



General Assembly

January Session, 2019

Raised Bill No. 7215

LCO No. 4599



Referred to Committee on COMMITTEE ON CHILDREN

Introduced by:
(KID)

AN ACT CONCERNING SAFE SCHOOL CLIMATE POLICIES.

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

1 Section 1. Section 10-222d of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2019*):

3 (a) As used in this section [] and sections [10-222g to] 10-222h, as
4 amended by this act, 10-222i [, inclusive, and section] and 10-222k, as
5 amended by this act:

6 (1) "Bullying" means [(A) the repeated use by one or more students
7 of a written, oral or electronic communication, such as cyberbullying,
8 directed at or referring to another student attending school in the same
9 school district, or (B) a physical act or gesture by one or more students
10 repeatedly directed at another student attending school in the same
11 school district, that: (i) Causes physical or emotional harm to such
12 student or damage to such student's property, (ii) places such student
13 in reasonable fear of harm to himself or herself, or of damage to his or
14 her property, (iii) creates a hostile environment at school for such
15 student, (iv) infringes on the rights of such student at school, or (v)
16 substantially disrupts the education process or the orderly operation of
17 a school] direct or indirect and severe, persistent or pervasive
18 aggressive behavior or intentional harm-doing within an interpersonal

19 relationship, characterized by an imbalance of power and carried out
20 by an individual. "Bullying" may include, but need not be limited to,
21 an open attack on a victim that is physical or verbal in nature or one or
22 more forms of relational aggression, such as social isolation,
23 intentional exclusion, rumor-spreading, damaging a victim's
24 reputation, making faces or obscene gestures at a victim whether the
25 victim perceives such faces or gestures or not and manipulating
26 friendships and other relationships. "Bullying" shall include, but need
27 not be limited to, [a written, oral or electronic communication or
28 physical act or gesture] aggressive behavior or intentional harm-doing
29 based on any actual or perceived differentiating characteristic, such as
30 race, color, religion, ancestry, national origin, gender, sexual
31 orientation, gender identity or expression, socioeconomic status,
32 academic status, physical appearance, or mental, physical,
33 developmental or sensory disability, or by association with an
34 individual or group who has or is perceived to have one or more of
35 such characteristics;

36 (2) "Cyberbullying" means [any act of] bullying through the use of
37 the Internet, interactive and digital technologies, cellular mobile
38 telephone or other mobile electronic devices or any electronic
39 communications;

40 (3) "Teen dating violence" means any act of physical, emotional or
41 sexual abuse, including stalking, harassing and threatening, that
42 occurs between two students who are currently in or who have
43 recently been in a dating relationship;

44 (4) "Mobile electronic device" means any hand-held or other
45 portable electronic equipment capable of providing data
46 communication between two or more individuals, including, but not
47 limited to, a text messaging device, a paging device, a personal digital
48 assistant, a laptop computer, equipment that is capable of playing a
49 video game or a digital video disk, or equipment on which digital
50 images are taken or transmitted;

51 (5) "Electronic communication" means any transfer of signs, signals,
52 writing, images, sounds, data or intelligence of any nature transmitted
53 in whole or in part by a wire, radio, electromagnetic, photoelectronic
54 or photo-optical system;

55 [(6) "Hostile environment" means a situation in which bullying
56 among students is sufficiently severe or pervasive to alter the
57 conditions of the school climate;]

58 [(7)] (6) "Outside of the school setting" means at a location, activity
59 or program that is not school related, or through the use of an
60 electronic device or a mobile electronic device that is not owned,
61 leased or used by a local or regional board of education;

62 [(8)] (7) "School employee" means (A) a teacher, substitute teacher,
63 school administrator, school superintendent, guidance counselor,
64 school counselor, psychologist, social worker, nurse, physician, school
65 paraprofessional or coach employed by a local or regional board of
66 education or working in a public elementary, middle or high school;
67 [or] (B) any other individual who, in the performance of his or her
68 duties, has regular contact with students and who provides services to
69 or on behalf of students enrolled in a public elementary, middle or
70 high school, pursuant to a contract with the local or regional board of
71 education; [and] or a volunteer who, in the performance of such
72 volunteer's duties, has regular contact with students and provides
73 services to or on behalf of students enrolled in a public elementary,
74 middle or high school;

75 [(9)] (8) "School climate" means the quality and character of school
76 life [with a particular focus on the quality of the relationships within
77 the school community between and among students and adults.] based
78 on patterns of students', parents' and school employees' experiences of
79 school life, including, but not limited to, norms, goals, values, beliefs,
80 interpersonal relationships, teaching and learning practices and
81 organizational structures;

82 (9) "Aggressive behavior or intentional harm-doing" means an act

83 that occurs (A) at a school or during a school-sponsored or school-
84 related activity, function or program, whether such activity, function
85 or program takes place at a school or elsewhere; (B) at a school bus
86 stop or on a school bus or other vehicle owned, leased or used by a
87 local or regional board of education; (C) through the use of the
88 Internet, interactive and digital technologies, cellular mobile telephone
89 or other mobile electronic devices or any electronic communications;
90 or (D) outside of the school setting, if such act infringes on the rights
91 and opportunities in a school setting of the individual against whom
92 such act was directed; provided such act (i) causes physical or
93 emotional harm to an individual or damage to such individual's
94 property; (ii) places an individual in reasonable fear of harm to self or
95 damage to such individual's property; (iii) creates a hostile
96 environment at school for an individual; or (iv) infringes on the rights
97 and opportunities of an individual at school;

98 (10) "Emotional intelligence" means the ability to (A) perceive or
99 recognize emotions in oneself or others; (B) use emotions to facilitate
100 cognitive activities, including, but not limited to, reasoning, problem
101 solving and interpersonal communication; (C) understand and label
102 emotions; and (D) manage emotions in oneself and others; and

103 (11) "Social and emotional learning" means the process through
104 which children and adults achieve emotional intelligence through
105 competencies, including, but not limited to, self-awareness, self-
106 management, social awareness, relationship skills and reasonable
107 decision-making.

108 (b) Each local and regional board of education shall develop and
109 implement a safe school climate [plan to address the existence of
110 bullying and teen dating violence in its schools.] policy. Such [plan]
111 policy shall: [(1) Enable]

112 (1) Promote prevention and intervention and the fostering of a
113 positive school climate through the utilization of model school climate
114 standards, such as the National School Climate Standards published

115 by the National School Climate Center. A positive school climate shall
116 (A) promote norms, values, beliefs and expectations that support
117 feelings of social, emotional and physical safety; (B) ensure that
118 students, the families of students and school employees are engaged
119 and respected and work together to develop and contribute to a shared
120 school vision; (C) encourage educators to model and nurture attitudes
121 that emphasize the benefits and satisfaction gained from learning; and
122 (D) allow for each person to contribute to the operation of the school
123 and care of the physical environment of the school;

124 (2) Include prevention strategies for bullying and teen dating
125 violence in schools, which may include, but need not be limited to, (A)
126 adoption of evidence-based, data-driven systems for assessing,
127 implementing and continuously improving culturally competent,
128 restorative, social and emotional learning in consultation with or on
129 the recommendation of the Department of Education; (B) school rules
130 and policies that prohibit aggressive behavior or intentional harm-
131 doing and teen dating violence and that establish appropriate
132 interventions for those involved in such acts; (C) adequate school
133 employee supervision of outdoor areas, hallways, lunchrooms,
134 bathrooms, school buses and other areas where bullying or teen dating
135 violence is likely to occur; (D) culturally competent school-wide
136 training that focuses on restorative practices and social and emotional
137 learning competencies and evidence-based tools to develop such
138 competencies; (E) student and peer-led training, education and
139 support; and (F) promotion of parent or guardian partnership and
140 engagement in fostering a positive school climate through individual
141 or team participation in meetings and trainings;

142 (3) Include intervention protocols to address bullying and teen
143 dating violence in schools under the jurisdiction of the local or regional
144 board of education by (A) enabling students to anonymously report
145 [acts of bullying] aggressive behavior or intentional harm-doing to
146 school employees and require students and the parents or guardians of
147 students to be notified at the beginning of each school year of the
148 process by which students may make such reports; [, (2) enable] (B)

149 enabling the parents or guardians of students to file written reports of
150 [suspected bullying, (3) require] aggressive behavior or intentional
151 harm-doing; (C) requiring school employees who witness [acts of
152 bullying or receive reports of bullying] aggressive behavior or
153 intentional harm-doing or receive reports of aggressive behavior or
154 intentional harm-doing to orally notify the safe school climate
155 specialist, described in section 10-222k, as amended by this act, or
156 another school administrator if the safe school climate specialist is
157 unavailable, not later than one school day after such school employee
158 witnesses or receives a report of [bullying] aggressive behavior or
159 intentional harm-doing, and to file a written report not later than two
160 school days after making such oral report; [, (4) require] (D) requiring
161 the safe school climate specialist to investigate or supervise the
162 investigation of all reports of [bullying] aggressive behavior or
163 intentional harm-doing and ensure that such investigation is
164 completed promptly after receipt of any written reports made under
165 this section and that the parents or guardians of [the] a student alleged
166 to have [committed an act or acts of bullying] engaged in aggressive
167 behavior or intentional harm-doing and the parents or guardians of the
168 student against whom such alleged [act or acts were] aggressive
169 behavior or intentional harm-doing was directed receive prompt notice
170 that such investigation has commenced; [, (5) require] (E) requiring the
171 safe school climate specialist or such specialist's designee to review
172 any anonymous reports, except that no disciplinary action shall be
173 taken solely on the basis of an anonymous report; [, (6) include a
174 prevention and intervention strategy, as defined by section 10-222g, for
175 school employees to deal with bullying and teen dating violence, (7)
176 provide for the inclusion of language in student codes of conduct
177 concerning bullying, (8) require each school] (F) requiring the safe
178 school climate specialist or such specialist's designee to notify the
179 parents or guardians of [students who commit any verified acts of
180 bullying and the parents or guardians of students against whom such
181 acts were directed not later than forty-eight hours after the completion
182 of the investigation described in subdivision (4) of this subsection, (9)
183 require each school to invite the parents or guardians of a student

184 against whom such act was directed to a meeting to communicate to
185 such parents or guardians the measures being taken by the school to
186 ensure the safety of the student against whom such act was directed
187 and policies and procedures in place to prevent further acts of
188 bullying, (10) require each school to invite the parents or guardians of
189 a student who commits any verified act of bullying to a meeting,
190 separate and distinct from the meeting required in subdivision (9) of
191 this subsection, to discuss specific interventions undertaken by the
192 school to prevent further acts of bullying, (11) establish] a student who
193 is reasonably found to have committed an act of bullying, not later
194 than forty-eight hours after the completion of an investigation
195 described in subparagraph (D) of this subdivision, of specific
196 interventions in progress or undertaken by the school to prevent
197 further acts of bullying; (G) requiring the safe school climate specialist
198 or such specialist's designee to notify the parents or guardians of a
199 student against whom an act of bullying was directed, not later than
200 forty-eight hours after the completion of an investigation described in
201 subparagraph (D) of this subdivision, of the measures being taken by
202 the school to ensure the safety of such student and the policies and
203 procedures in place at the school to prevent further acts of bullying;
204 (H) establishing a procedure for each school to document and maintain
205 records relating to reports and investigations of [bullying] aggressive
206 behavior or intentional harm-doing in such school and to maintain a
207 list of the number of verified acts of bullying in such school and make
208 such list available for public inspection, and annually report such
209 number to the Department of Education, and in such manner as
210 prescribed by the Commissioner of Education; [, (12) direct] (I)
211 directing the development of case-by-case interventions for addressing
212 [repeated incidents of] bullying against a single individual, [or
213 recurrently perpetrated] bullying incidents by the same individual
214 [that may include both counseling and discipline, (13) prohibit] and, at
215 the discretion of the safe school climate specialist, aggressive behavior
216 or intentional harm-doing by the same individual that may not rise to
217 the level of bullying, provided such interventions may include, but
218 need not be limited to, restorative, equity-based, bias-informed,

219 culturally competent, trauma-informed interventions and supports for
220 students found to have engaged in bullying, students against whom
221 acts of bullying have been committed, parents and guardians and
222 school employees. Interventions and supports may include, but not be
223 limited to, referrals to a school counselor, psychologist or other
224 appropriate social or mental health service, plans that address safety
225 measures the school will take to protect students against further acts of
226 bullying and periodic follow-ups by the safe school climate specialist;
227 and (l) prohibiting discrimination and retaliation against an individual
228 who reports or assists in the investigation of an act of bullying. [(14)
229 direct the development of student safety support plans for students
230 against whom an act of bullying was directed that address safety
231 measures the school will take to protect such students against further
232 acts of bullying, (15) require]

233 (c) Nothing in this section shall prevent the ability of the principal of
234 a school, or the principal's designee, to notify the appropriate local law
235 enforcement agency when such principal, or the principal's designee,
236 believes that any acts of bullying or aggressive behavior or intentional
237 harm-doing constitute criminal conduct. [(16) prohibit bullying (A) on
238 school grounds, at a school-sponsored or school-related activity,
239 function or program whether on or off school grounds, at a school bus
240 stop, on a school bus or other vehicle owned, leased or used by a local
241 or regional board of education, or through the use of an electronic
242 device or an electronic mobile device owned, leased or used by the
243 local or regional board of education, and (B) outside of the school
244 setting if such bullying (i) creates a hostile environment at school for
245 the student against whom such bullying was directed, or (ii) infringes
246 on the rights of the student against whom such bullying was directed
247 at school, or (iii) substantially disrupts the education process or the
248 orderly operation of a school, (17) require, at the beginning of each
249 school year, each school to provide all school employees with a written
250 or electronic copy of the school district's safe school climate plan, and
251 (18) require that all school employees annually complete the training
252 described in section 10-220a or section 10-222j. The notification

253 required pursuant to subdivision (8) of this subsection and the
254 invitation required pursuant to subdivision (9) of this subsection shall
255 include a description of the response of school employees to such acts
256 and any consequences that may result from the commission of further
257 acts of bullying.]

258 [(c)] (d) Not later than September 1, [2014] 2019, each local and
259 regional board of education that has not had a safe school climate
260 [plan] policy, developed pursuant to this section, previously reviewed
261 [and approved] by the Department of Education shall submit a safe
262 school climate [plan] policy to the department for review [and
263 approval] in accordance with the provisions of section 10-222p, as
264 amended by this act. [Not later than thirty calendar days after
265 approval by the department of such safe school climate plan, the] The
266 board shall make such [plan] policy available on the board's [and each
267 individual school in the school district's] Internet web site and ensure
268 that such [plan] policy is included in the [school district's] board's
269 publication of the rules, procedures and standards of conduct for
270 schools and in all student handbooks and employee manuals.

271 [(d)] (e) On and after July 1, [2012] 2019, and not less than biennially
272 thereafter, each local and regional board of education shall require
273 each school in the district to [complete an assessment using the school
274 climate assessment instruments, including surveys, approved and
275 disseminated by the Department of Education pursuant to section 10-
276 222h. Each local and regional board of education shall collect the
277 school climate assessments for each school in the district and submit
278 such school climate assessments to the department] assess school
279 climate using a school climate assessment instrument, which may be
280 approved and disseminated by the Department of Education pursuant
281 to section 10-222h, as amended by this act. Such school climate
282 assessment instrument shall (1) be an empirically validated survey that
283 provides an in-depth profile of a school community's strengths and
284 areas that need improvement, such as the Comprehensive School
285 Climate Inventory published by the National School Climate Center;
286 (2) present grade-level appropriate questions that permit the collection

287 of information on students' perspectives and opinions about the school
288 climate; and (3) protect the anonymity of respondents.

289 (f) Funding for the development and implementation of a safe
290 school climate policy may originate from public, private, federal or
291 philanthropic sources.

292 Sec. 2. Section 10-222h of the general statutes is repealed and the
293 following is substituted in lieu thereof (*Effective July 1, 2019*):

294 (a) The Department of Education shall, within available
295 appropriations, (1) document school districts' [articulated needs for
296 technical assistance and training related to safe learning and bullying,
297 (2) collect information on the prevention and intervention strategies
298 used by schools to reduce the incidence of bullying, improve school
299 climate and improve reporting outcomes, (3) develop or recommend
300 model safe school climate plans for grades kindergarten to twelve,
301 inclusive, and (4) in collaboration with the Connecticut Association of
302 Schools, disseminate to all public schools grade-level appropriate
303 school climate assessment instruments, approved by the department,
304 to be used by local and regional boards of education for the purposes
305 of collecting information described in subdivision (2) of this subsection
306 so that the department can monitor bullying prevention efforts over
307 time and compare each district's progress to state trends. Such school
308 climate assessment instruments shall (A) include surveys that contain
309 uniform grade-level appropriate questions that collect information
310 about students' perspectives and opinions about the school climate at
311 the school, and (B) allow students to complete and submit such
312 assessment and survey anonymously] best practices for fostering a
313 positive school climate and any articulated needs for technical
314 assistance and training related to fostering a positive school climate;
315 and (2) recommend model safe and positive school climate policies for
316 school districts.

317 (b) [On or before February 1, 2014, and annually thereafter, the
318 department shall, in accordance with the provisions of section 11-4a,

319 submit a report on the status of its efforts pursuant to this section
320 including, but not limited to, the number of verified acts of bullying in
321 the state, an analysis of the responsive action taken by school districts,
322 an analysis of student responses on the uniform grade-level
323 appropriate questions described in subparagraph (A) of subdivision
324 (4) of subsection (a) of this section and any recommendations it may
325 have regarding additional activities or funding to prevent bullying in
326 schools and improve school climate to the joint standing committees of
327 the General Assembly having cognizance of matters relating to
328 education and children and to the speaker of the House of
329 Representatives, the president pro tempore of the Senate and the
330 majority and minority leaders of the House of Representatives and the
331 Senate] The Department of Education, in consultation with local, state
332 and national experts on social and emotional skills assessment and
333 development, shall, within available appropriations, develop a social
334 and emotional learning assessment instrument to measure individual
335 student attainment of the social and emotional learning competencies.
336 Such instrument shall (1) measure intrapersonal and interpersonal
337 competencies; (2) be age and grade level appropriate for children in
338 preschool and grades kindergarten to twelve, inclusive; (3) include
339 measures to ensure feasibility of implementation in schools and
340 districts; and (4) assess what children know and are able to do. Such
341 instrument shall not be used to evaluate problem behaviors or screen
342 students for behavioral or emotional problems.

343 (c) The department may accept private donations for the purposes
344 of this section.

345 Sec. 3. Section 10-222j of the general statutes is repealed and the
346 following is substituted in lieu thereof (*Effective July 1, 2019*):

347 The Department of Education shall provide, within available
348 appropriations, annual training to school employees, as defined in
349 section 10-222d, as amended by this act, except those school employees
350 who hold professional certification pursuant to section 10-145b unless
351 such school employee who holds professional certification is the

352 district safe school climate coordinator [,] or the safe school climate
353 specialist, [or a member of the safe school climate committee, as
354 described in section 10-222k,] on the prevention, identification and
355 response to school bullying and teen dating violence, as defined in
356 section 10-222d, as amended by this act, and the prevention of and
357 response to youth suicide. Such training shall be culturally competent
358 and bias-informed and focus on restorative practices and the social and
359 emotional learning competencies, including, but not limited to, self-
360 awareness, self-management, social awareness, relationship skills and
361 responsible decision-making and evidence-based tools to develop
362 those competencies. Such training may include, but not be limited to,
363 (1) developmentally appropriate strategies to prevent [bullying]
364 aggressive behavior and intentional harm-doing and teen dating
365 violence, [among students in school and outside of the school setting,]
366 (2) developmentally appropriate strategies for immediate and effective
367 interventions to stop [bullying] aggressive behavior and intentional
368 harm-doing and teen dating violence, (3) [information regarding the
369 interaction and relationship between students committing acts of
370 bullying and teen dating violence, students against whom such acts of
371 bullying and teen dating violence are directed and witnesses of such
372 acts of bullying and teen dating violence, (4)] research findings on
373 [bullying] aggressive behavior and intentional harm-doing and teen
374 dating violence, such as information about the types of students who
375 have been shown to be at-risk for [bullying] aggressive behavior and
376 intentional harm-doing and teen dating violence in the school setting,
377 [(5)] (4) information on the incidence and nature of cyberbullying, as
378 defined in section 10-222d, as amended by this act, [(6)] (5) Internet
379 safety issues as they relate to cyberbullying, or [(7)] (6) information on
380 the incidence of youth suicide, methods of identifying youths at risk of
381 suicide and developmentally appropriate strategies for effective
382 interventions to prevent youth suicide. Such training may be
383 conducted in a training-of-trainers model and presented in person by
384 mentors, offered in state-wide workshops or through on-line courses.

385 Sec. 4. Section 10-222k of the general statutes is repealed and the

386 following is substituted in lieu thereof (*Effective July 1, 2019*):

387 (a) For the school year commencing July 1, [2012] 2019, and each
388 school year thereafter, the superintendent of each local or regional
389 board of education shall appoint, from among existing school district
390 staff, a district safe school climate coordinator. The district safe school
391 climate coordinator shall: (1) Be responsible for implementing the
392 district's safe school climate [plan] policy, developed pursuant to
393 section 10-222d, as amended by this act, (2) collaborate with the safe
394 school climate specialists, described in subsection (b) of this section,
395 the board of education for the district and the superintendent of
396 schools of the school district to foster a positive school climate and
397 prevent, identify and respond to [bullying] aggressive behavior and
398 intentional harm-doing in the schools of the district, and (3) [provide
399 data and information, in collaboration with the superintendent of
400 schools of the district, to the Department of Education regarding
401 bullying, in accordance with the provisions of subsection (b) of section
402 10-222d and subsection (a) of section 10-222h, and (4) meet with the
403 safe school climate specialists at least twice during the school year to
404 discuss issues relating to bullying in the school district and] collaborate
405 with the social and emotional learning and school climate council
406 established pursuant to subsection (c) of this section to make
407 recommendations concerning amendments to the district's safe school
408 climate [plan] policy.

409 (b) For the school year commencing July 1, [2012] 2019, and each
410 school year thereafter, the principal of each school, or the principal's
411 designee, shall serve as the safe school climate [specialist] coordinator
412 and shall (1) [investigate or supervise the investigation of reported acts
413 of bullying in the school in accordance with the district's safe school
414 climate plan, (2) collect and maintain records of reports and
415 investigations of bullying in the school, and (3) act as the primary
416 school official responsible for preventing, identifying and responding
417 to reports of bullying in the school] lead the school's positive school
418 climate efforts; (2) investigate or supervise the investigation of
419 reported acts of aggressive behavior or intentional harm-doing in the

420 school in accordance with the district's safe school climate policy; and
421 (3) collect and maintain records of investigations of aggressive
422 behavior and intentional harm-doing and findings of bullying in the
423 school.

424 (c) [(1)] For the school year commencing July 1, [2012] 2019, and
425 each school year thereafter, [the principal of each school shall establish
426 a committee or designate at least one existing committee in the school
427 to be responsible for developing and fostering a safe school climate
428 and addressing issues relating to bullying in the school. Such
429 committee shall include at least one parent or guardian of a student
430 enrolled in the school appointed by the school principal] each local or
431 regional board of education shall establish a social and emotional
432 learning and school climate council. The members of such council shall
433 be individuals who work in, attend or are otherwise affiliated with a
434 school under the jurisdiction of the local or regional board of
435 education, and shall include, but not be limited to, a school
436 administrator, parent or guardian, teacher, student and member of the
437 community. The council shall, in consultation with the district safe
438 school climate coordinator, (1) monitor school climate improvement
439 efforts; (2) identify patterns of aggressive behavior and intentional
440 harm-doing among students in the schools; (3) identify best practices
441 for promoting a positive school climate; (4) identify and pursue
442 resources to educate students, parents and guardians of students,
443 school employees and the community on issues relating to fostering a
444 positive school climate and social and emotional skills building; and
445 (5) perform any other duties as determined by the local or regional
446 board of education that are related to the prevention of and
447 intervention of aggressive behavior and intentional harm-doing and
448 fostering a positive school climate in the school district.

449 [(2)] Any such committee shall: (A) Receive copies of completed
450 reports following investigations of bullying, (B) identify and address
451 patterns of bullying among students in the school, (C) implement the
452 provisions of the school security and safety plan, developed pursuant
453 to section 10-222m, regarding the collection, evaluation and reporting

454 of information relating to instances of disturbing or threatening
455 behavior that may not meet the definition of bullying, (D) review and
456 amend school policies relating to bullying, (E) review and make
457 recommendations to the district safe school climate coordinator
458 regarding the district's safe school climate plan based on issues and
459 experiences specific to the school, (F) educate students, school
460 employees and parents and guardians of students on issues relating to
461 bullying, (G) collaborate with the district safe school climate
462 coordinator in the collection of data regarding bullying, in accordance
463 with the provisions of subsection (b) of section 10-222d and subsection
464 (a) of section 10-222h, and (H) perform any other duties as determined
465 by the school principal that are related to the prevention, identification
466 and response to school bullying for the school.

467 (3) Any parent or guardian serving as a member of any such
468 committee shall not participate in the activities described in
469 subparagraphs (A) to (C), inclusive, of subdivision (2) of this
470 subsection or any other activity that may compromise the
471 confidentiality of a student.]

472 Sec. 5. Section 10-222p of the general statutes is repealed and the
473 following is substituted in lieu thereof (*Effective July 1, 2019*):

474 [(a) The Department of Education shall receive each safe school
475 climate plan submitted pursuant to subsection (c) of section 10-222d
476 and review each such plan for compliance with the provisions of
477 subsection (b) of section 10-222d. Not later than thirty calendar days
478 after receiving such plan, the department shall approve or reject such
479 plan. If the department rejects a safe school climate plan, the
480 department shall provide notice of such rejection and the reasons for
481 such rejection to the local or regional board of education that
482 submitted such plan. Such local or regional board of education shall
483 redevelop and resubmit a safe school climate plan to the department
484 for approval not later than thirty calendar days after receipt of notice
485 of such rejection. Not later than thirty calendar days after receiving
486 such resubmitted plan, the department shall approve or reject such

487 plan. If the department rejects a resubmitted safe school climate plan,
488 the department shall provide notice of such rejection to the local or
489 regional board of education that resubmitted such plan. Not later than
490 thirty calendar days after receiving notice of such rejection and the
491 reasons for such rejection, such local or regional board of education
492 shall adopt an appropriate model safe school climate plan, developed
493 or recommended by the department pursuant to subdivision (3) of
494 subsection (a) of section 10-222h.]

495 [(b)] The Department of Education shall, in consultation with local
496 and regional boards of education, make available on the department's
497 Internet web site [(1) each safe school climate plan that has been
498 approved by the department, (2) a list of the school districts that have
499 an approved safe school climate plan, and (3) a list of the school
500 districts whose safe school climate plans have been rejected and that
501 are in the process of resubmitting their safe school climate plans for
502 approval by the department] a model safe school climate policy
503 developed pursuant to section 10-222d, as amended by this act.

504 Sec. 6. (NEW) (*Effective July 1, 2019*) Each local and regional board of
505 education shall provide training to school administrators on the
506 prevention of and intervention in discrimination against and targeted
507 harassment of students based on such students' (1) actual or perceived
508 differentiating characteristics, such as race, color, religion, ancestry,
509 national origin, gender, sexual orientation, gender identity or
510 expression, socioeconomic status, academic status, physical
511 appearance or mental, physical, developmental or sensory disability;
512 or (2) association with individuals or groups who have or are
513 perceived to have one or more of such characteristics. Such training
514 may be delivered in collaboration with one or more organizations
515 offering information and training on identifying, preventing and
516 intervening in protected class discrimination.

517 Sec. 7. Subsection (a) of section 10-220a of the general statutes is
518 repealed and the following is substituted in lieu thereof (*Effective July*
519 *1, 2019*):

520 (a) Each local or regional board of education shall provide an in-
521 service training program for its teachers, administrators and pupil
522 personnel who hold the initial educator, provisional educator or
523 professional educator certificate. Such program shall provide such
524 teachers, administrators and pupil personnel with information on (1)
525 the nature and the relationship of alcohol and drugs, as defined in
526 subdivision (17) of section 21a-240, to health and personality
527 development, and procedures for discouraging their abuse, (2) health
528 and mental health risk reduction education that includes, but need not
529 be limited to, the prevention of risk-taking behavior by children and
530 the relationship of such behavior to substance abuse, pregnancy,
531 sexually transmitted diseases, including HIV-infection and AIDS, as
532 defined in section 19a-581, violence, teen dating violence, domestic
533 violence and child abuse, (3) school violence prevention, conflict
534 resolution, the prevention of and response to youth suicide and the
535 identification and prevention of and response to bullying, as defined in
536 subsection (a) of section 10-222d, as amended by this act, except that
537 those boards of education that implement any evidence-based model
538 approach that is approved by the Department of Education and is
539 consistent with subsection (c) of section 10-145a, sections 10-222d, as
540 amended by this act, [10-222g] and 10-222h, as amended by this act,
541 subsection (g) of section 10-233c and sections 1 and 3 of public act 08-
542 160, shall not be required to provide in-service training on the
543 identification and prevention of and response to bullying, (4)
544 cardiopulmonary resuscitation and other emergency life saving
545 procedures, (5) the requirements and obligations of a mandated
546 reporter, and (6) the detection and recognition of, and evidence-based
547 structured literacy interventions for, students with dyslexia, as defined
548 in section 10-3d. Each local or regional board of education may allow
549 any paraprofessional or noncertified employee to participate, on a
550 voluntary basis, in any in-service training program provided pursuant
551 to this section.

552 Sec. 8. Section 10-222l of the general statutes is repealed and the
553 following is substituted in lieu thereof (*Effective July 1, 2019*):

554 (a) No claim for damages shall be made against a school employee,
555 as defined in section 10-222d, as amended by this act, who reports,
556 investigates and responds to bullying or teen dating violence, as
557 defined in section 10-222d, as amended by this act, in accordance with
558 the provisions of the safe school climate [plan] policy, described in
559 section 10-222d, as amended by this act, if such school employee was
560 acting in good faith in the discharge of his or her duties or within the
561 scope of his or her employment. The immunity provided in this
562 subsection does not apply to acts or omissions constituting gross,
563 reckless, wilful or wanton misconduct.

564 (b) No claim for damages shall be made against a student, parent or
565 guardian of a student or any other individual who reports an act of
566 bullying or teen dating violence to a school employee, in accordance
567 with the provisions of the safe school climate [plan] policy described in
568 section 10-222d, as amended by this act, if such individual was acting
569 in good faith. The immunity provided in this subsection does not
570 apply to acts or omissions constituting gross, reckless, wilful or
571 wanton misconduct.

572 (c) No claim for damages shall be made against a local or regional
573 board of education that implements the safe school climate [plan]
574 policy, described in section 10-222d, as amended by this act, and
575 reports, investigates and responds to bullying or teen dating violence,
576 as defined in section 10-222d, as amended by this act, if such local or
577 regional board of education was acting in good faith in the discharge
578 of its duties. The immunity provided in this subsection does not apply
579 to acts or omissions constituting gross, reckless, wilful or wanton
580 misconduct.

581 Sec. 9. Subsection (a) of section 10-222n of the general statutes is
582 repealed and the following is substituted in lieu thereof (*Effective July*
583 *1, 2019*):

584 (a) Not later than January 1, 2014, the Department of Emergency
585 Services and Public Protection, in consultation with the Department of

586 Education, shall develop school security and safety plan standards.
587 The school security and safety plan standards shall be an all-hazards
588 approach to emergencies at public schools and shall include, but not be
589 limited to, (1) involvement of local officials, including the chief
590 executive officer of the municipality, the superintendent of schools,
591 law enforcement, fire, public health, emergency management and
592 emergency medical services, in the development of school security and
593 safety plans, (2) a command center organization structure based on the
594 federal National Incident Management System and a description of the
595 responsibilities of such command center organization, (3) a
596 requirement that a school security and safety committee be established
597 at each school, in accordance with the provisions of section 10-222m,
598 (4) crisis management procedures, (5) a requirement that local law
599 enforcement and other local public safety officials evaluate, score and
600 provide feedback on fire drills and crisis response drills, conducted
601 pursuant to section 10-231, (6) a requirement that local and regional
602 boards of education annually submit reports to the Department of
603 Emergency Services and Public Protection regarding such fire drills
604 and crisis response drills, (7) procedures for managing various types of
605 emergencies, (8) a requirement that each local and regional board of
606 education conduct a security and vulnerability assessment for each
607 school under the jurisdiction of such board every two years and
608 develop a school security and safety plan for each such school, in
609 accordance with the provisions of section 10-222m, based on the results
610 of such assessment, (9) a requirement that the [safe school climate
611 committee] social and emotional learning and school climate council
612 for each school, established pursuant to section 10-222k, as amended
613 by this act, collect and evaluate information relating to instances of
614 disturbing or threatening behavior that may not meet the definition of
615 bullying, as defined in section 10-222d, as amended by this act, and
616 report such information, as necessary, to the district safe school climate
617 coordinator, described in section 10-222k, as amended by this act, and
618 the school security and safety committee for the school, established
619 pursuant to section 10-222m, and (10) a requirement that the school
620 security and safety plan for each school provide an orientation on such

621 school security and safety plan to each school employee, as defined in
 622 section 10-222d, as amended by this act, at such school and provide
 623 violence prevention training in a manner prescribed in such school
 624 security and safety plan. The Department of Emergency Services and
 625 Public Protection shall make such standards available to local officials,
 626 including local and regional boards of education.

627 Sec. 10. Section 10-222g of the general statutes is repealed. (*Effective*
 628 *July 1, 2019*)

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2019</i>	10-222d
Sec. 2	<i>July 1, 2019</i>	10-222h
Sec. 3	<i>July 1, 2019</i>	10-222j
Sec. 4	<i>July 1, 2019</i>	10-222k
Sec. 5	<i>July 1, 2019</i>	10-222p
Sec. 6	<i>July 1, 2019</i>	New section
Sec. 7	<i>July 1, 2019</i>	10-220a(a)
Sec. 8	<i>July 1, 2019</i>	10-222l
Sec. 9	<i>July 1, 2019</i>	10-222n(a)
Sec. 10	<i>July 1, 2019</i>	Repealer section

Statement of Purpose:

To (1) require local and regional boards of education to develop safe school climate policies, (2) require schools to assess school climate, (3) require the Department of Education to develop a social and emotional learning assessment instrument, (4) establish the duties of a safe school climate coordinator, (5) require local and regional boards of education to establish a social and emotional learning and school climate council in place of the existing safe school climate committee, (6) require the Department of Education to develop a model safe school climate policy, and (7) require local and regional boards of education to provide training on the prevention of and intervention in discrimination against and targeted harassment of students.

[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.]