

114TH CONGRESS
1ST SESSION

H. R. 1435

To amend the Elementary and Secondary Education Act of 1965 to require States to develop policies on positive school climates and school discipline.

IN THE HOUSE OF REPRESENTATIVES

MARCH 18, 2015

Mr. DANNY K. DAVIS of Illinois (for himself, Ms. CLARK of Massachusetts, Mr. SCOTT of Virginia, Mr. LANGEVIN, Mr. MEEKS, Mr. LEVIN, Mr. GRIJALVA, and Mr. DAVID SCOTT of Georgia) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To amend the Elementary and Secondary Education Act of 1965 to require States to develop policies on positive school climates and school discipline.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Supportive School Cli-
5 mate Act of 2015”.

1 **SEC. 2. POSITIVE SCHOOL CLIMATE AND SCHOOL DIS-**
2 **CIPLINE POLICIES.**

3 (a) STATE PLANS.—Section 1111 of the Elementary
4 and Secondary Education Act of 1965 (20 U.S.C. 6311)
5 is amended—

6 (1) in subsection (a), by adding at the end the
7 following:

8 “(3) POSITIVE SCHOOL CLIMATE AND SCHOOL
9 DISCIPLINE POLICIES.—In addition to the plan de-
10 scribed in paragraph (1), a State desiring to receive
11 a grant under this part to support positive behav-
12 ioral interventions and support, shall submit to the
13 Secretary a plan that describes how the State edu-
14 cational agency will—

15 “(A) coordinate with the local educational
16 agencies and schools served by the State edu-
17 cational agency to implement positive, preventa-
18 tive approaches to exclusionary discipline ac-
19 tions that promote a positive school climate for
20 all students and improve engagement for dis-
21 connected youth, juvenile offenders, and other
22 students, while minimizing students’ removal
23 from instruction and, if students are removed,
24 upon students’ return to the instructional pro-
25 gram, maximizing students’ opportunities to

1 make up education lost during the period of re-
2 moval from instruction;

3 “(B) provide technical assistance and
4 training to local educational agencies to im-
5 prove and support the development, implemen-
6 tation, and coordination of comprehensive posi-
7 tive behavioral interventions and supports car-
8 ried out under this Act with activities carried
9 out under the Individuals with Disabilities Edu-
10 cation Act;

11 “(C) evaluate the effects of providing posi-
12 tive behavioral interventions and supports for
13 all students, including improvement of the
14 learning environment, academic achievement,
15 disciplinary problems, such as incidents of sus-
16 pensions, expulsions, referrals to law enforce-
17 ment, and other actions that remove students
18 from instruction, and any other effects the
19 State chooses to evaluate;

20 “(D) ensure all students are on track to be
21 college and career ready by promoting student
22 engagement, and preventing dropout;

23 “(E) ensure involvement of students in the
24 criminal or juvenile justice system is avoided
25 when addressing minor misbehavior such as

1 non-threatening, non-violent, and non-criminal
2 misbehavior;

3 “(F) through preventative and alternative
4 approaches, reduce out-of-school suspensions,
5 in-school suspensions, expulsions, referrals to
6 law enforcement, school-based arrests, and ex-
7 clusionary discipline practices that remove stu-
8 dents from instruction and, upon students’ re-
9 turn to the educational program, maximize stu-
10 dents’ opportunities to make up education lost
11 during the period of removal from instruction;

12 “(G) in coordination with the State depart-
13 ment of corrections or a similar agency, ensure
14 re-entering juvenile offenders receive referrals
15 to a local educational agency and provide that,
16 for any juvenile who commits an offense subject
17 to school expulsion and is subsequently com-
18 mitted to a detention center, secure facility, or
19 any other residential placement within the juve-
20 nile or adult criminal justice system for such of-
21 fense, the period of expulsion shall run concu-
22 rrently with the period of commitment to the de-
23 tention center, secure facility, or other residen-
24 tial placement;

1 “(H) ensure that school discipline policies
2 are in compliance with applicable civil rights
3 laws, are procedurally fair, and practices are
4 applied equally to all students regardless of
5 their economic status, English learner status,
6 race, ethnicity, national origin, religion, or sex,
7 including gender identity, and ensure that
8 school discipline policies meet the requirements
9 of section 504 of the Rehabilitation Act of
10 1973, title II of the Americans with Disabilities
11 Act of 1990, the Individuals with Disabilities
12 Education Act, and implementing regulations of
13 such section, title, and Act, and that the dis-
14 ciplinary policies and practices are applied in a
15 manner that complies with the equal oppor-
16 tunity requirements of section 504 of the Reha-
17 bilitation Act of 1973, title II of the Americans
18 with Disabilities Act of 1990, the Individuals
19 with Disabilities Education Act, and imple-
20 menting regulations of such section, title, and
21 Act; and

22 “(I) in coordination with local educational
23 agencies and schools, provide annual and public
24 reporting on, in the aggregate, in-school suspen-
25 sions, out-of-school suspensions, expulsions, re-

1 referrals to law enforcement, school-based arrests,
2 and disciplinary transfers (including placements
3 in alternative schools) in the State
4 (disaggregated by each category of students de-
5 scribed in subsection (b)(2)(C)(v), except that
6 such disaggregation shall not be required in a
7 case in which the number of students in a cat-
8 egory is insufficient to yield statistically reliable
9 information or the results would reveal person-
10 ally identifiable information about an individual
11 student).”;

12 (2) in subsection (h)(6)(B)—

13 (A) in clause (i), by striking “and” after
14 the semicolon;

15 (B) in clause (ii), by striking the period at
16 the end and inserting “; and”;

17 (C) by adding at the end the following:

18 “(iii) the number of incidences of
19 school violence, bullying, drug abuse, alco-
20 hol abuse, in-school student suspensions,
21 out-of-school student suspensions, expul-
22 sions, referrals to law enforcement, school-
23 based arrests, disciplinary transfers (in-
24 cluding placements in alternative schools),
25 and student detentions, disaggregated by

1 each category of students described in sub-
2 section (b)(2)(C)(v) for each such type of
3 incident.”.

4 (b) LOCAL EDUCATIONAL AGENCY PLANS.—Section
5 1112(b)(1) of the Elementary and Secondary Education
6 Act of 1965 (20 U.S.C. 6312(b)(1)) is amended—

7 (1) in subparagraph (P), by striking “and”
8 after the semicolon;

9 (2) in subparagraph (Q), by striking the period
10 at the end and inserting “; and”; and

11 (3) by adding at the end the following:

12 “(R) where appropriate, a description of
13 how the local educational agency will support
14 positive behavior interventions and supports
15 by—

16 “(i) establishing parental notification
17 requirements for out-of-school suspensions,
18 in-school suspensions, expulsions, school-
19 based arrests, referrals to law enforcement,
20 and exclusionary discipline practices that
21 remove students from instruction, in ac-
22 cordance with section 444 of the General
23 Education Provisions Act (20 U.S.C.
24 1232g) (commonly known as the ‘Family

1 Educational Rights and Privacy Act of
2 1974’);

3 “(ii) establishing systems to engage
4 families and community members with the
5 school in meaningful and sustained ways,
6 such as through case management services
7 and mentoring to promote positive student
8 academic achievement, developmental, and
9 social emotional growth, including non-cog-
10 nitive skill development; and

11 “(iii) establishing best practices for a
12 school conduct and discipline code, that—

13 “(I) protects students and staff
14 from harm;

15 “(II) provides constructive oppor-
16 tunities for students to learn from
17 their mistakes rather than exclude
18 them from the learning community;

19 “(III) fosters a positive learning
20 community by providing a continuum
21 of interventions, supports, and strate-
22 gies within a tiered prevention frame-
23 work;

24 “(IV) keeps students in school;
25 and

1 “(V) shows mindful consideration
2 of negative impacts that may have oc-
3 curred as a result of involvement with
4 the criminal justice system.”.

5 (c) PREVENTION AND INTERVENTION PROGRAMS
6 FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DE-
7 LINQUENT, OR AT RISK OF DROPPING OUT.—Part D of
8 title I of the Elementary and Secondary Education Act
9 of 1965 (20 U.S.C. 6421 et seq.) is amended—

10 (1) in section 1414—

11 (A) in subsection (a)(2)—

12 (i) in subparagraph (B), by striking
13 “and” after the semicolon;

14 (ii) in subparagraph (C)(iv), by strik-
15 ing the period at the end and inserting “;
16 and”; and

17 (iii) by adding at the end the fol-
18 lowing:

19 “(D) provide assurances that the State
20 educational agency has established—

21 “(i) procedures to ensure that each
22 student who has been placed in the juve-
23 nile justice system is promptly re-enrolled
24 in secondary school or placed in a re-entry

1 program that best meets the education and
2 social needs of the student;

3 “(ii) procedures for facilitating the
4 transfer of credits that such student
5 earned during placement; and

6 “(iii) opportunities for such student to
7 participate in postsecondary and career
8 pathways.”; and

9 (B) in subsection (c)(9)—

10 (i) by striking “encourage” and in-
11 sserting “require, to the extent prac-
12 ticable,”;

13 (ii) by inserting “and following” after
14 “youth prior to”; and

15 (iii) by inserting “and that transition
16 plans are in place” before the semicolon at
17 the end;

18 (2) in section 1416(4), by inserting “and the
19 development and implementation of transition plans”
20 before the semicolon at the end;

21 (3) in section 1423—

22 (A) by striking paragraph (4) and insert-
23 ing the following:

24 “(4) a description of the activities that the local
25 educational agency will carry out to facilitate the

1 successful transition of children and youth in locally
2 operated institutions for neglected and delinquent
3 children and other correctional institutions into
4 schools served by the local education agency or, as
5 appropriate, into career and technical education and
6 postsecondary education programs, including sup-
7 port services to help ensure the success of those chil-
8 dren and youth after leaving an institution, such
9 as—

10 “(A) personal, career, and academic coun-
11 seling;

12 “(B) placement services designed to place
13 those youth in a university, college, or commu-
14 nity college program, including academic eval-
15 uations;

16 “(C) information concerning, and assist-
17 ance in obtaining, available student financial
18 aid; and

19 “(D) job placement services;” and

20 (B) by striking paragraph (10) and insert-
21 ing the following:

22 “(10) as appropriate, a description of how the
23 local educational agency will address the needs of
24 children and youth who return from institutions for
25 neglected and delinquent children and youth or from

1 other correctional institutions and attend regular or
2 alternative schools;”;

3 (4) in section 1425—

4 (A) in paragraph (10), by striking “and”
5 after the semicolon;

6 (B) in paragraph (11), by striking the pe-
7 riod at the end and inserting a semicolon; and

8 (C) by adding at the end the following:

9 “(12) develop an initial educational services
10 transition plan for each child or youth served under
11 this subpart upon entry into the correctional facility,
12 in partnership with the child’s or youth’s family
13 members and the local educational agency that most
14 recently provided services to the child or youth (if
15 applicable), consistent with section 1414(a)(1); and

16 “(13) consult with the local educational agency
17 for a period jointly determined necessary by the cor-
18 rectional facility and local educational agency upon
19 discharge from that facility, to coordinate edu-
20 cational services so as to minimize disruption to the
21 child’s or youth’s achievement.”; and

22 (5) by striking section 1426 and inserting the
23 following:

24 **“SEC. 1426. ACCOUNTABILITY.**

25 “The State educational agency—

1 “(1) shall require correctional facilities or insti-
2 tutions for neglected or delinquent children and
3 youth to annually report on the number of children
4 and youth released from the correctional facility or
5 institution who returned or did not return to school,
6 the number of children and youth obtaining a high
7 school diploma or its recognized equivalent, and the
8 number of children and youth obtaining employment;
9 and

10 “(2) may require correctional facilities or insti-
11 tutions for neglected and delinquent children and
12 youth to demonstrate, after receiving assistance
13 under this subpart for 3 years, that there has been
14 an increase in the number of children and youth re-
15 turning to school, obtaining a high school diploma or
16 its recognized equivalent, or obtaining employment
17 after such children and youth are released.”.

18 (d) NATIONAL PROGRAM FOR TECHNICAL ASSIST-
19 ANCE.—Section 4121 of the Elementary and Secondary
20 Education Act of 1965 (20 U.S.C. 7131) is amended by
21 adding at the end the following:

22 “(c) NATIONAL PROGRAM FOR TECHNICAL ASSIST-
23 ANCE.—From funds made available to carry out this sub-
24 part, not more than 5 percent shall be made available to
25 the Secretary to provide technical assistance to State chief

1 executive officers, State agencies, local educational agen-
2 cies and other recipients of funding under this part to sup-
3 port these entities in achieving the goals and outcomes de-
4 scribed in this part. Such activities for technical assistance
5 may include developing comprehensive, evidence-based
6 professional development and training program for rel-
7 evant school staff and contractors to improve school safety
8 and climate for students and staff that may include—

9 “(1) implementation of a schoolwide, multi-
10 tiered system of behavioral support, with a con-
11 tinuum of interventions and supports to address the
12 needs of all students;

13 “(2) effective classroom management strategies
14 that recognize appropriate behavior and provide de-
15 velopmentally appropriate conflict resolution prac-
16 tices, incident de-escalation techniques and data-
17 based decisionmaking;

18 “(3) crisis management techniques;

19 “(4) effective strategies for asserting authority
20 with adolescents that recognize age-appropriate be-
21 havior and provide developmentally-appropriate re-
22 sponses;

23 “(5) training in prevention of racial bias and
24 culturally responsive pedagogy, and training on how
25 a student’s disability can affect the student’s behav-

1 ior, in accordance with title II, the Individuals with
2 Disabilities Education Act, and section 504 of the
3 Rehabilitation Act of 1973;

4 “(6) trauma-informed approaches and interven-
5 tions, with particular attention to recognizing the
6 signs of trauma ;

7 “(7) for schools in need of improvement with
8 high or significantly disparate disciplinary rates
9 based on race, ethnicity, sex (including gender iden-
10 tity), disability, providing technical assistance and
11 support to identify the root causes of such rates or
12 disparities through diagnostic analysis of data or as-
13 sessing schoolwide discipline issues, and imple-
14 menting evidence-based practices to reduce such
15 rates or disparities;

16 “(8) developing, implementing, and evaluating
17 comprehensive programs and activities, in coordina-
18 tion with other schools and community-based serv-
19 ices and programs, rooted in holistic and positive ap-
20 proaches, that encompasses a ‘strategy or frame-
21 work’ based on positive discipline strategies that
22 limit the use and scope of exclusionary discipline
23 strategies; and

24 “(9) developing guidelines regarding the use of
25 law enforcement in a school setting, and, in par-

1 ticular, distinguishing between incidents to be han-
2 dled by educators and those to be handled by law en-
3 forcement officers.”.

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