



SHIPMAN

2023 Education Legislation Update

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Bullying and School Climate

Public Act No. 23-167, Sections 47-55, 70-71 and 86-87



Makes significant changes to the statutory provisions related to bullying, including:

1. requiring school districts to implement a new school climate policy and bullying complaint form;
2. redefining previous terms and including new terms associated with the school climate policy;
3. updating the roles of school climate personnel; and
4. establishing a new annual training requirement.

Bullying and School Climate

Public Act No. 23-167, Sections 47-55, 70-71 and 86-87



- Requires CAGE to develop, update and approve a **school climate policy**, which must be adopted by the Social and Emotional Learning and School Climate Advisory Collaborative.

Boards of education

- *must* adopt and implement this new policy by the 2025-2026 school year and
- *may* choose to adopt and implement the policy earlier – in either the 2023-2024 or 2024-2025 school year – after the new school climate policy has been developed and approved.

Bullying and School Climate

Public Act No. 23-167, Sections 47-55, 70-71 and 86-87



The new law also requires the Collaborative to convene a subcommittee to:

1. develop Connecticut school climate standards based on nationally recognized school climate research and best practices by February 1, 2024;
2. create a uniform bullying complaint form to include in student handbooks and to post on the websites of the CSDE and boards of education; and
3. provide guidance on the implementation of the school climate policy adopted by the Collaborative.

“Bullying”

“

Unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

”

“Challenging Behavior”

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Behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

”

Redefined School Climate Roles

Public Act No. 23-159, Sections 47-55, 70-71 and 86-87

Renames and redefines various school climate personnel.

• School Climate Coordinator

- Must be the Superintendent of Schools or an administrator appointed by the Superintendent.
- Develops strategies to prevent, identify, and respond to “challenging behavior.”
- Communicates such strategies to the school community.
- Collects and maintains data about school climate improvement.

Redefined School Climate Roles

Public Act No. 23-159, Sections 47-55, 70-71 and 86-87

•School Climate Specialist

- Must either be the principal **or** a professional certified school employee trained in school climate improvement or restorative practices who is designated by the principal.
- No longer responsible for “investigating” bullying allegations.
- Leads in the prevention, identification and response to challenging behavior, including reports of alleged bullying and harassment.
- Implements evidence and research-based interventions, including restorative practices.
- Responsible for scheduling meetings for and leading the school climate committee.
- Leads the school climate improvement plan’s implementation.

Redefined School Climate Roles

Public Act No. 23-159, Sections 47-55, 70-71 and 86-87

• School Climate Committee

- Must be comprised of members who are racially, culturally, and linguistically diverse and representative of various roles in the school community.
- Members must be appointed by the school climate specialist.
- Duties include assisting in the development, scheduling, and administration of the **school climate survey** to students, school employees and students' families, starting with the 2025-26 school year and every two years thereafter.
- Parents or guardians must be provided advance written notice and a reasonable opportunity to opt students out of receiving and participating in the survey.

School Climate Improvement Plan

Public Act No. 23-159, Sections 47-55, 70-71 and 86-87

The **school climate improvement plan** must be developed by each school climate specialist, in collaboration with the district's school climate coordinator.



The plan must take into consideration:

- the results of an administered school climate survey,
- recommendations from the school climate committee, and
- any other data deemed relevant by the climate specialist and climate coordinator.

Once approved, a written or electronic copy of the plan must be made available to the school community.

New Annual Training Requirements

Public Act No. 23-159, Sections 47-55, 70-71 and 86-87



- Beginning in the 2024-2025 school year, boards must provide resources and training on:
 - social-emotional learning,
 - school climate and culture, and
 - evidence and research-based interventions, including but not limited to restorative practices.
- Any school employee may participate in this training.

The school climate coordinator is tasked with selecting and approving the individual or entity responsible for providing such training.

Restorative Practices Response Policy

Public Act No. 23-167, Section 74



For the school year commencing July 1, 2025, each board of education must adopt a restorative practices response policy to be implemented by school employees for:

- incidents of challenging behavior or student conflict
- that is nonviolent and does not constitute a crime.

Such policy **shall not** include the involvement of SROs or other law enforcement officials, unless the behavior or conflict becomes violent or criminal.

Addressing Suicide Risks

Public Act No. 23-167, Sections 79 and 80



Under **current law**, boards of education

- Must adopt a written policy and procedures for dealing with youth suicide prevention and attempts, and
- May establish a student assistance program to identify risk factors for youth suicide, intervention procedures, referral services and training for teachers, school professionals and students who help with the program.

Addressing Suicide Risks

Public Act No. 23-167, Sections 79 and 80



Under the new law, risk factors for youth suicide must be based on the state-wide strategic suicide prevention plan developed by the Connecticut Suicide Advisory Board, which must include, at a minimum, youth who are:

1. bereaved by suicide,
2. disabled or have chronic health conditions, such as mental health or substance use disorders,
3. involved in the juvenile justice system,
4. experiencing homelessness or placed in an out-of-home setting, such as foster care, or
5. lesbian, gay, bisexual, transgender or questioning.

Addressing Suicide Risks

Public Act No. 23-167, Sections 79 and 80

Boards may use an assessment, from a list of assessments to be recommended by CSDE by **January 1, 2024**, for determining suicide risk.

- The assessment shall be used to determine the suicide risk of students who:
 1. exhibit mental health distress,
 2. have been identified as at risk of suicide, or
 3. are considered to be at an increased risk of suicide based on particular risk factors.
- Students who are assessed based on such risk factors shall receive heightened consideration during the assessment.



Medicaid Reimbursement for School-Based Mental Health Assessments

Public Act No. 23-101, Section 9



- Requires DSS to provide Medicaid reimbursement for suicide risk assessments and other mental health evaluations and services provided at school-based health centers or public schools.

SRO Memorandum of Understanding

Public Act No. 23-167, Sections 72 and 73, as amended by Public Act 23-208, Sections 9 and 10



Conn. Gen. Stat. § 10-233m requires each board of education assigning an SRO to its schools to have a MOU with the SRO's local law enforcement agency outlining the SRO's role and responsibility in the school.

Under the new law, the MOU must be:

- **maintained** in a central location in the school district, and
- **posted** on the school district's website and the website of each school in which SROs are assigned.

SRO Memorandum of Understanding

Public Act No. 23-167, Sections 72 and 73, as amended by Public Act 23-208, Sections 9 and 10

The new law requires that SRO MOUs **entered into, extended, updated or amended on or after July 1, 2023** address the SRO's duties concerning, and procedures for, the:



1. restraint of students,
2. use of firearms,
3. school-based arrests, and
4. reporting of any investigations and behavioral interventions of challenging behavior or conflict that escalates to violence or constitutes a crime.

SRO Memorandum of Understanding

Public Act No. 23-167, Sections 72 and 73, as amended by Public Act 23-208, Sections 9 and 10

The SRO's report must include:

1. the date, time and location of the investigation or behavioral intervention,
2. the name and badge number of the SRO,
3. the race, ethnicity, gender, age and disability status of **each** student involved,
4. the reason for and nature and disposition of the investigation or behavioral intervention, and
5. whether any involved student was:
 - ✓ searched,
 - ✓ informed of their constitutional rights,
 - ✓ issued a citation or a summons,
 - ✓ arrested, or
 - ✓ detained and the length of the detainment.

SRO Memorandum of Understanding

Public Act No. 23-167, Sections 72 and 73, as amended by Public Act 23-208, Sections 9 and 10

The new law also requires SROs to submit a report to their police chief:



- for each **investigation or behavioral intervention of challenging behavior or conflict that escalates to violence or constitutes a crime** they conduct,
- no later than **five school days** after conducting such investigation or behavioral intervention.

School Indoor Air Quality

Public Act No. 23-167, Sections 43 and 44



- Connecticut law previously required boards of education to conduct indoor air quality (IAQ) inspections every three years for any school building *constructed, extended, renovated or replaced* on or after January 1, 2003.
- Beginning **January 1, 2024**, the new law requires **uniform** IAQ inspections and evaluations that are conducted:
 1. **annually**
 2. **within each school building, and**
 3. **using the EPA's IAQ Tools for Schools Program.**

HVAC Inspections and Evaluations

Public Act No. 23-167, Sections 43 and 44



- Current law requires that, by January 1, 2024, boards of education conduct HVAC inspections and evaluations:
 1. within each of their school buildings,
 2. every five years, and
 3. in accordance with statutory standards.
- The new law extends the deadline to complete these inspections and evaluations to **January 1, 2025**.

Age for Special Education Eligibility

Public Act No. 23-137, Sections 32-37



- Last year, the General Assembly required boards of education to provide special education to qualifying students until they reached the age of 22, rather than 21.
- Now, boards of education must provide special education until an eligible student graduates high school or until the end of the school year in which the student reaches age 22, whichever occurs first.

Statewide Transition Services Coordinator

Public Act No. 23-137, Section 26

- Requires CSDE to employ a Statewide Transition Services Coordinator and Assistant Transition Services Coordinator within the Bureau of Special Education.
- Among other duties, the Statewide Transition Services Coordinator will be responsible for:



Coordinating the provision of transition resources, transition services, and public transition programs throughout the state in collaboration with other state agencies,



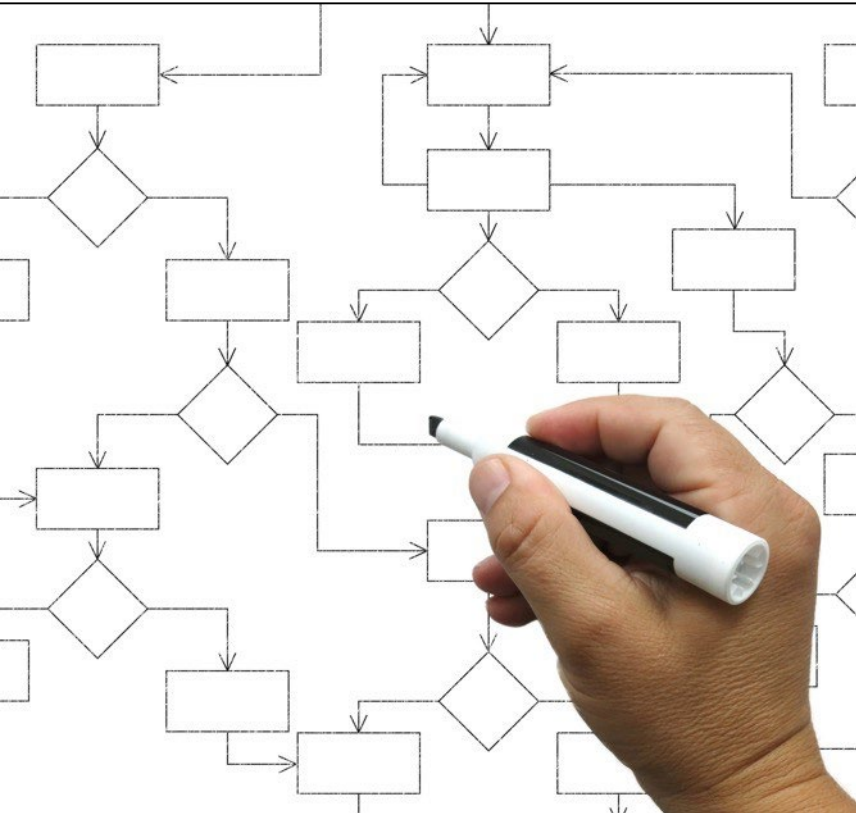
Establishing minimum standards for and performing unannounced site visits of public transition programs, and



Developing a course for educators and staff who do not provide transition services about transition services and programs.

District Transition Coordinator

Public Act No. 23-137, Section 31



By January 1, 2024, boards of education must designate a transition coordinator, who must:

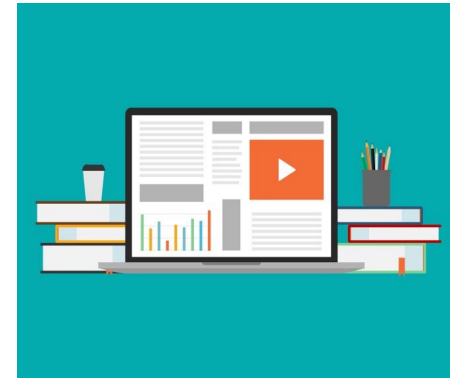
- Complete a prescribed training program within 3 years of when the training program commences, or within 1 year of being appointed transition coordinator, if appointed after the training program commences; and
- Ensure parents receive information about transition resources, transition services, or public transition programs and are aware of the eligibility requirements and application details.

The transition coordinator may be the director of pupil personnel or another employee.

Transition Programs: Training Programs

Public Act No. 23-137, Sections 27, 30-31

- **Training program for transition coordinators, educators, and school paraprofessionals**
 - CSDE to develop by July 1, 2024
 - Must be completed by educators and school paraprofessionals who provide special education for students aged 14 or older
 - Each RESC shall provide the training program at no cost to boards of education.
- **Training program on legal requirements and best practice recommendations for special education and transition services.**
 - Bureau of Special Education to develop by July 1, 2024
 - This training must be delivered via on-demand, online courses and may be delivered in person.



Transition Programs: Resources

Public Act No. 23-137, Section 29



- Beginning in the 2024-2025 school year, the Statewide Coordinator must post a link to an online listing of transition resources, transition services, and public transition programs, and distribute a notice concerning the listing to boards of education.
- Boards of education must then distribute this notice to parents of special education students in grades 6 through 12 at a PPT meeting.

Information on Transition Services at PPT Meetings

- At first PPT meeting after student turns 14:
 - Provide a listing to the parent of each public transition program and each adult program for which the student may be eligible after graduation, and
 - Upon parent approval, notify the state agency that provides such program about the potential eligibility
- By the PPT meeting that occurs approximately two years prior to the student's anticipated exit from the district:
 - Upon parent approval, notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contact and coordination between the agency and parent;
 - Assist the parent in completing an application to any such program.

Information Provided to Parents Regarding Special Education

Public Act No. 23-137, Section 39



Requires the district, at the first PPT meeting after a special education student reaches age 14, to provide information to the child and parent

- about the full range of decision-making supports, including alternatives to guardianship and conservatorship; and
- the plain-language online resources developed by CSDE regarding decision-making options once the student is 18.

The responsible board of education must continue to provide such information **annually** thereafter.



Interpreters at PPT Meetings

Public Act No. 23-137, Section 39

- Requires boards to provide interpreters and translated documents for students and parents when there is an apparent need or upon request.
 - Including translated copies of a child's IEP and any related documents.
- The interpreter may be present in person or available by telephone or through an online technology platform, an Internet website or other electronic application approved by the SBE.

Mediation

Public Act No. 23-137, Sections 39 and 45



- Requires CSDE to employ a Mediation Service Coordinator within the Bureau of Special Education.
- A parent or the board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement or implementation of an IEP.

Upon receipt of a request for a mediation, the Mediation Services Coordinator shall provide notification to the parties and invite the parties to participate in voluntary mediation.

Due Process Hearings

Public Act No. 23-137, Section 47



By SBE regulation, boards of education have had the burden of persuasion (*i.e.*, the ultimate burden of proof) to prove the appropriateness of the student's program and placement in a special education due process hearing (except a parent has the burden of proving the appropriateness of a unilateral placement) for quite some time.

As is customary in litigation, that regulation also specified that the party who filed for a due process hearing had the responsibility to present evidence first.

Revises the procedures for due process hearings to **require the board to offer testimony first**, even if the parent or other party requested the hearing.

Information Provided to Parents Regarding Special Education

Public Act No. 23-137, Sections 47 and 52

A Parent's Guide to Special Education in Connecticut



Expands the information that must be provided to parents upon the formal identification of any child and at each PPT meeting to include:

- Plain-language resources developed by CSDE regarding the hearing and appeals process,
- Information regarding free and low-cost legal assistance, and
- The Parent's Guide to Special Education in Connecticut developed by CSDE.

Information Provided to Students Regarding Special Education and Section 504

Public Act No. 23-137, Sections 51 and 52



Requires CSDE to develop, by January 1, 2024, an informational handout for students explaining what it means to have an IEP or Section 504 plan and associated student rights in the classroom.

- Boards must provide this handout to a child with an IEP or Section 504 plan at the beginning of each school year.
- Boards must also annually provide at the beginning of the school year the Parent's Guide to Special Education and rights and resources available to children in the provision of special education.

The informational handout must be **age appropriate**, and CSDE must develop **three different versions** for various grade levels, each translated into specified languages.

Special Education Program Audits

Public Act No. 23-137, Section 48



Requires CSDE to **conduct audits** of special education programs in randomly selected school districts each year.

- The audit must include:
 - Interviewing teachers, staff and parents of children requiring special education;
 - Conducting unannounced on-site visits to observe classroom practices; and
 - Reviewing IEPs.

Remote Learning and Dual Instruction

Public Act No. 23-150, Section 12



- Last year, the General Assembly required school districts to prohibit dual instruction as part of any remote learning model.
- The new law clarifies that dual instruction may be provided:
 - When required, or necessary to implement, a student's IEP or Section 504 plan; or
 - When it is part of an intradistrict or interdistrict cooperative learning program that provides remote learning to students in the classroom on school grounds during a regular school day in which a certified educator is present in both classrooms.
- The cooperative learning program must be implemented in accordance with an agreement between the board of education and the applicable bargaining unit.

The definition of dual instruction, which remains unchanged, is “the simultaneous instruction by a teacher to students in-person in the classroom and students engaged in remote learning,” as part of a remote learning model.

CSDE Review of School Boards' Increasing Educator Diversity Plans

Public Act No. 23-167, Sections 9 and 10

Increasing Educator Diversity Plan



- Boards of education must develop a written plan for “minority educator recruitment” to reduce racial, ethnic and economic isolation and provide students with opportunities to interact with teachers from other racial, ethnic, and economic backgrounds.
- The new law changes the plan’s name to the “increasing educator diversity” plan.

CSDE Review of School Boards' Increasing Educator Diversity Plans

Public Act No. 23-167, Sections 9 and 10



- Boards of education must submit their “increasing educator diversity” plans to CSDE by March 15, 2024 for review and approval.
- Boards of education that require plan revisions must submit their revised plans to CSDE no later than May 15, 2024.
- **Starting with the 2024-2025 school year**, boards of education must implement their approved plans and post them to their websites.

Exit Survey for Teachers Leaving the Profession and Teacher Attrition Rates

Public Act No. 23-159, Section 6

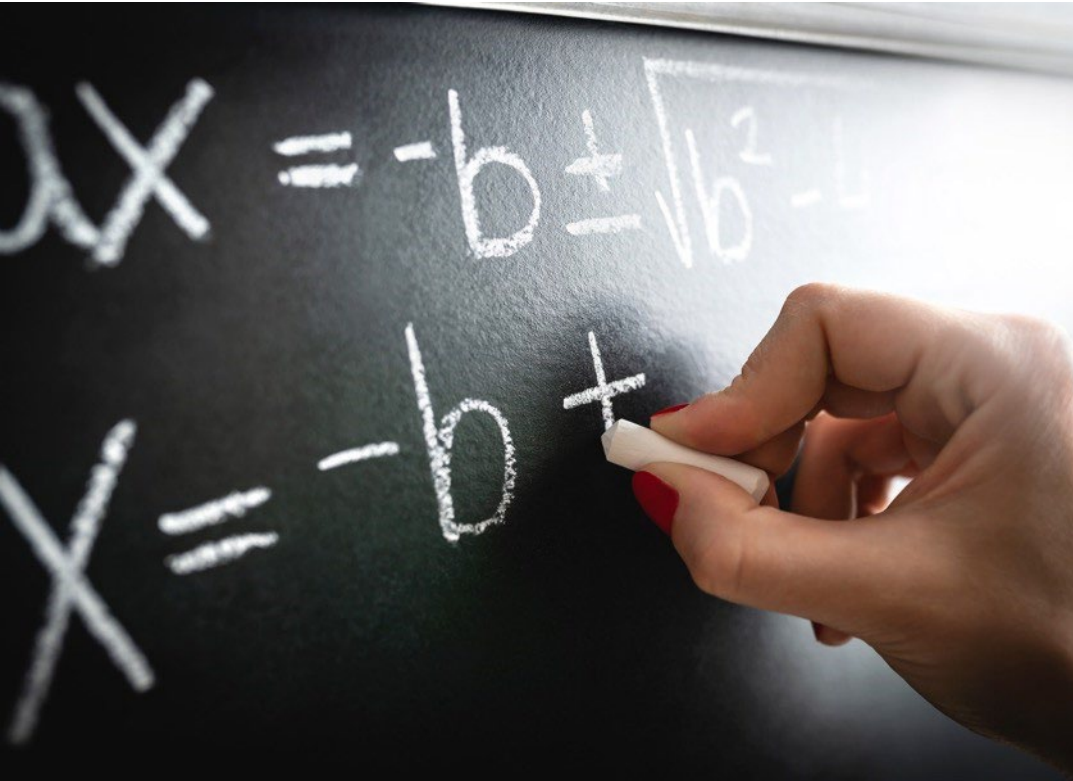


- Requires each board of education, by January 1, 2024, to develop an exit survey to be completed by a teacher who is employed by the board and voluntarily ceases employment.
- The survey should include questions addressing:
 - (1) why the teacher is ceasing employment,
 - (2) whether the teacher is leaving the profession,
 - (3) the teacher's demographics, and
 - (4) the subject areas the teacher taught.

- Also requires boards of education to add teacher attrition rates and exit survey results to strategic school profile reports.
- These reports must be submitted to CSDE and presented at a public meeting each year.

Substitute Teachers

Public Act No. 23-159, Section 18



- Authorizes a board of education to employ a **substitute teacher in the same assignment** for up to sixty (60) days without obtaining an CSDE-issued substitute authorization.

Teacher Performance Evaluations

Public Act No. 23-159, Sections 24 through 27



- Makes various changes to teacher evaluation and support programs (“Evaluation Programs”).
- The new law requires the SBE, in consultation with the Performance Evaluation Advisory Council, to adopt revised program guidelines (“Evaluation Guidelines”) on or before July 1, 2024.

Teacher Performance Evaluations

Public Act No. 23-159, Sections 24 through 27



The new law makes significant changes, including:

- *removing* the requirement that SBE include four performance evaluation designators for teachers (*i.e.*, exemplary, proficient, developing, and below standard),
- *removing* references to teacher evaluation “scoring systems” to determine “ratings,” and
- *requiring* that the Evaluation Guidelines use multiple indicators of student learning, growth and achievement (*rather than student academic growth and development*) in teacher evaluations.

Teacher Performance Evaluations

Public Act No. 23-159, Sections 24 through 27



- Under the new law, the SBE must adopt a **model teacher evaluation and support program** that may be used by boards of education and is consistent with the Evaluation Guidelines.
- **Beginning in the 2024-2025 school year**, each board of education must adopt and implement an Evaluation Program that is consistent with the Evaluation Guidelines adopted by the SBE.
 - The program be developed through mutual agreement between the board of education and the school district's PDEC.
 - If a board is unable to reach a mutual agreement with the PDEC, both parties must consider SBE's model program, which they may adopt upon mutual agreement.
 - If both parties cannot reach an agreement, the board must adopt and implement the Evaluation Program it has developed, so long as it is consistent with SBE guidelines.

Boards may seek a waiver by filing with the Commissioner **no later than July 1, 2024.**

Teacher Performance Evaluations

Public Act No. 23-159, Sections 24 through 27



- By law, boards of education must provide training and orientation programs for evaluators and teachers on their local evaluation and support programs.
- Beginning with the 2023-2024 school year, the training programs and orientation must be held at **least annually**, not biennially.

Raising the Kindergarten Starting Age

Public Act No. 23-159, Section 3 as amended by Public Act 23-208, Section 1



- Beginning July 1, 2024, in order to enroll in kindergarten, children must turn five years old on or before September 1 of the school year.
- Effective July 1, 2024, a child who is not five years old on or before September 1 of the school year may be admitted:
 1. upon written request by the child's parent or guardian to the school principal, and
 2. after the principal and an appropriate certified staff member conduct an assessment of the child to ensure that admitting the child to kindergarten is developmentally appropriate.

Currently, the law requires children to be at least five years old on or before January 1 of the school year in order to enroll in kindergarten in the public schools.

Play-Based Learning During Preschool, Kindergarten, and Grades One to Five

Public Act No. 23-159, Section 4 & Public Act No. 23-101, Section 20



- Requires boards of education, beginning July 1, 2024, to provide play-based learning during the instructional time of each regular school day for students attending kindergarten and any preschool program offered by the board.

Play-based learning for kindergarten and preschool students *must*

- (1) be incorporated and integrated into daily practice;
- (2) allow for students' needs to be met through free play, guided play, and games; and
- (3) be predominantly free from the use of mobile electronic devices.

Play-Based Learning During Preschool, Kindergarten, and Grades One to Five

Public Act No. 23-159, Section 4 & Public Act No. 23-101, Section 20



- Boards of education must also *allow* a teacher to use **play-based learning** during the instructional time of a regular school day for students in grades one to five.
- Play-based learning for students in grades one to five
 - *may* be incorporated and integrated into daily practice and
 - *must* (1) allow for students' needs to be met through free play, guided play, and games, and (2) be predominantly free from using mobile electronic devices.

Beginning July 1, 2024, the new law adds play-based learning to the professional development requirements for teachers of preschool, kindergarten, and grades one through five.

“Play-Based Learning”



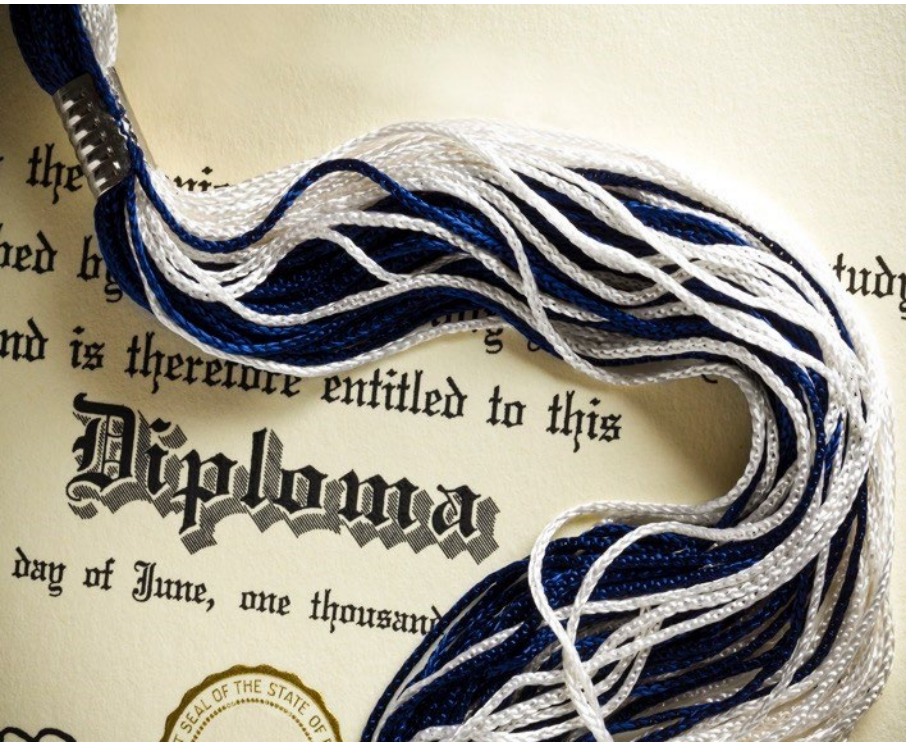
A pedagogical approach that emphasizes play in promoting learning and includes developmentally appropriate strategies that can be integrated with existing learning standards.



The term does not mean time spent in *recess* or as part of a *physical education* course or instruction.

Mastery-Based Diploma Assessment

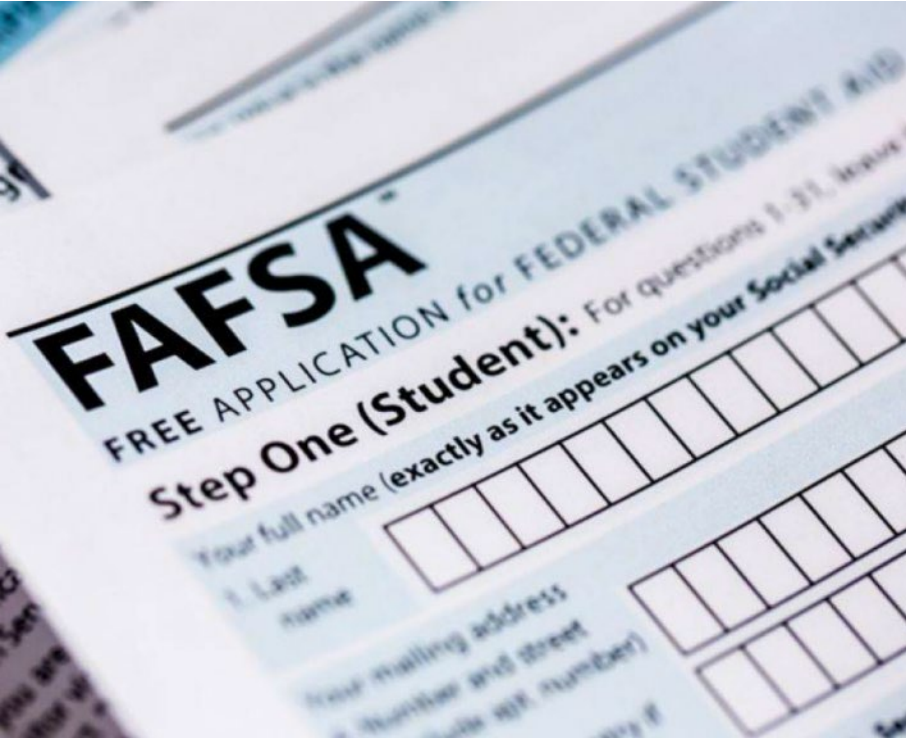
Public Act No. 23-21, Section 1, as amended by Public Act No. 23-204, Section 319



- Amends the requirements for classes graduating in 2024 and beyond to **allow** boards of education to require a student to complete **one credit mastery-based diploma assessment** in order to graduate from high school.
- Previously, boards of education did not have this discretion and such assessment was required for all students who would have graduated in 2024 and beyond.

Completion of the FAFSA

Public Act No. 23-204, Sections 319-320



Beginning with classes graduating in 2025, graduating students must have:

- Completed a Free Application for Federal Student Aid (FAFSA);
- Completed and submitted to a public institution of higher education an application for institutional financial aid for students without legal immigration status; or
- Completed a waiver, on a form prescribed by the CSDE, signed by the student's parent or by a student who is 18 or older.

On and after March 15 of each school year, a principal, school counselor, teacher, or other certified educator may **complete the waiver on behalf of any student** if the certified professional affirms that they have made a good faith effort to contact the parent or student about completion of the applications.

Personal Financial Management and Financial Literacy

Public Act No. 23-21, Sections 1-3



- Requires students to complete one-half credit in **personal financial management and financial literacy** as a graduation requirement beginning with classes graduating in 2027.
- This one-half credit may count towards the nine credits required in the humanities or as an elective credit.

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Title IX Compliance Toolkit for School Districts

Public Act No. 23-66

- Beginning in the **2025-2026 school year**, boards must implement the toolkit.
- Beginning in the **2026-2027 school year**, boards must *annually* submit a Title IX compliance report to CSDE.
- The compliance report must include:
 1. the name and contact information of the district's Title IX coordinator,
 2. the Title IX training offered by the board to school personnel and the frequency of the training,
 3. the district's Title IX policy and any supplemental misconduct policies, and
 4. guidelines or resources, if any, the board provided students, parents, or guardians making Title IX complaints.



Title IX Compliance Toolkit for School Districts

Public Act No. 23-66



- Requires the *Commission on Women, Children, Seniors, Equity and Opportunity* to convene and lead a working group to identify or develop a Title IX compliance toolkit for boards of education, students, and parents and guardians.
- The toolkit must include:
 - training for school personnel, students, and parents and guardians regarding sexual misconduct and
 - a model antidiscrimination and abuse prevention policy.

CSDE must distribute the toolkit to boards by October 1, 2024.

Expanding Opioid Antagonist Access

Public Act No. 23-52, Section 12



- Last year, the General Assembly revised state law to allow specified school personnel to maintain and administer opioid antagonists (*e.g.*, Narcan) in an emergency, pursuant to an agreement with a prescriber.
- Under the new law, this agreement may apply to opioid antagonists administered
 - **intranasally** (through the nose) or
 - **orally**.
- The new law also permits boards to install a **secure box** containing opioid antagonists on their premises, pursuant to an agreement with a prescriber.

Expanding Opioid Antagonist Access

Public Act No. 23-52, Section 12

- Under the new law, boards and prescribers may also enter into an agreement allowing the board to operate a **vending machine** distributing intranasally administered opioid antagonists.
- The vending machine must be maintained at a temperature that is consistent with the manufacturer's instructions or able to maintain an otherwise appropriate environment.
- The vending machine must **clearly and conspicuously** display on its outside, in an **area adjacent** to it, or upon its distribution of an opioid antagonist the following information:



1. signs and symptoms of an overdose,
2. how to use the opioid antagonist,
3. information on services to treat opioid use disorder, and
4. a website or quick response (QR) code directing individuals to online information about overdose signs and symptoms, overdose response, and how to use opioid antagonists.

Statewide Mastery Test Audit

Public Act No. 23-167, Section 25

Public Act No. 23-150, Section 5



Directs CSDE to conduct an audit of state and local testing requirements and administration.

The audit must focus on:

- the statewide mastery examination and local standardized assessments used to monitor student and district academic progress and achievement; and
- the amount of time devoted to student preparation or educator instruction for such examination and assessments, including the time such preparation and instruction takes away from regular instruction.

In-Service Violence Prevention

Public Act No. 23-160, Section 2



- Amends the annual in-service training requirements in Conn. Gen. Stat. § 10-220a to require that training on school violence prevention, conflict resolution, and prevention and response to youth suicide and bullying aligns with the Department of Emergency Services and Public Protection’s school security and safety plan standards.

- Previously, boards of education **could** allow non-certified employees and paraeducators to attend the in-service training program.
- Now, boards **must** allow paraeducators and other non-certified employees to voluntarily participate in the program.

In-Service Seizure Response Training

Public Act No. 23-160, Section 2

Requires that the in-service training provide information about emergency response to students experiencing seizures, including:

- ✓ recognition of the signs and symptoms of seizures,
- ✓ appropriate steps for seizure first aid,
- ✓ information about seizure action plans for students, and
- ✓ for those authorized to administer medication in schools, the administration of seizure rescue medication or prescribed electrical stimulation.



In-Service Training on Special Education

Public Act No. 23-137, Section 29



Expands current in-service training requirements for teachers and administrators to include:

- Training on laws governing implementation of PPT meetings and concerning Section 504 plans, and
- An annual update of new state and federal polices concerning special education, recommendations, and best practices.

Professional Development for Principals and Vice Principals

Public Act No. 23-159, Section 5



Expands professional development and learning requirements for principals and vice principals to include:

- training on the management of school personnel and
- methods for engaging personnel with school goals.

Paraeducator Professional Development

Public Act No. 23-159, Sections 10 and 11



- Last year, the General Assembly passed a law requiring boards to make available an annual professional development (PD) program of at least 18 hours for paraeducators.
- **Beginning with the 2023-2024** school year, the PD program must integrate the principles and practices of social-emotional learning and restorative practices.
- The new law clarifies that the PD program may not include trainings otherwise mandated by law (e.g., DCF training, sexual harassment, and bloodborne pathogens).

CSDE is required to collaborate with the School Paraeducator Advisory Council to develop or update guidance and best practices for paraeducator PD programs and distribute such guidance to boards **by January 1, 2025**.

Connect With Us:

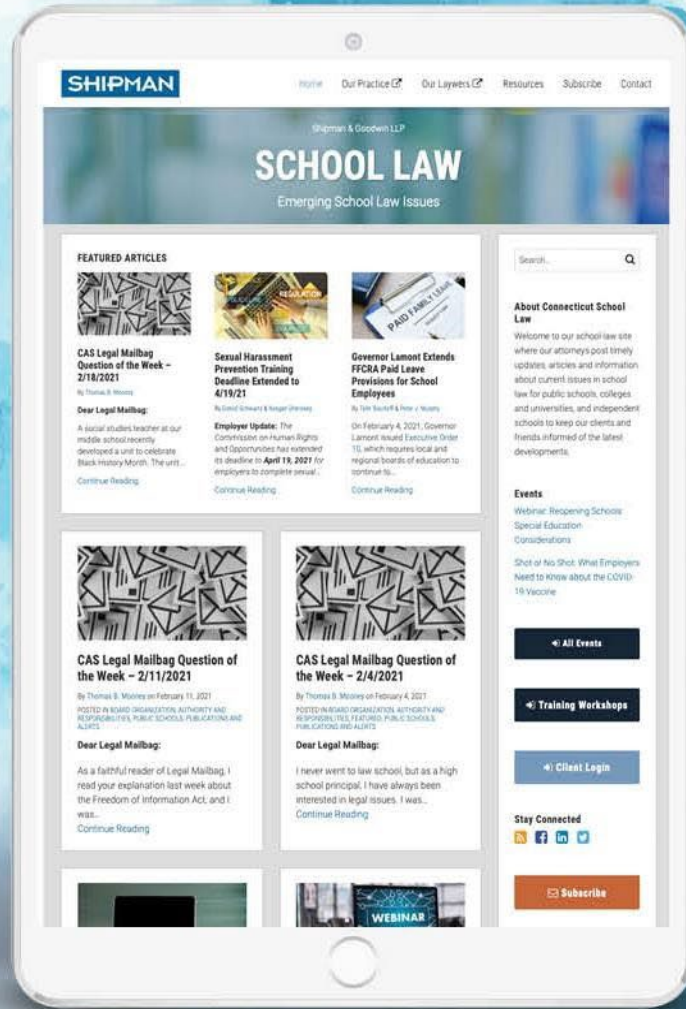


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