



General Assembly

February Session, 2024

Raised Bill No. 380

LCO No. 2701



Referred to Committee on EDUCATION

Introduced by:
(ED)

AN ACT CONCERNING SCHOOL DISCIPLINE.

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

1 Section 1. Subsection (g) of section 10-233c of the general statutes is
2 repealed and the following is substituted in lieu thereof (*Effective July 1,*
3 *2024*):

4 (g) On and after July 1, 2015, all suspensions pursuant to this section
5 shall be in-school suspensions, except a local or regional board of
6 education may authorize the administration of schools under its
7 direction to impose an out-of-school suspension on any pupil in (1)
8 grades three to twelve, inclusive, if, during the hearing held pursuant to
9 subsection (a) of this section, (A) the administration determines that the
10 pupil being suspended poses such a danger to persons or property or
11 such a disruption of the educational process that the pupil shall be
12 excluded from school during the period of suspension, or (B) the
13 administration determines that an out-of-school suspension is
14 appropriate for such pupil based on evidence of (i) previous disciplinary
15 problems that have led to suspensions or expulsion of such pupil, and
16 (ii) efforts by the administration to address such disciplinary problems

17 through means other than out-of-school suspension or expulsion,
 18 including positive behavioral support strategies, or (2) grades preschool
 19 to two, inclusive, if during the hearing held pursuant to subsection (a)
 20 of this section, the administration (A) determines that an out-of-school
 21 suspension is appropriate for such pupil based on evidence that such
 22 pupil's conduct on school grounds is [of a violent or sexual nature that
 23 endangers persons] behavior that causes physical harm, (B) requires
 24 that such pupil receives services that are trauma-informed and
 25 developmentally appropriate and align with any behavioral
 26 intervention plan, individualized education program or plan pursuant
 27 to Section 504 of the Rehabilitation Act of 1973, as amended from time
 28 to time, for such pupil upon such pupil's return to school immediately
 29 following the out-of-school suspension, and (C) considers whether to
 30 convene a planning and placement team meeting for the purposes of
 31 conducting an evaluation to determine whether such pupil may require
 32 special education or related services. An out-of-school suspension
 33 imposed under subdivision (2) of this subsection shall not exceed two
 34 school days. An in-school suspension may be served in the school that
 35 the pupil attends, or in any school building under the jurisdiction of the
 36 local or regional board of education, as determined by such board.
 37 Nothing in this section shall limit a person's duty as a mandated
 38 reporter pursuant to section 17-101a to report suspected child abuse or
 39 neglect.

40 Sec. 2. Section 10-233h of the general statutes is repealed and the
 41 following is substituted in lieu thereof (*Effective July 1, 2024*):

42 (a) If any person who is at least [seven] ten years of age but less than
 43 twenty-one years of age and an enrolled student is arrested for [a
 44 violation of section 53-206c, a class A misdemeanor or a felony]
 45 possession of a firearm, as defined in 18 USC 921, as amended from time
 46 to time, on school grounds or at a school-sponsored activity, the
 47 municipal police department or Division of State Police within the
 48 Department of Emergency Services and Public Protection that made
 49 such arrest shall, not later than the end of the weekday following such
 50 arrest, orally notify the superintendent of schools of the school district

51 in which such person resides or attends school of the identity of such
52 person and the offense or offenses for which he was arrested and shall,
53 within seventy-two hours of such arrest, provide written notification of
54 such arrest, containing a brief description of the incident, to such
55 superintendent. The superintendent shall maintain such written report
56 in a secure location and the information in such report shall be
57 maintained as confidential in accordance with section 46b-124. [The
58 superintendent may disclose such information only to the principal of
59 the school in which such person is a student or to the principal or
60 supervisory agent of any other school in which the superintendent
61 knows such person is a student. The principal or supervisory agent may
62 disclose such information only to special services staff or a consultant,
63 such as a psychiatrist, psychologist or social worker, for the purposes of
64 assessing the risk of danger posed by such person to himself, other
65 students, school employees or school property and effectuating an
66 appropriate modification of such person's educational plan or
67 placement, and for disciplinary purposes. If the arrest occurred during
68 the school year, such assessment shall be completed not later than the
69 end of the next school day. If an expulsion hearing is held pursuant to
70 section 10-233d, a representative of the municipal police department or
71 the Division of State Police, as appropriate, may testify and provide
72 reports and information on the arrest at such hearing, provided such
73 police participation is requested by any of the following: The local or
74 regional board of education, the impartial hearing board, the principal
75 of the school or the student or his parent or guardian. Such information
76 with respect to a child under eighteen years of age shall be confidential
77 in accordance with sections 46b-124 and 54-76l, and shall only be
78 disclosed as provided in this section and shall not be further disclosed.]

79 (b) If any person who is at least ten years of age but less than twenty-
80 one years of age and an enrolled student is arrested for a violation of
81 section 53-206c, a class A misdemeanor or a felony, other than
82 possession of a firearm as described in subsection (a) of this section, the
83 Court Support Services Division of the Judicial Branch shall provide a
84 written report of such arrest to the superintendent of schools of the

85 school district in which such person resides or attends school upon its
86 presentation to the court, if appropriate. Such notice shall not be
87 provided to the superintendent of schools if the arrest has been diverted
88 to the community-based diversion system, screened and found to be
89 eligible for nonjudicial handling or dismissed by the court. Such written
90 report shall include, but need not be limited to, the identity of such
91 person, the violation or violations for which such person has been
92 arrested, a brief description of the incident that is the basis for such
93 violation and, if applicable, the identity of the alleged victim if such
94 alleged victim is another enrolled student. The superintendent shall
95 maintain such written report in a secure location and the information in
96 such report shall be maintained as confidential in accordance with
97 section 46b-124.

98 (c) (1) The superintendent may disclose a written report described in
99 subsection (a) or (b) of this section only to the principal of the school in
100 which such person is a student or to the principal or supervisory agent
101 of any other school in which the superintendent knows such person is a
102 student.

103 (2) Upon receipt of such written report, the principal or supervisory
104 agent may disclose such report only to special services staff or a
105 consultant, such as a psychiatrist, psychologist or social worker, for the
106 purposes of assessing the risk of danger posed by such person to himself
107 or herself, other students, school employees or school property and
108 effectuating an appropriate modification of such person's educational
109 plan or placement, and for disciplinary purposes. Such person shall not
110 be prevented from attending class prior to the holding of an informal
111 hearing pursuant to section 10-233c, as amended by this act, or an
112 expulsion hearing pursuant to section 10-233d.

113 (d) If an expulsion hearing is held pursuant to section 10-233d, a
114 representative of the municipal police department or the Division of
115 State Police, as appropriate, may testify and provide reports and
116 information on such violation at such hearing, provided such police
117 participation is requested by any of the following: The local or regional

118 board of education, the impartial hearing board, the principal of the
119 school or the student or his parent or guardian. Such information with
120 respect to a child under eighteen years of age shall be confidential in
121 accordance with sections 46b-124 and 54-76l, and shall only be disclosed
122 as provided in this section and shall not be further disclosed.

123 Sec. 3. Section 10-233p of the 2024 supplement to the general statutes
124 is repealed and the following is substituted in lieu thereof (*Effective July*
125 *1, 2024*):

126 Each school resource officer, as defined in section 10-233m, shall
127 submit to the chief of police of such school resource officer's local law
128 enforcement agency a report for each investigation or behavioral
129 intervention of challenging behavior or conflict that escalates to violence
130 or constitutes a crime conducted by such school resource officer not later
131 than five school days after conducting such investigation or behavioral
132 intervention. The chief of police shall submit such report to the
133 superintendent of schools for the school district in which such
134 investigation or behavioral intervention occurred in accordance with
135 the provisions of the memorandum of understanding entered into
136 pursuant to section 10-233m, but shall be not less frequently than
137 monthly. If a school resource officer's local law enforcement agency has
138 no chief of police, such school resource officer shall submit such report
139 directly to the superintendent of schools for the school district in which
140 such investigation or behavioral intervention occurred in the same
141 manner specified in this section for the chief of police to submit such
142 report. Such superintendent shall submit such report to the local or
143 regional board of education of the school district. Such report shall
144 include, but need not be limited to, (1) the date, time and location of
145 such investigation or behavioral intervention, (2) the name and badge
146 number of such school resource officer, (3) the race, ethnicity, gender,
147 age and disability status for each student involved in such investigation
148 or behavioral intervention, (4) the reason for and nature of such
149 investigation or behavioral intervention, (5) the disposition of such
150 investigation or behavioral intervention, and (6) whether any student
151 involved in such investigation or behavioral intervention was (A)

152 searched, (B) apprised of such student's constitutional rights, (C) issued
153 a citation or a summons, (D) arrested, or (E) detained, including the
154 amount of time such student was detained. For purposes of this section,
155 "investigation or behavioral intervention" means a circumstance in
156 which a school resource officer is conducting (i) a fact-finding inquiry
157 concerning student behavior or school safety, including, but not limited
158 to, emergency circumstances, or (ii) an intervention to resolve violent or
159 nonviolent student behavior or conflicts.

160 Sec. 4. Subsection (a) of section 10-222q of the 2024 supplement to the
161 general statutes is repealed and the following is substituted in lieu
162 thereof (*Effective July 1, 2024*):

163 (a) There is established a social and emotional learning and school
164 climate advisory collaborative. The collaborative shall (1) collect
165 information concerning the school climate improvement efforts of local
166 and regional boards of education, (2) document any needs articulated
167 by local and regional boards of education for technical assistance and
168 training relating to fostering positive school climates, (3) identify best
169 practices for promoting positive school climates, (4) direct resources to
170 support state-wide and local initiatives on issues relating to fostering
171 and improving positive school climates and improving access to social
172 and emotional learning in schools, (5) develop an assessment for
173 screening students in grades three to twelve, inclusive, to determine
174 whether such students are at risk for suicide, (6) develop a biennial state-
175 wide school climate survey, as described in subsection (c) of section 2 of
176 public act 19-166, (7) develop a model positive school climate policy, as
177 described in subsection (a) of section 2 of public act 19-166, (8) develop
178 a plain language explanation of the rights and remedies available under
179 sections 10-4a and 10-4b for distribution to parents and guardians
180 pursuant to subdivision (2) of subsection (c) of section 10-222d, and
181 provide such explanation to each local and regional board of education
182 not later than January 1, 2021, (9) develop school climate survey
183 standards, including, but not limited to, standards for the collection of
184 data on diversity, equity and inclusion and for the reduction in
185 disparities in data collection between school districts, (10) develop a

186 model school climate improvement plan, and [(9)] (11) perform other
187 functions concerning social and emotional learning and fostering
188 positive school climates.

189 Sec. 5. Subsection (a) of section 10-222q of the 2024 supplement to the
190 general statutes, as amended by section 65 of public act 23-167, is
191 repealed and the following is substituted in lieu thereof (*Effective July 1,*
192 *2025*):

193 (a) There is established a social and emotional learning and school
194 climate advisory collaborative. The collaborative shall (1) collect
195 information concerning the school climate improvement efforts of local
196 and regional boards of education, (2) document any needs articulated
197 by local and regional boards of education for technical assistance and
198 training relating to fostering positive school climates, (3) identify best
199 practices for promoting positive school climates, (4) direct resources to
200 support state-wide and local initiatives on issues relating to fostering
201 and improving positive school climates and improving access to social
202 and emotional learning in schools, (5) develop an assessment for
203 screening students in grades three to twelve, inclusive, to determine
204 whether such students are at risk for suicide, (6) develop a biennial state-
205 wide school climate survey, as described in subsection (c) of section 2 of
206 public act 19-166, (7) adopt a Connecticut school climate policy, as
207 defined in section 10-222aa, as amended by this act, (8) develop a plain
208 language explanation of the rights and remedies available under
209 sections 10-4a and 10-4b for distribution to parents and guardians, and
210 provide such explanation to each local and regional board of education
211 not later than January 1, 2021, (9) develop standards for a school climate
212 survey, including, but not limited to, standards for the collection of data
213 on diversity, equity and inclusion and for the reduction in disparities in
214 data collection between school districts, (10) develop a model school
215 climate improvement plan, and [(9)] (11) perform other functions
216 concerning social and emotional learning and fostering positive school
217 climates.

218 Sec. 6. Subdivision (12) of section 10-222aa of the 2024 supplement to

219 the general statutes is repealed and the following is substituted in lieu
220 thereof (*Effective July 1, 2024*):

221 (12) "School climate survey" means a research-based, validated and
222 developmentally appropriate survey administered to students, school
223 employees and families of students, in the predominant languages of
224 the members of the school community, that (A) measures and identifies
225 school climate needs and tracks progress through a school climate
226 improvement plan, and (B) (i) meets the school climate survey standards
227 developed by the Social and Emotional Learning and School Climate
228 Advisory Collaborative, established pursuant to section 10-222q, as
229 amended by this act, or (ii) is the state-wide school climate survey
230 developed by said collaborative.

231 Sec. 7. Subsection (a) of section 10-222hh of the 2024 supplement to
232 the general statutes is repealed and the following is substituted in lieu
233 thereof (*Effective July 1, 2024*):

234 (a) For the school year commencing July 1, 2025, and each school year
235 thereafter, the school climate specialist, as described in section 10-222ee,
236 for each school, in collaboration with the school climate coordinator, as
237 described in section 10-222dd, shall develop, and update as necessary, a
238 school climate improvement plan. Such plan shall be based on the
239 results of the school climate survey, administered pursuant to section
240 10-222gg, any recommendations from the school climate committee, as
241 described in section 10-222ff, the protocols and supports, described in
242 subsection (b) of this section and any other data the school climate
243 specialist and school climate coordinator deemed relevant. Such plan
244 may incorporate the model school climate improvement plan developed
245 by the Social and Emotional Learning and School Climate Advisory
246 Collaborative, established pursuant to section 10-222q, as amended by
247 this act. [Such plan] The school climate specialist shall [be submitted]
248 submit such plan to the school climate coordinator for review and
249 approval on or before December thirty-first of each school year. Upon
250 approval of such plan, a written or electronic copy of such plan shall be
251 made available to members of the school community and such plan shall

252 be used in the prevention of, identification of and response to
253 challenging behavior.

254 Sec. 8. Subsection (b) of section 10-222h of the general statutes is
255 repealed and the following is substituted in lieu thereof (*Effective July 1,*
256 *2024*):

257 (b) On or before February 1, 2014, and annually thereafter, the
258 department shall, in accordance with the provisions of section 11-4a,
259 submit a report on the status of its efforts pursuant to this section
260 including, but not limited to, (1) the number of verified acts of bullying
261 in the state, including, but not limited to, the number of such acts
262 directed at a student based on actual or perceived membership in a
263 protected class, (2) an analysis of the responsive action taken by school
264 districts, (3) an analysis of student responses on the uniform grade-level
265 appropriate questions described in subparagraph (A) of subdivision (4)
266 of subsection (a) of this section, and (4) any recommendations it may
267 have regarding additional activities or funding to prevent bullying in
268 schools and improve school climate to the joint standing committees of
269 the General Assembly having cognizance of matters relating to
270 education and children and to the speaker of the House of
271 Representatives, the president pro tempore of the Senate and the
272 majority and minority leaders of the House of Representatives and the
273 Senate.

274 Sec. 9. (NEW) (*Effective July 1, 2024*) The Department of Education
275 shall appoint a director of school climate improvement to serve as the
276 state-wide social and emotional learning and school climate expert. The
277 director of school climate improvement shall (1) assist local and regional
278 boards of education with the implementation of (A) sections 10-222t to
279 10-222v, inclusive, and sections 10-222aa to 10-222jj, inclusive, of the
280 general statutes, as amended by this act, and (B) the Connecticut school
281 climate policy, as defined in section 10-222aa of the general statutes, as
282 amended by this act, (2) assist the Social and Emotional Learning and
283 School Climate Advisory Collaborative, established pursuant to section
284 10-222q of the general statutes, as amended by this act, in the

285 development and implementation of tools and best practices related to
 286 school climate and culture, including, but not limited to, the
 287 development of a model school climate survey and a model school
 288 climate improvement plan, (3) provide information and assistance to
 289 local and regional boards of education, students and parents and
 290 guardians of students on the uniform bullying complaint form created
 291 pursuant to section 10-222bb of the general statutes, (4) not later than
 292 January 1, 2026, and annually thereafter, submit a report, in accordance
 293 with the provisions of section 11-4a of the general statutes, to the joint
 294 standing committee of the General Assembly having cognizance of
 295 matters relating to education on recommendations for best practices and
 296 improvement of school climate improvement strategies in the state, (5)
 297 assist school climate coordinators, appointed pursuant to section 10-
 298 222dd of the general statutes, in the development of a continuum of
 299 strategies to prevent, identify and respond to challenging behavior, (6)
 300 develop and provide technical assistance and recommendations, in
 301 collaboration with the Social and Emotional Learning and School
 302 Climate Advisory Collaborative, to local and regional boards of
 303 education on trainings for school employees for the purposes of school
 304 climate improvement, and (7) in collaboration with the Social and
 305 Emotional Learning and School Climate Advisory Collaborative,
 306 develop strategies to improve the delivery of services concerning social
 307 emotional learning, skills building and mental health supports.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2024</i>	10-233c(g)
Sec. 2	<i>July 1, 2024</i>	10-233h
Sec. 3	<i>July 1, 2024</i>	10-233p
Sec. 4	<i>July 1, 2024</i>	10-222q(a)
Sec. 5	<i>July 1, 2025</i>	10-222q(a)
Sec. 6	<i>July 1, 2024</i>	10-222aa(12)
Sec. 7	<i>July 1, 2024</i>	10-222hh(a)
Sec. 8	<i>July 1, 2024</i>	10-222h(b)
Sec. 9	<i>July 1, 2024</i>	New section

Statement of Purpose:

To (1) require services to be provided for certain youth who receive out-of-school suspensions; (2) revise the procedures by which notification is to be made to superintendents upon the arrest of a student; (3) clarify school resource officer reporting requirements; (4) require the Social and Emotional Learning and School Climate Advisory Collaborative to develop standards for a school climate survey and a model school climate improvement plan; (5) require the school climate survey to meet the standards developed by the collaborative or be the state-wide school climate survey developed by the collaborative; (6) allow school climate specialists to incorporate the model school climate improvement plan in a school climate improvement plan for such specialist's school; and (7) require the Department of Education to (A) report on or before February 1, 2025, the number of acts of bullying based on a student's membership in a protected class, and (B) appoint a director of school climate improvement.

[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.]