

**Proposed Substitute
Bill No. 7110**

LCO No. 6578

**AN ACT CONCERNING ENHANCED CLASSROOM SAFETY AND
SCHOOL CLIMATE.**

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

1 Section 1. (NEW) (*Effective July 1, 2019*) (a) Not later than July 1,
2 2020, each local and regional board of education shall develop a
3 classroom safety plan for the schools under the jurisdiction of such
4 board. Each board shall implement a classroom safety plan for the
5 school year commencing July 1, 2020, and each school year thereafter.
6 Such classroom safety plan shall include:

7 (1) Protocols and supports for enhancing classroom safety, and
8 addressing incidents that (A) require the temporary removal of a
9 majority of the students and staff to reduce the likelihood of injury, (B)
10 result in an injury that requires medical attention beyond basic first aid
11 and that may include emergency room or doctor visits, or (C) result in
12 an injury that (i) has been caused by the same person on more than one
13 occasion, such as by means of kicking, biting or punching, (ii) has been
14 verified by the school nurse or other medical personnel, and (iii) may
15 not result in an emergency room or doctor visit. Such protocols and
16 supports shall include:

17 (I) A process for designating an administrator who is responsible for
18 mobilizing the crisis intervention team, described in subdivision (2) of
19 subsection (o) of section 10-236b of the general statutes, in the absence

20 of the school principal;

21 (II) The location where a student who is responsible for or involved
22 in such incident is sent when such student is temporarily removed
23 from the classroom, in accordance with section 10-233b of the general
24 statutes, in order to ensure the safety of such student and the other
25 students and staff in the classroom, and which shall include access to
26 appropriate professional staff, and which may include, but need not be
27 limited to, therapeutic resources, instructional materials and
28 technology, and any other resources conducive to addressing the
29 temporary needs of such student;

30 (III) A plan, developed in accordance with the provisions of the safe
31 school climate plan developed for the school district pursuant to
32 section 10-222d of the general statutes, to generally and proactively
33 lessen negative behaviors, enhance resiliency, increase the use of
34 deescalation strategies, and improve social and peer-relations skills,
35 which shall include training and may include, but need not be limited
36 to, therapeutic supports, restorative practices, protocols and support
37 provided by the Department of Education pursuant to section 3 of this
38 act, trauma-informed instruction, or strategies to improve the school
39 climate; and

40 (IV) A process for ensuring that such protocols and supports
41 described in this subdivision comply with all state and federal laws
42 and regulations for students who receive special education services or
43 an accommodation for a disability, and that any recommendations for
44 such students are consistent with Section 504 of the Rehabilitation Act
45 of 1973, as amended from time to time, and section 10-76d of the
46 general statutes, and are consistent with the individualized education
47 program for such student developed by such student's planning and
48 placement team or revised with the advice and consent of such
49 planning and placement team;

50 (2) A notification process concerning incidents described in
51 subdivision (1) of this subsection that occur within a classroom that

52 requires the principal of the school to (A) notify the parents or
53 guardians of the students who were engaged in or were injured during
54 such incident, provided such notification complies with the provisions
55 of the Family Educational Rights and Privacy Act of 1974, 20 USC
56 1232g, as amended from time to time, and (B) discuss at a meeting
57 with the parents or guardians of the students who were engaged in
58 such incident the specific supports or interventions undertaken by the
59 school to address such incident, provided such meeting is conducted
60 in a mutually agreed upon location that is convenient for the parent or
61 guardian, which may be at the school or by means of a telephone
62 conversation or video conference;

63 (3) A procedure for each school to document and maintain records
64 relating to all reports and investigations of incidents described in
65 subdivision (1) of this subsection that occur at the school, including the
66 number of such incidents and grade level of the students involved in
67 such incidents;

68 (4) A prohibition against discrimination or retaliation against any
69 individual who reports or assists in the investigation of an incident
70 described in subdivision (1) of this subsection;

71 (5) A requirement that an administrator conduct a meeting with the
72 teacher who witnesses an incident described in subdivision (1) of this
73 subsection, not later than two school days following such incident, to
74 discuss and determine the supports and interventions necessary to
75 support the student and teacher, provided such meeting does not
76 violate the provisions of the Individuals with Disabilities Education
77 Act, 20 USC 1400 et seq., as amended from time to time, section 10-76d
78 of the general statutes and the individualized education program for
79 such student developed by such student's planning and placement
80 team;

81 (6) A requirement that notice of an incident described in subdivision
82 (1) of this subsection be sent, not later than two school days following
83 such incident, to the planning and placement team, if any, of a student

84 who was involved in such incident for the purpose of determining any
85 supports and interventions for such student; and

86 (7) A requirement that any student who is not receiving special
87 education and related services and who engages in (A) two or more
88 incidents described in subdivision (1) of this subsection, or (B) one or
89 more such incidents and whose behavior, attendance or academic
90 performance in school is considered unsatisfactory, be referred to a
91 planning and placement team to determine eligibility for special
92 education and related services pursuant to sections 10-76a to 10-76d,
93 inclusive, of the general statutes.

94 (b) In the case of a student who is not receiving special education
95 and related services, but for whom supports and interventions have
96 been provided following an incident described in subdivision (1) of
97 subsection (a) of this section, whenever a teacher has continued
98 concerns with such supports or interventions, or lack thereof, to
99 address such incident, the teacher may request an emergency meeting
100 of the scientific research-based intervention team or crisis intervention
101 team, as appropriate, to review the response to such incident. Such
102 emergency meeting shall occur not later than three school days
103 following such request. The committee shall review such supports or
104 interventions determined pursuant to subdivision (5) or (6) of
105 subsection (a) of this section, and may revise such supports or
106 interventions to address the concerns of the teacher. There shall be no
107 discrimination or retaliation against any teacher who requests a
108 meeting pursuant to this subsection.

109 (c) Any supports or interventions provided under this section to any
110 student who receives special education or related services or an
111 accommodation for a disability shall be determined in accordance with
112 and comply with all applicable state and federal laws and regulations,
113 including, but not limited to, Section 504 of the Rehabilitation Act of
114 1973, as amended from time to time, the Individuals with Disabilities
115 Education Act, 20 USC 1400 et seq., as amended from time to time,

116 section 10-76d of the general statutes and the individualized education
117 program for such student developed by such student's planning and
118 placement team.

119 (d) Each local and regional board of education shall submit an
120 annual report to the Department of Education concerning all incidents
121 described in subdivision (1) of subsection (a) of this section that
122 occurred in the classrooms of schools under the jurisdiction of such
123 board. Such report shall include the total number of such incidents, the
124 grade levels of students involved in such incidents, and the race and
125 category of disability of students involved in such incidents.

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

128 (a) The Department of Education shall [, within available
129 appropriations,] (1) document school districts' articulated needs for
130 technical assistance and training related to safe learning and bullying,
131 (2) collect information on the prevention and intervention strategies
132 used by schools to reduce the incidence of bullying, improve school
133 climate and improve reporting outcomes, (3) develop or recommend
134 model safe school climate plans for grades kindergarten to twelve,
135 inclusive, and (4) in collaboration with the Connecticut Association of
136 Schools, disseminate to all public schools grade-level appropriate
137 school climate assessment instruments, approved by the department,
138 to be used by local and regional boards of education for the purposes
139 of collecting information described in subdivision (2) of this subsection
140 so that the department can monitor bullying prevention efforts over
141 time and compare each district's progress to state trends. Such school
142 climate assessment instruments shall (A) include surveys that contain
143 uniform grade-level appropriate questions that collect information
144 about students' perspectives and opinions about the school climate at
145 the school, and (B) allow students to complete and submit such
146 assessment and survey anonymously.

147 (b) On or before [February 1, 2014] July 1, 2020, and annually

148 thereafter, the department shall, in accordance with the provisions of
149 section 11-4a, submit a report on the status of its efforts pursuant to
150 this section including, but not limited to, the number of verified acts of
151 bullying and incidents described in subdivision (1) of subsection (a) of
152 section 1 of this act in the state, an analysis of the responsive action
153 taken by school districts, an analysis of student responses on the
154 uniform grade-level appropriate questions described in subparagraph
155 (A) of subdivision (4) of subsection (a) of this section and any
156 recommendations it may have regarding additional activities or
157 funding to prevent bullying and incidents described in subdivision (1)
158 of subsection (a) of section 1 of this act in schools and improve school
159 climate and safety to the joint standing committees of the General
160 Assembly having cognizance of matters relating to education and
161 children and to the speaker of the House of Representatives, the
162 president pro tempore of the Senate and the majority and minority
163 leaders of the House of Representatives and the Senate.

164 (c) Not later than January 1, 2020, the department shall procure or
165 otherwise invite requests for proposals to develop and implement a
166 biennial state-wide school climate survey, and thereafter enter into a
167 contract to carry out the provisions of this section and subsection (d) of
168 section 10-222d. The state-wide school climate survey shall at a
169 minimum:

170 (1) Seek confidential responses from school employees, including
171 principals, assistant principals, teachers, school social workers, school
172 psychologists, school nurses, school counselors and school
173 paraprofessionals, and, in a separate survey, seek confidential
174 responses from parents; and

175 (2) Solicit information from school employees and parents, as
176 deemed appropriate and relevant for such respondent, on (A) the
177 learning environment for students, including academic supports and
178 resources, school safety and security and outreach to parents, (B) the
179 teaching environment, including resources, supports and professional

180 development for teachers, administrators and other educators, teacher
181 leadership and collaborative planning time, (C) strategies for
182 establishing a positive and welcoming environment for students,
183 parents of students, teachers and administrators of all races, ethnicities
184 and cultural backgrounds, and (D) supports and strategies for the
185 development and retention of new teachers, minority teachers and
186 administrators, school psychologists and school counselors.

187 [(c)] (d) The department may accept private donations for the
188 purposes of this section.

189 Sec. 3. (*Effective from passage*) The Department of Education shall
190 solicit public input regarding the development and implementation of
191 the biennial state-wide school climate survey described in subsection
192 (c) of section 10-222h of the general statutes, as amended by this act.

193 Sec. 4. (NEW) (*Effective July 1, 2019*) The Department of Education
194 shall, within available appropriations, (1) develop and disseminate
195 strategies to assist local and regional boards of education in (A)
196 enhancing their safe school climate plans, developed pursuant to
197 section 10-222d of the general statutes, and classroom safety plans,
198 developed pursuant to section 1 of this act, (B) reducing incidents of
199 school violence, and (C) promoting trauma sensitivity in schools, and
200 (2) make available to school districts designated as alliance districts
201 pursuant to section 10-262u of the general statutes, resources to
202 promote systemic improvement of school climate through training,
203 strategies for connecting youth to appropriate services and fostering
204 trauma-sensitive school communities.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2019</i>	New section
Sec. 2	<i>July 1, 2019</i>	10-222h
Sec. 3	<i>from passage</i>	New section
Sec. 4	<i>July 1, 2019</i>	New section