

115TH CONGRESS
2D SESSION

H. R. 7320

To amend the Elementary and Secondary Education Act of 1965 to provide criteria for use of Federal funds to support trauma-informed practices in schools, and for other purposes.

IN THE HOUSE OF REPRESENTATIVES

DECEMBER 17, 2018

Ms. CLARK of Massachusetts 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 provide criteria for use of Federal funds to support trauma-informed practices in schools, and for other purposes.

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 “Trauma-Informed
5 Schools Act of 2018”.

1 **SEC. 2. TRAUMA-INFORMED PRACTICES.**

2 (a) DEFINITION.—Section 8101 of the Elementary
3 and Secondary Education Act of 1965 (20 U.S.C. 7801)
4 is amended—

5 (1) by redesignating paragraphs (51) and (52)
6 as paragraphs (52) and (53), respectively; and

7 (2) by inserting after paragraph (50) the fol-
8 lowing:

9 “(51) TRAUMA-INFORMED PRACTICES.—The
10 term ‘trauma-informed practices’ means—

11 “(A) evidence-based activities that promote
12 a shared understanding among teachers, school
13 leaders, paraprofessionals, specialized instruc-
14 tional support personnel, and other staff that
15 traumatic life experiences in the lives of chil-
16 dren—

17 “(i) are common, yet are often not
18 disclosed or reported;

19 “(ii) cause neurological, psychological,
20 and social effects that affect learning, be-
21 havior, and relationships;

22 “(iii) create risk of further trauma;

23 “(iv) do not inherently undermine the
24 capabilities of students to reach high ex-
25 pectations in academics and life; and

1 “(v) can and should be mitigated in
2 schools by evidence-based schoolwide ap-
3 proaches;

4 “(B) adoption of disciplinary procedures
5 and practices that—

6 “(i) accompany disciplinary actions
7 with holistic assessments and interventions
8 to address the underlying causes of student
9 behavior, including trauma;

10 “(ii) avoid harsh and punitive, exclu-
11 sionary disciplinary practices;

12 “(iii) utilize evidence-based restorative
13 practices that build a culture of trust; and

14 “(iv) do not discriminate on the basis
15 of race, color, national origin, sex (includ-
16 ing sexual orientation or gender identity),
17 disability, English proficiency status, mi-
18 grant status, or age consistent with the
19 Age Discrimination Act of 1975 (42
20 U.S.C. 6101 et seq.), title VI of the Civil
21 Rights Act of 1964 (42 U.S.C. 2000d et
22 seq.), title IX of the Education Amend-
23 ments of 1972 (20 U.S.C. 1681 et seq.),
24 section 504 of the Rehabilitation Act of
25 1973 (29 U.S.C. 794), the Americans with

1 Disabilities Act of 1990 (42 U.S.C. 12101
2 et seq.), and the Individuals with Disabil-
3 ities Education Act (42 U.S.C. 1400 et
4 seq.);

5 “(C) activities that promote a culture of
6 acceptance that connects a student to the
7 school community and provides multiple oppor-
8 tunities to practice newly developing skills;

9 “(D) activities that promote teamwork,
10 shared staff responsibility, and ongoing, effec-
11 tive communication among teachers, school
12 leaders, paraprofessionals, specialized instruc-
13 tional support personnel, and other staff re-
14 garding the needs of each individual student en-
15 rolled in such school; and

16 “(E) activities which provide teachers,
17 school leaders, paraprofessionals, specialized in-
18 structional support personnel, and other staff
19 with evidence-based professional development on
20 skills including—

21 “(i) identifying students who exhibit
22 symptoms commonly associated with trau-
23 ma;

24 “(ii) recognizing and preventing adult
25 implicit bias;

1 “(iii) proactively anticipating and
2 adapting to the changing needs of each
3 student who has experienced trauma;

4 “(iv) integrating evidence-based prac-
5 tices that build social-emotional skills into
6 rigorous academic instruction; and

7 “(v) using evidence-based practices to
8 holistically address the needs of each stu-
9 dent who has experienced trauma in a cul-
10 turally sustaining manner, including by
11 supporting, with respect to each such stu-
12 dent, the following:

13 “(I) Success in academic and
14 nonacademic areas.

15 “(II) Physical, social, and emo-
16 tional health and well-being.”.

17 (b) STATE PLAN.—Section 1111(g)(1)(C) of such
18 Act (20 U.S.C. 6311(g)(1)(C)) is amended—

19 (1) by striking “reducing”;

20 (2) in clause (i), by inserting “reducing” before
21 “incidences”;

22 (3) in clause (ii)—

23 (A) by inserting “reducing” before “the
24 overuse”; and

25 (B) by striking “and”;

1 (4) in clause (iii)—

2 (A) by inserting “reducing” before “the
3 use”; and

4 (B) by inserting “and” after “safety;”; and

5 (5) by adding at the end the following:

6 “(iv) increasing the prevalence of
7 trauma-informed practices;”.

8 (c) PLAN PROVISIONS.—Section 1112(b) of the Ele-
9 mentary and Secondary Education Act of 1965 (20 U.S.C.
10 6312(b)) is amended—

11 (1) by redesignating paragraphs (12) and (13)
12 as paragraphs (13) and (14), respectively; and

13 (2) by inserting after paragraph (11) the fol-
14 lowing:

15 “(12) how the local educational agency will sup-
16 port efforts to increase the prevalence of trauma-in-
17 formed practices;”.

18 (d) SCHOOLWIDE PROGRAM.—Section
19 1114(b)(7)(A)(iii) of such Act (20 U.S.C.
20 6314(b)(7)(A)(iii)) is amended—

21 (1) in subclause (IV), by striking at the end
22 “and”; and

23 (2) by adding at the end the following:

24 “(VI) the implementation of
25 trauma-informed practices; and”.

1 (e) TRAINING.—Section 2101 of such Act (20 U.S.C.
2 6611) is amended—

3 (1) in subsection (c)(4)(B)—

4 (A) by redesignating clauses (xv) through
5 (xxi) as clauses (xvi) through (xxii), respec-
6 tively; and

7 (B) by inserting after clause (xiv) the fol-
8 lowing:

9 “(xv) Providing training for all teach-
10 ers, school leaders, paraprofessionals, and
11 specialized instructional support personnel
12 on trauma-informed practices.”; and

13 (2) in subsection (d)(2)—

14 (A) by redesignating subparagraphs (K)
15 through (M) as subparagraphs (L) through (N)
16 respectively; and

17 (B) by inserting after subparagraph (J)
18 the following:

19 “(K) A description of how the State edu-
20 cational agency will use funds under this part
21 to increase the prevalence of trauma-informed
22 practices.”.

23 (f) LOCAL USE OF FUNDS.—Section 2103(b)(3)(I) of
24 such Act (20 U.S.C. 6613(b)(3)(I)) is amended—

1 (1) by redesignating clauses (i) through (iv) as
2 clauses (ii) through (v); and

3 (2) by inserting before clause (ii), as redesignig-
4 nated, the following:

5 “(i) trauma-informed practices;”.

6 (g) STATE ACTIVITIES.—Section 4104(b)(3)(B)(ii) of
7 such Act (20 U.S.C. 7114(b)(3)(B)(ii)) is amended—

8 (1) in subclause (I), by striking at the end
9 “or”;

10 (2) in subclause (II), by inserting “or” at the
11 end; and

12 (3) by inserting at the end the following:

13 “(III) increase the prevalence of
14 trauma-informed practices;”.

15 (h) STATE APPLICATION.—Section 4203(a)(6) of
16 such Act (20 U.S.C. 7173(a)(6)) is amended by striking
17 “development;” and inserting “development, which may
18 include professional development on trauma-informed
19 practices;”.

20 (i) DESCRIPTION OF PLAN.—Section
21 4303(f)(1)(A)(viii) of such Act (20 U.S.C.
22 7221b(f)(1)(A)(viii)) is amended—

23 (1) in subclause (I), by striking at the end
24 “and”;

1 (2) in subclause (II), by inserting “and” at the
2 end; and

3 (3) by inserting at the end the following:

4 “(III) adopting trauma-informed
5 practices.”.

6 (j) APPLICATION REQUIREMENTS.—Section
7 4305(b)(3)(B)(ii) of such Act (20 U.S.C.
8 7221d(b)(3)(B)(ii)) is amended—

9 (1) in subclause (II), by striking “and”;

10 (2) in subclause (III), by inserting “and” at the
11 end; and

12 (3) by inserting at the end the following:

13 “(IV) the discipline practices that
14 will be used, including a description of
15 whether such practices are consistent
16 with trauma-informed practices;”.

○