

116TH CONGRESS
1ST SESSION

H. R. 4146

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

AUGUST 2, 2019

Ms. CLARK of Massachusetts (for herself, Mr. FITZPATRICK, and Mr. QUIGLEY) introduced the following bill; which was referred to the Committee on Education and Labor

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 2019”.

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 professional develop-
12 ment that promotes a shared understanding
13 among teachers, teachers assistants, school
14 leaders, paraprofessionals, specialized instruc-
15 tional support personnel, and other staff that—

16 “(i) traumatic experiences are com-
17 mon among students;

18 “(ii) trauma can impact student
19 learning, behavior, and relationships in
20 school;

21 “(iii) traumatic experiences do not in-
22 herently undermine the capabilities of stu-
23 dents to reach high expectations in aca-
24 demics and life;

25 “(iv) school-wide learning environ-
26 ments where all students and adults feel

1 safe, welcomed, and supported can enable
2 students to succeed despite traumatic expe-
3 riences; and

4 “(v) services, supports, and programs
5 provided to meet individual student needs
6 should be trauma-informed, where appro-
7 priate, and increase student connection to
8 the school-wide learning environment;

9 “(B) adoption of disciplinary procedures
10 and practices that—

11 “(i) accompany disciplinary actions
12 with holistic assessments and positive be-
13 havioral interventions and supports to ad-
14 dress the underlying causes of student be-
15 havior, including trauma;

16 “(ii) avoid harsh, punitive, or exclu-
17 sionary disciplinary practices;

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

20 “(iv) do not discriminate on the basis
21 of race, color, national origin, sex (includ-
22 ing sexual orientation or gender identity),
23 disability, English proficiency status, mi-
24 grant status, or age consistent with the
25 Age Discrimination Act of 1975 (42

1 U.S.C. 6101 et seq.), title VI of the Civil
2 Rights Act of 1964 (42 U.S.C. 2000d et
3 seq.), title IX of the Education Amend-
4 ments of 1972 (20 U.S.C. 1681 et seq.),
5 section 504 of the Rehabilitation Act of
6 1973 (29 U.S.C. 794), the Americans with
7 Disabilities Act of 1990 (42 U.S.C. 12101
8 et seq.), and the Individuals with Disabil-
9 ities Education Act (42 U.S.C. 1400 et
10 seq.); and

11 “(C) activities that engage teachers, teach-
12 ers assistants, school leaders, paraprofessionals,
13 specialized instructional support personnel, and
14 other staff in a process of school-based planning
15 to—

16 “(i) promote a school-wide culture of
17 acceptance;

18 “(ii) help all students feel safe and
19 connected to the school community;

20 “(iii) support all students to form
21 positive relationships with adults and
22 peers, understand and manage emotions,
23 achieve success academically and in extra-
24 curricular areas, and experience physical
25 and psychological health and well being;

1 “(iv) promote teamwork and effective
2 communication among all staff and shared
3 responsibility for every student;

4 “(v) integrate evidence-based practices
5 that build social-emotional skills into rig-
6 orous academic instruction; and

7 “(vi) recognize and prevent adult im-
8 plicit bias.”.

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

11 (1) by striking “reducing”;

12 (2) in clause (i), by inserting “reducing” before
13 “incidences”;

14 (3) in clause (ii)—

15 (A) by inserting “reducing” before “the
16 overuse”; and

17 (B) by striking “and”;

18 (4) in clause (iii)—

19 (A) by inserting “reducing” before “the
20 use”; and

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

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

23 “(iv) increasing the prevalence of
24 trauma-informed practices;”.

1 (c) PLAN PROVISIONS.—Section 1112(b) of the Ele-
2 mentary and Secondary Education Act of 1965 (20 U.S.C.
3 6312(b)) is amended—

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

6 (2) by inserting after paragraph (11) the fol-
7 lowing:

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

11 (d) SCHOOLWIDE PROGRAM.—Section
12 1114(b)(7)(A)(iii) of such Act (20 U.S.C.
13 6314(b)(7)(A)(iii)) is amended—

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

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

17 “(VI) the implementation of
18 trauma-informed practices; and”.

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

21 (1) in subsection (c)(4)(B)—

22 (A) by redesignating clauses (xv) through
23 (xxi) as clauses (xvi) through (xxii), respec-
24 tively; and

1 (B) by inserting after clause (xiv) the fol-
2 lowing:

3 “(xv) Providing training for all teach-
4 ers, school leaders, paraprofessionals, and
5 specialized instructional support personnel
6 on trauma-informed practices.”; and

7 (2) in subsection (d)(2)—

8 (A) by redesignating subparagraphs (K)
9 through (M) as subparagraphs (L) through (N)
10 respectively; and

11 (B) by inserting after subparagraph (J)
12 the following:

13 “(K) A description of how the State edu-
14 cational agency will use funds under this part
15 to increase the prevalence of trauma-informed
16 practices.”.

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

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

21 (2) by inserting before clause (ii), as redesign-
22 nated, the following:

23 “(i) trauma-informed practices;”.

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

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

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

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

6 “(III) increase the prevalence of
7 trauma-informed practices;”.

8 (h) STATE APPLICATION.—Section 4203(a)(6) of
9 such Act (20 U.S.C. 7173(a)(6)) is amended by striking
10 “development;” and inserting “development, which may
11 include professional development on trauma-informed
12 practices;”.

13 (i) DESCRIPTION OF PLAN.—Section
14 4303(f)(1)(A)(viii) of such Act (20 U.S.C.
15 7221b(f)(1)(A)(viii)) is amended—

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

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

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

21 “(III) adopting trauma-informed
22 practices.”.

23 (j) APPLICATION REQUIREMENTS.—Section
24 4305(b)(3)(B)(ii) of such Act (20 U.S.C.
25 7221d(b)(3)(B)(ii)) is amended—

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

2 (2) in subclause (III), by inserting “and” at the

3 end; and

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

5 “(IV) the discipline practices that

6 will be used, including a description of

7 whether such practices are consistent

8 with trauma-informed practices;”.

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