered  
326 in state-wide workshops or through on-line courses.

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

329 (a) No claim for damages shall be made against a school employee,  
330 as defined in section [10-222d] 1 of this act, who reports, investigates  
331 and responds to bullying or teen dating violence, as defined in section  
332 [10-222d] 1 of this act, in accordance with the provisions of the [safe  
333 school climate plan, described in section 10-222d] school climate  
334 improvement plan, as described in section 8 of this act, if such school  
335 employee was acting in good faith in the discharge of his or her duties  
336 or within the scope of his or her employment. The immunity provided  
337 in this subsection does not apply to acts or omissions constituting  
338 gross, reckless, wilful or wanton misconduct.

339 (b) No claim for damages shall be made against a student, parent or  
340 guardian of a student or any other individual who reports an act of  
341 bullying or teen dating violence to a school employee, in accordance  
342 with the provisions of the [safe school climate plan described in section

343 10-222d] school climate improvement plan, if such individual was  
344 acting in good faith. The immunity provided in this subsection does  
345 not apply to acts or omissions constituting gross, reckless, wilful or  
346 wanton misconduct.

347 (c) No claim for damages shall be made against a local or regional  
348 board of education that implements the [safe school climate plan,  
349 described in section 10-222d,] school climate improvement plan and  
350 reports, investigates and responds to bullying or teen dating violence,  
351 as defined in section [10-222d] 1 of this act, if such local or regional  
352 board of education was acting in good faith in the discharge of its  
353 duties. The immunity provided in this subsection does not apply to  
354 acts or omissions constituting gross, reckless, wilful or wanton  
355 misconduct.

356 Sec. 17. Subsection (b) of section 10-222m of the general statutes is  
357 repealed and the following is substituted in lieu thereof (*Effective July*  
358 *1, 2025*):

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

374 Sec. 18. Subsection (a) of section 10-222n of the general statutes is

375 repealed and the following is substituted in lieu thereof (*Effective July*  
376 *1, 2025*):

377 (a) Not later than January 1, 2014, the Department of Emergency  
378 Services and Public Protection, in consultation with the Department of  
379 Education, shall develop school security and safety plan standards.  
380 Not later than January 1, 2020, and every three years thereafter, the  
381 Department of Emergency Services and Public Protection, in  
382 consultation with the Department of Education, shall reevaluate and  
383 update the school security and safety plan standards. The school  
384 security and safety plan standards shall be an all-hazards approach to  
385 emergencies at public schools and shall include, but not be limited to,  
386 (1) involvement of local officials, including the chief executive officer  
387 of the municipality, the superintendent of schools, law enforcement,  
388 fire, public health, emergency management and emergency medical  
389 services, in the development of school security and safety plans, (2) a  
390 command center organization structure based on the federal National  
391 Incident Management System and a description of the responsibilities  
392 of such command center organization, (3) a requirement that a school  
393 security and safety committee be established at each school, in  
394 accordance with the provisions of section 10-222m, as amended by this  
395 act, (4) crisis management procedures, (5) a requirement that local law  
396 enforcement and other local public safety officials evaluate, score and  
397 provide feedback on fire drills and crisis response drills, conducted  
398 pursuant to section 10-231, (6) a requirement that local and regional  
399 boards of education annually submit reports to the Department of  
400 Emergency Services and Public Protection regarding such fire drills  
401 and crisis response drills, (7) procedures for managing various types of  
402 emergencies, (8) a requirement that each local and regional board of  
403 education conduct a security and vulnerability assessment for each  
404 school under the jurisdiction of such board every two years and  
405 develop a school security and safety plan for each such school, in  
406 accordance with the provisions of section 10-222m, as amended by this  
407 act, based on the results of such assessment, (9) a requirement that the  
408 [safe school climate committee for each school, established pursuant to

409 section 10-222k] school climate committee, as described in section 6 of  
410 this act, collect and evaluate information relating to instances of  
411 disturbing or threatening behavior that may not meet the definition of  
412 bullying, as defined in section [10-222d] 1 of this act, and report such  
413 information, as necessary, to the [district safe school climate  
414 coordinator, described in section 10-222k] school climate coordinator,  
415 as described in section 4 of this act, and the school security and safety  
416 committee for the school, established pursuant to section 10-222m, as  
417 amended by this act, and (10) a requirement that the school security  
418 and safety plan for each school provide an orientation on such school  
419 security and safety plan to each school employee, as defined in section  
420 [10-222d] 1 of this act, at such school and provide violence prevention  
421 training in a manner prescribed in such school security and safety  
422 plan. The Department of Emergency Services and Public Protection  
423 shall make such standards available to local officials, including local  
424 and regional boards of education, and the Department of Education  
425 shall distribute such standards to all public schools within the state.

426 Sec. 19. Subsection (a) of section 10-222q of the general statutes is  
427 repealed and the following is substituted in lieu thereof (*Effective July*  
428 *1, 2025*):

429 (a) There is established a social and emotional learning and school  
430 climate advisory collaborative. The collaborative shall (1) collect  
431 information concerning the school climate improvement efforts of local  
432 and regional boards of education, (2) document any needs articulated  
433 by local and regional boards of education for technical assistance and  
434 training relating to fostering positive school climates, (3) identify best  
435 practices for promoting positive school climates, (4) direct resources to  
436 support state-wide and local initiatives on issues relating to fostering  
437 and improving positive school climates and improving access to social  
438 and emotional learning in schools, (5) develop an assessment for  
439 screening students in grades three to twelve, inclusive, to determine  
440 whether such students are at risk for suicide, (6) develop a biennial  
441 state-wide school climate survey, as described in subsection (c) of

442 section 2 of public act 19-166, (7) develop a model positive school  
443 climate policy, as described in subsection (a) of section 2 of public act  
444 19-166, (8) develop a plain language explanation of the rights and  
445 remedies available under sections 10-4a and 10-4b for distribution to  
446 parents and guardians, [pursuant to subdivision (2) of subsection (c) of  
447 section 10-222d,] and provide such explanation to each local and  
448 regional board of education not later than January 1, 2021, and (9)  
449 perform other functions concerning social and emotional learning and  
450 fostering positive school climates.

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

453 Not later than January 1, 2022, the Social Emotional Learning and  
454 School Climate Advisory Collaborative, established pursuant to  
455 section 10-222q, as amended by this act, shall convene a working  
456 group to (1) review sections 10-222d to 10-222p, inclusive, of the  
457 general statutes, revision of 1958, revised to January 1, 2021, relating to  
458 bullying and safe school climate plans, (2) make recommendations  
459 concerning (A) amendments to said sections 10-222d to 10-222p,  
460 inclusive, of the general statutes, revision of 1958, revised to January 1,  
461 2021, (B) the inclusion of restorative practices in safe school climate  
462 plans, and (C) state-wide adoption of the National School Climate  
463 Standards, and (3) provide technical assistance and support to local  
464 and regional boards of education in adopting and implementing the  
465 Connecticut Model School Climate Policy, policy number 5131.914. The  
466 Social Emotional Learning and School Climate Advisory Collaborative  
467 may consult with or include representatives from the national  
468 Collaborative for Academic, Social, and Emotional Learning as  
469 members of the working group in implementing the provisions of this  
470 section.

471 Sec. 21. Subsection (o) of section 10-236b of the general statutes is  
472 repealed and the following is substituted in lieu thereof (*Effective July*  
473 *1, 2025*):

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

485 (A) An overview of the relevant laws and regulations regarding the  
486 use of physical restraint and seclusion on students and the proper uses  
487 of physical restraint and seclusion. For the school year commencing  
488 July 1, 2017, and annually thereafter, such overview shall be provided  
489 by the Department of Education, in a manner and form as prescribed  
490 by the Commissioner of Education;

491 (B) The creation of a plan by which each local and regional board of  
492 education shall provide training regarding the prevention of incidents  
493 requiring physical restraint or seclusion of students. Such plan shall be  
494 implemented not later than July 1, 2018. The Department of Education  
495 may, within available appropriations, provide ongoing monitoring  
496 and support to local or regional boards of education regarding the  
497 formulation and implementation of the plan; and

498 (C) The creation of a plan by which each local or regional board of  
499 education shall provide training regarding the proper means of  
500 physical restraint or seclusion of a student, including, but not limited  
501 to, (i) various types of physical restraint and seclusion; (ii) the  
502 differences between life-threatening physical restraint and other  
503 varying levels of physical restraint; (iii) the differences between  
504 permissible physical restraint and pain compliance techniques; and (iv)  
505 monitoring methods to prevent harm to a student who is physically  
506 restrained or in seclusion. Such plan shall be implemented not later



507 than July 1, 2018;

508 (2) For the school year commencing July 1, 2017, and each school  
509 year thereafter, each local and regional board of education shall  
510 require each school in the district to identify a crisis intervention team  
511 consisting of any teacher, as defined in section 10-144d, administrator,  
512 as defined in section 10-144e, school paraprofessional or other school  
513 employee, as defined in section [10-222d] 1 of this act, designated by  
514 the school principal and who has direct contact with students. Such  
515 teams shall respond to any incident in which the use of physical  
516 restraint or seclusion may be necessary as an emergency intervention  
517 to prevent immediate or imminent injury to a student or to others.  
518 Each member of the crisis intervention team shall be recertified in the  
519 use of physical restraint and seclusion pursuant to subparagraph (C) of  
520 subdivision (1) of this subsection or chapter 814e on an annual basis.  
521 Each local and regional board of education shall maintain a list of the  
522 members of the crisis intervention team for each school.

523 Sec. 22. Subdivision (33) of section 12-81 of the general statutes is  
524 repealed and the following is substituted in lieu thereof (*Effective July*  
525 *1, 2025*):

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

529 Sec. 23. Subsection (c) of section 17a-52a of the general statutes is  
530 repealed and the following is substituted in lieu thereof (*Effective July*  
531 *1, 2025*):

532 (c) The director of health for each local health department and  
533 district department of health shall determine the eligibility criteria for  
534 participation in the youth suicide prevention training program.  
535 Participants shall be members of the following groups within such  
536 district: (1) Employees of such local health department and district  
537 department of health, (2) employees of youth service bureaus

538 established pursuant to section 10-19m, (3) school employees, as  
 539 defined in section [10-222d] 1 of this act, (4) employees and volunteers  
 540 of youth-serving organizations, (5) employees and volunteers of  
 541 operators of youth athletic activities, as defined in section 21a-432, (6)  
 542 employees of municipal social service agencies, (7) members of paid  
 543 municipal or volunteer fire departments, and (8) members of local  
 544 police departments. With respect to school employees, such training  
 545 program may be included as part of an in-service training program  
 546 provided pursuant to section 10-220a, as amended by this act.

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

550 (c) (1) For the school year commencing July 1, [2014] 2025, the  
 551 Commissioner of Mental Health and Addiction Services shall provide  
 552 mental health first aid training to any person appointed to serve as the  
 553 [district safe school climate coordinator, pursuant to section 10-222k]  
 554 school climate coordinator, as described in section 4 of this act. Each  
 555 such district safe school climate coordinator shall successfully  
 556 complete such mental health first aid training.

557 Sec. 25. Sections 10-222d, 10-222g, 10-222h, 10-222i, 10-222k and 10-  
 558 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 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***