
OLR Bill Analysis

HB 7009 (as amended by House "A")*

AN ACT CONCERNING THE ESTABLISHMENT OF THE CONNECTICUT STATE SEAL OF CIVICS EDUCATION AND ENGAGEMENT.

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Repeals a requirement that school boards annually report to the Commission for Educational Technology certain information on their use of internet websites, online services, or mobile applications

SUMMARY

This bill makes numerous changes to the education statutes. A

section-by-section analysis follows.

*House Amendment “A” adds the provisions on multilingual learner data, smart device use policies, Islamic and Arab studies, the antisemitism working group, kindergarten waivers, the racial imbalance law, school budget expenditures, school resource officers, regional school board reserve funds, vision screenings, the Open Choice program, teacher and administrator negotiations, health assessment forms, out-of-school suspension, twice-expelled students, restraint or seclusion, and reporting requirement repeal.

EFFECTIVE DATE: July 1, 2025, unless otherwise noted below.

§§ 1 & 2 — CONNECTICUT STATE SEAL OF CIVICS EDUCATION

Creates the Connecticut State Seal of Civics Education, which may be placed on student diplomas to indicate high proficiency in civics education and engagement; requires SDE to develop criteria for awarding the seal

This bill creates the Connecticut State Seal of Civics Education and Engagement and allows school governing boards to place the seal on eligible high school graduates’ diplomas to signify that they achieved high proficiency in civics education and engagement.

The bill requires the State Department of Education (SDE) to establish criteria for awarding the seal, which must at least require the student to:

1. successfully complete a history or social science course for at least two school years, including one U.S. government or civics course;
2. participate in at least one civic engagement project (e.g., community service, student government, internship with an elected official, or civic organization involvement); and
3. demonstrate proficiency in civics knowledge through a standardized assessment, work portfolio (including civics-related essays, projects, or presentations), or other mastery-based assessment or process.

Under the bill, the seal may be awarded by local and regional boards of education and by governing boards of any other diploma-awarding

school. If a local or regional board of education chooses to award this seal to eligible students, it must also indicate on each recipient student's transcript that he or she was awarded the seal. School boards may award this seal starting with classes graduating in 2026.

§§ 3 & 4 — MULTILINGUAL LEARNER DATA

Expands the state-wide PSIS to include data on the (1) academic progress of students in bilingual education programs and (2) evaluation of these programs

The bill expands the state-wide public school information system (PSIS) to include data on the (1) academic progress of students in bilingual education programs and (2) evaluation of these programs. By law, PSIS contains data related to each K-12 student and teacher in Connecticut public schools (see *Background — Public School Information System*). It contains both public information (e.g., school population and graduation rates) and confidential information (e.g., individual student and teacher information, such as teacher certifications and student mastery examination scores). School districts use the student data to evaluate their educational performance and growth.

Specifically, the bill requires this student data to include mastery examination results for students in bilingual education programs in order to monitor their academic progress. Existing law already requires SDE to collect and disaggregate this data and report it annually to the Education Committee.

The bill adds to SDE's existing bill of rights for parents and guardians of multilingual learner students, the right of these students and their parents and guardians to access publicly available data on bilingual students and programs, which the bill requires to be added in the PSIS. By law, beginning with the 2024-25 school year, each school board that provides bilingual education or English as a second language (ESL) must give parents and guardians a copy of the bill of rights, which currently includes 15 declarations related to bilingual education.

EFFECTIVE DATE: January 1, 2026

Background — Public School Information System

SDE must administer the PSIS to (1) establish a standardized

electronic data collection and reporting protocol to comply with state and federal reporting requirements, (2) improve the exchange of information from school-to-school and district-to-district, and (3) maintain the confidentiality of individual student and teacher data. In addition to students and teachers, the system includes data on individual schools and districts and preschool children (CGS § 10-10a(b) & (c)).

Background — Related Bill

sSB 1391 (File 337), favorably reported by the Education Committee, contains identical provisions.

§ 5 — PLANS FOR LIMITING SMART DEVICES IN SCHOOLS

Requires local and regional boards of education (“school boards”) to adopt a policy each school year, starting with the 2026-27 school year, limiting smart device use in the schools they oversee

The bill requires local and regional boards of education (“school boards”) to adopt a policy each school year, starting with the 2026-27 school year, limiting smart device use in the schools they oversee. School boards must use policy guidance published by SDE to develop their policy.

This policy must be in addition to any restrictions a school board has adopted under the existing law authorizing them to restrict student cell phone possession or use in their schools.

Under that law, school boards must consider parents’ and students’ special needs when deciding whether to impose cell phone restrictions. Under the bill, a smart device is a cellular mobile telephone or other wearable or portable technology that can connect to the internet; collect, process, and transmit data; and communicate with other devices and networks.

Background — Policy Guidance

In August 2024, the State Board of Education (SBE; the agency head of SDE) released a position statement and policy guidance entitled “Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental

Health.” In the guidance, the board strongly recommends that school board policies restrict cell phone use during the day to ensure student engagement in learning; support emotional well-being; and strengthen students’ interpersonal skills, peer interaction, and social communication.

Among other things, the guidance recommends that cell phone use be (1) fully restricted during the school day for elementary and middle school students and (2) limited during the day for high school students. The guidance also outlines the recommended roles and responsibilities of various stakeholders in developing and implementing a policy, including the school board, school administrators, teachers, students, and families.

Background — Related Bill

HB 6923 (File 591), favorably reported by the Education Committee, contains substantially similar provisions.

§ 6 — ISLAMIC AND ARAB STUDIES CURRICULUM

Requires SBE to make curriculum materials available school boards on Islamic and Arab studies and encourage them to provide this instruction

The bill requires SBE, within available appropriations and using available resource materials, to (1) make curriculum materials available to local and regional boards of education on Islamic and Arab studies and (2) encourage them to provide instruction in this area. Boards may use these materials to develop an instructional program for the public schools under their jurisdiction.

The law already requires SBE to make curriculum materials available for various other programs, such as (1) African-American and Black studies, Puerto Rican and Latino studies, Native American studies, and Asian American and Pacific Islander studies; (2) personal financial management; (3) the Holocaust and genocide awareness; and (4) cardiopulmonary resuscitation and the use of automatic external defibrators.

Background — Related Bill

HB 7075 (File 597), favorably reported by the Education Committee,

contains identical provisions.

§ 7 — WORKING GROUP TO ADDRESS ANTISEMITISM IN SCHOOLS

Creates an 11-member working group to address antisemitism in public schools by assisting boards of education and other education stakeholders

The bill establishes an 11-member working group to address antisemitism in public schools. Under the bill, the group must assist and provide resources to SDE, local and regional boards of education, and other education stakeholders and associations to address antisemitism that affects students, families, educators, and school personnel.

The assistance and resources may include, but are not limited to:

1. working with school boards to amend school district policies to ensure that all students, educators, and school personnel feel safe inside and outside of the school setting;
2. offering antisemitism-related training for educators and administrators; and
3. creating or providing curriculum materials and resources about antisemitism, Jewish heritage, and Holocaust and genocide education and awareness.

The curriculum materials and resources must be appropriate for school districts to use in meeting the existing requirement that Holocaust and genocide education and awareness be part of every school district's social studies curriculum.

Working Group Membership

The working group includes 10 members appointed by the legislative leaders and one appointed by the governor. The table below shows the appointing authority and qualifying description for each of these appointed working group members.

Table: Working Group to Address Antisemitism

<i>Appointing Authority</i>	<i>Number of Appointments</i>	<i>Qualifying Description</i>
House speaker	2	<ul style="list-style-type: none"> • Representative from a national organization with expertise in global antisemitism studies and the interdisciplinary study of antisemitism • Jewish Federation Association of Connecticut representative
Senate president pro tempore	2	<ul style="list-style-type: none"> • Person with knowledge and national and local expertise and experience in developing innovative and collaborative resources to address antisemitism in schools • Jewish Federation Association of Connecticut representative
House majority leader	1	Teacher with professional knowledge and experience addressing and combatting antisemitism in a public school in the state
Senate majority leader	1	Person with experience in teaching and school administration and with expertise in addressing and combatting antisemitism and teaching Jewish heritage
House minority leader	2	<ul style="list-style-type: none"> • Current or former faculty member of a college or university with expertise in curriculum development and knowledge and proven experience in addressing antisemitism and teaching Jewish heritage • Person with professional experience addressing antisemitism in the state
Senate minority leader	2	<ul style="list-style-type: none"> • Leader at college or university in the state with knowledge and expertise in program development addressing antisemitism curriculum • Person with professional experience addressing antisemitism in the state
Governor	1	School administrator with expertise and knowledge in public school curricula development and implementation

All initial working group appointments must be made by July 31, 2025, and any vacancy must be filled by the appointing authority.

The House speaker and the Senate president pro tempore must each

select a co-chairperson from among the members. The co-chairs must jointly schedule the first meeting of the working group by August 30, 2025.

The administrative staff of the Education Committee serves as the working group's administrative staff.

By February 1, 2026, the working group must submit a report on its activities, and any recommendations for legislation, to the Education Committee. The working group may submit additional reports as needed.

Background — Related Bill

sHB 7012 (File 594), favorably reported by the Education Committee, contains substantially similar provisions.

§§ 8 & 9 — KINDERGARTEN WAIVERS

Makes the kindergarten waiver process optional for school districts starting July 1, 2026, and eliminates the optional waiver process starting July 1, 2027

Existing law generally requires a child to be at least age five by September 1 of the school year in order to enroll in public school kindergarten. But current law establishes a mandatory waiver process that allows children under age five to be admitted if the (1) child's parent or guardian makes a written request to the school principal and (2) principal and an appropriate certified school staff member do an assessment that shows the child is developmentally ready.

Starting July 1, 2026, the bill makes the waiver process optional for school districts by allowing children under age five to enroll in kindergarten only if the school board adopts an early admissions policy. Any admissions policy must require the same written request and evaluation as required under current law. Starting July 1, 2027, the bill eliminates this optional waiver process.

Background — Related Bill

sHB 7076 (file 621), favorably reported by the Education Committee, contains substantially similar provisions in § 1.

EFFECTIVE DATE: July 1, 2026, for the provision making the process optional and July 1, 2027, for the provision eliminating the optional process.

§§ 10-12 — RACIAL IMBALANCE LAW

Extends the pause on enforcement of the state's law on racial imbalance at public schools until July 1, 2029

The racial imbalance law requires SBE, when it finds a racial imbalance at a public school, to give the school's board of education written notification. In response, the notified school board must prepare a plan to correct the imbalance and submit it to SBE for approval.

PA 24-93, §§ 3-5, paused enforcement of this law for one year by prohibiting SBE from notifying a school board about a racial imbalance at one of its schools until July 1, 2025. The bill extends this prohibition until July 1, 2029. It similarly extends provisions (1) suspending the requirement for a notified board to prepare and file a correction plan and (2) prohibiting SBE from taking any action on any plan received on or after July 1, 2024.

By law a "racial imbalance" is a proportion of minority students enrolled in all grades in a public school that substantially exceeds, or substantially falls short of, the proportion of minority students in the same grades in all the district's public schools (see BACKGROUND).

Background — Racial Imbalance Defined

Under state regulations a school is "racially imbalanced" if the percentage of minority students enrolled falls outside the range of 25 percentage points more or less than the district-wide percentage (Conn. Agencies Regs., § 10-226e-3(b)). For example, in a school district that has an overall minority enrollment of 50%, an individual school that has less than 25% or more than 75% minority enrollment in comparable grades across the district would be considered racially imbalanced.

Background — Related Bill

sHB 7076 (File 621), favorably reported by the Education Committee, contains identical provisions in §§ 9-11.

§§ 13-15 — INFORMATION ON PRIOR AND CURRENT YEAR ORIGINAL AND ACTUAL EXPENDITURES IN SCHOOL BUDGET PROCESS

Requires information on prior and current fiscal year line items to be included in the itemized estimates prepared during the local and regional school budget processes

Local Boards of Education (§§ 13 & 14)

By law, local boards of education must prepare an itemized estimate of school expenses in the upcoming fiscal year and submit it to the board of finance or other authority making appropriations to the school district at least two months before the meeting at which appropriations will be made. The itemized estimate is one where broad budget categories (e.g., salaries, utilities, grounds maintenance) are divided into line items (CGS § 10-222).

The bill requires superintendents to annually give local school board members the following information:

1. the amount that was appropriated to each line item at the start of the fiscal year (“original amount”) and the amount of the line item at the end of the fiscal year (“actual amount”) for the two most recently completed fiscal years and
2. the original amount for each line item and the current amount for the fiscal year currently in progress.

Under the bill, the superintendent must provide this information during the preparation of the itemized estimate for FY 27 and each fiscal year after this.

The bill also requires the local board of education to include the above information on original, actual, and current amounts in the itemized estimate of school operating expenses.

Regional School Districts (§ 15)

The bill requires the proposed budget that a regional school board presents at a public district meeting to include the same information on budget line items required for the local school budgets, described above. It also requires the same information to be included in the budget

presented at the annual meeting on the first Monday in May.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains substantially similar provisions in §§ 1-3.

§ 16 — SCHOOL RESOURCE OFFICER MOU

Sets a deadline for when certain information must start being incorporated into SRO MOUs and requires these MOUs to be updated at least every three years

By law, each local or regional board of education that assigns a school resource officer (SRO) to its schools must have a memorandum of understanding (MOU) with a local law enforcement agency. The MOU must address the SRO's role and responsibility in the school.

Under existing law, (1) school boards must post their MOU on their website and in the school where the SRO is assigned and maintain the MOU in a central location in the district, and (2) these MOUs must include information on the officer's daily interactions with students and staff and a student discipline graduated response model. The bill requires these two requirements to be met by January 1, 2026.

The bill also requires these MOUs to be updated at least every three years.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 4.

§ 17 — REGIONAL SCHOOL BOARD RESERVE FUNDS

Explicitly allows regional boards of education to deposit funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund for educational expenditures

PA 24-45 allows regional boards of education to create reserve funds for educational expenditures. Prior law had instead allowed boards to create reserve funds for capital and nonrecurring expenditures. Starting with FY 26, the bill explicitly allows regional boards of education to deposit funds previously appropriated to and currently in a reserve fund for capital and nonrecurring expenditures into a reserve fund for

educational expenditures.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 6.

§ 18 — VISION SCREENINGS FOR STUDENTS

Explicitly allows school boards to offer vision screenings in preschool and second grade

The bill allows school boards to offer vision screenings to students in preschool and second grade. By law, vision screenings must be provided to all students in kindergarten, first grade, and third through fifth grade.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 7.

§ 19 — OPEN CHOICE PROGRAM ADDITION

Adds Madison to the Open Choice program as a receiving and sending district

The bill adds Madison to the Open Choice program as a receiving and sending district with New Haven beginning the 2025-2026 school year. This addition allows students from Madison to attend school in the New Haven system and vice versa.

The Open Choice Program is a voluntary interdistrict attendance program that allows students from large urban districts to attend suburban schools and vice versa, on a space-available basis. Its purpose is to reduce racial, ethnic, and economic isolation; improve academic achievement; and provide public school choice.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 9.

§ 20 — ATTENDANCE AT TEACHER AND ADMINISTRATOR NEGOTIATIONS

Requires at least one school board member to be present during teacher and administrator negotiations but prohibits school board members who are also teachers' union or administrators' union members from attending

Starting July 1, 2025, the bill requires at least one school board member to be present during teacher and administrator negotiations, but no school board member who is also a member of the teachers' or administrators' union may be present during the negotiations.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains similar provisions in § 10.

§ 21 — HEALTH ASSESSMENT FORMS

Allows nurses to reject health assessment forms that are not the form required by SBE and requires asthma action plans to be included in these forms if a student has asthma

By law, student health assessments and screenings must be recorded on specific forms provided by SBE and included in the student's cumulative health record.

The bill explicitly allows school nurses to reject assessments or screenings submitted in a format other than the SBE-required form and require resubmission on the SBE form.

Additionally, the bill requires that an asthma action plan be included in health assessment forms for students diagnosed with asthma.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains identical provisions in § 11.

§ 22 — OUT-OF-SCHOOL SUSPENSION FOR STUDENTS IN PRESCHOOL THROUGH GRADE TWO

Limits the use of out-of-school suspension for students in grades preschool through second to instances constituting serious physical harm

The bill limits the circumstances under which school administration may give out-of-school suspension to students in grades preschool through second.

Under current law, school administration may impose out-of-school suspension on students in these grades if an administrator finds, at the student's informal disciplinary hearing, that the suspension is appropriate due to evidence that the student's conduct on school grounds is behavior that causes physical harm. Under the bill, the administrator must find that the physical harm was serious.

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains an identical provision in § 12.

§ 23 — TWICE-EXPELLED STUDENTS

Requires school boards to offer an alternative education opportunity for students ages 16 to 18 who are expelled for the first or second time

The bill requires school boards to offer an alternative education opportunity to students ages 16 to 18 who are expelled for the first or second time and wish to continue their education. Current law requires school boards to do so only for students in this age range who are expelled for the first time. As under existing law, a student may be offered the alternative education opportunity only if he or she complies with conditions the school board sets, and an expulsion before age 16 counts when school boards determine whether an alternative education opportunity is required for students ages 16 to 18.

§ 24 — NOTIFICATION OF RESTRAINT OR SECLUSION

Requires school boards to notify parents of a student placed in physical restraint or seclusion on the day it happens

The bill requires school boards to notify the parents or guardian of a student placed in physical restraint or seclusion on the day it happens, rather than within 24 hours after it happened as current law requires. As under existing law, the school board must make a reasonable effort to notify them immediately after the restraint or seclusion begins.

Existing law prohibits school employees from physically restraining a student or placing the student in seclusion except as an emergency intervention to prevent immediate or imminent injury to the student or others (CGS § 10-236b(b) & (d)). A restraint or seclusion may exceed 15 minutes only if an administrator or certain other school personnel (e.g.,

health professionals) deems it necessary to prevent such an injury, and this determination must be done every 30 minutes (CGS § 10-236b(f)).

Background — Related Bill

sHB 7217 (File 648), favorably reported by the Education Committee, contains an identical provision in § 13.

§ 25 — STATE EDUCATION RESOURCE CENTER (SERC) FUNDING

Specifies the education commissioner must allocate funds to SERC as provided in SDE's annual budget

The bill specifies that when the education commissioner allocates funds to SERC as required by law, she must allocate the amount stated in SDE's annual budget. By law, SDE provides funds to SERC for the center to provide professional development training, technical assistance and evaluation activities, policy analysis, and other assistance to school boards, charter schools, SDE, and the Technical Education and Career System.

Background — Related Bill

sSB 1510, favorably reported by the Education Committee, contains an identical provision in § 4.

§§ 26-29 — CRISIS RESPONSE DRILLS

Establishes new protocols for school crisis response drills that prohibit active assailant simulations; requires the Connecticut Center for School Safety and Crisis Prevention to develop guidance for crisis responses and crisis debriefing by April 1, 2026; establishes certain requirements including advanced notice and specific drill day procedures

Beginning with the 2026-27 school year, the bill establishes new protocols for school crisis response drills that, among other things, prohibit active assailant simulations, are designed to support the physical and psychological safety of students and school personnel, and provide one week advance notice to students, school personnel, and parents and guardians before a drill is held. By law, and unchanged by the bill, each public school must conduct a quarterly crisis response drill.

The bill requires the Connecticut Center for School Safety and Crisis Prevention ("crisis prevention center") at Western Connecticut State University, in collaboration with the Department of Emergency Services

and Public Protection (DESPP), to develop (1) standard terminology and definitions and (2) guidance for crisis responses and crisis debriefing by April 1, 2026.

The bill also requires each board of education to make the parts of each school's security and safety plan that are not prohibited from disclosure under the Freedom of Information Act (FOIA) available, upon request, to members of the school community.

New Crisis Response Drill Protocols (§§ 27 & 28)

Starting with the 2026-27 school year (the school year that begins July 1, 2026), the bill requires (1) each school district to take certain steps before holding a crisis response drill and (2) that the drill be done following the bill's requirements.

Requirements and Steps Before Conducting a Drill. The bill requires the school security and safety committee to collaborate with the school climate committee to plan crisis response drills that prioritize the physical and psychological safety of students and school personnel. By law, each public school must have a school security and safety committee to help develop and administer the school's security and safety plan and each school's school climate committee is charged with duties related to the school's anti-bullying climate improvement plan and related activities.

The bill also requires that:

1. crisis response drills use the definitions, terminology, and guidance developed under the bill (see § 26 below);
2. drills be trauma-informed, using an approach that considers prior traumatic experiences and is designed to prevent emotional harm to, and support the psychological safety of, students and school personnel, with mental health professionals' participation integrated throughout the drill;
3. before doing a drill, school staff educate students and train personnel to build knowledge and skills intended to reduce the

potential for confusion or emotional distress, including reviewing the drill's purpose and procedures before the first drill of the year;

4. staff notify students, school personnel, and parents and guardians one week in advance before holding a drill; and
5. staff communicate, in a clear way, the nature and purpose of the drills to the parents and guardians of students at the school before holding one (presumably, this could be part of the notification one week in advance of a drill).

The bill also prohibits drills done with students from including an active assailant simulation or simulated violence with highly sensorial elements (such as fake assailants, firearms, gunfire sounds, blood, or injuries). A drill may include an active assailant simulation or simulated violence if it is held outside of the regular school day and exclusively for school personnel, first responders, and other school volunteers.

Drill Day Requirements. At the start of a crisis response drill, the bill requires school staff to inform students and other school personnel that they are participating in a drill to avoid confusion when an actual emergency occurs. Also, the school must accommodate students with cognitive, physical, or sensory disabilities, to the extent practicable, during the drill to ensure their safety and participation.

Evaluation. The bill requires school staff to evaluate each crisis response drill using the evaluation template the bill requires to be developed (see § 1).

Drill Definitions, Terminology, and Guidance (§ 26)

Under the bill, DESPP and the center must by April 1, 2026, develop:

1. a school crisis response drill definition,
2. standardized terminology for conducting and reviewing crisis response drills,
3. guidance on standardized (a) crisis responses and (b) debriefing

protocols following a crisis, and

4. an evaluation template that allows school districts to use drill participant feedback to (a) assess drill efficacy and (b) adjust future drills to improve preparedness while preventing emotional harm and supporting psychological safety.

Additionally, the bill requires the crisis prevention center, in collaboration with DESPP, to study the impact of crisis response drills on the school community.

The bill requires the crisis prevention center to submit the guidance on standardized responses and a report on the crisis response drills impact study to the Education Committee by July 1, 2028.

School Security and Safety Plan Available to School Community (§ 29)

By law, each local and regional board of education must annually submit the school security and safety plan for each school under its jurisdiction to DESPP. The bill also requires each board to make any part of the plan that is not prohibited from disclosure under FOIA (CGS §§ 1-200 to -243) available to school community members upon request. (Presumably, this would only apply to an informal, non-FOIA request for plan information; a member of the public could still seek the information through the formal FOIA process.)

While FOIA generally requires government documents and records to be made available to the public, there are exceptions. Existing exceptions include when there are reasonable grounds to believe disclosure of records could result in a safety risk, including emergency plans and emergency preparedness, response, recovery, and mitigation plans (CGS § 1-210(b)(19)).

School security and safety plans, by law, must be based on DESPP standards that include, among other things, (1) an all-hazards approach to emergencies at public schools, (2) crisis management procedures, (3) fire drill and crisis response drill evaluation by local law enforcement and other local public safety officials, and (4) procedures for managing

various types of emergencies.

Background — Related Bill

HB 7077 (File 598), favorably reported by the Education Committee, contains substantially similar provisions.

§ 30 — REPEALED REPORTING REQUIREMENT

Repeals a requirement that school boards annually report to the Commission for Educational Technology certain information on their use of internet websites, online services, or mobile applications

The bill repeals a requirement that school boards annually report to the Commission for Educational Technology certain information on their use of internet websites, online services, or mobile applications that are not covered by a contract that meets the standards required under the state data privacy laws information.

EFFECTIVE DATE: Upon passage

Background — Related Bill

sHB 7076 (File 621), favorably reported by the Education Committee, contains identical provisions in § 12.

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 32 Nay 8 (03/12/2025)