

Requested by Representative HUDSON

**PROPOSED AMENDMENTS TO  
HOUSE BILL 2368**

1 On page 1 of the printed bill, delete lines 4 through 30 and delete pages  
2 2 and 3 and insert:

3 **“SECTION 1. (1) As used in this section:**

4 **“(a) ‘Culturally responsive’ means the implicit use of the cultural**  
5 **knowledge, prior experiences, frames of reference and performance**  
6 **styles of a student to ensure that teaching is more appropriate and**  
7 **effective for the student.**

8 **“(b) ‘Culturally specific organization’ means an organization that:**

9 **“(A) Serves a particular cultural community;**

10 **“(B) Is staffed and led by members of the served community;**

11 **“(C) Demonstrates intimate knowledge of lived experiences of the**  
12 **served community, including the impact of structural and individual**  
13 **discrimination on the community;**

14 **“(D) Has knowledge of specific disparities, barriers or challenges**  
15 **documented in the served community and allows that knowledge to**  
16 **influence the structure of the programs or services provided by the**  
17 **organization;**

18 **“(E) Is committed to the served community’s ability to thrive and**  
19 **be resilient by using strengths-based approaches and being self-driven;**  
20 **and**

21 **“(F) Has the ability to describe the organization’s programs or ser-**

1 vices to the served community, and to adapt the organization’s pro-  
2 gram or services, based on the following characteristics of the served  
3 community:

4 “(i) Cultural practices;

5 “(ii) Health and safety beliefs and practices;

6 “(iii) Positive cultural identity and pride; and

7 “(iv) Religious beliefs.

8 “(c) ‘Trauma-informed approach’ means a strengths-based approach  
9 that recognizes the signs and symptoms of trauma in students, fami-  
10 lies and staff and responds by fully integrating knowledge about  
11 trauma into policies, procedures and practices for the purposes of re-  
12 sisting the reoccurrence of trauma and promoting resiliency.

13 “(d) ‘Underserved student’ means a student who is from a commu-  
14 nity, group or family that the dominant educational system has his-  
15 torically and culturally excluded, impacted, marginalized, underserved  
16 or refused service to due to institutionalized discrimination or  
17 systemic oppression, and may include a student who:

18 “(A) Is a person of color;

19 “(B) Is from a tribe;

20 “(C) Is an English language learner;

21 “(D) Is lesbian, gay, bisexual, transgender, queer, two-spirit, inter-  
22 sex or asexual;

23 “(E) Is experiencing poverty and homelessness;

24 “(F) Has a disability;

25 “(G) Is female; or

26 “(H) Is from a rural community.

27 “(2) The Department of Education, in coordination with the Oregon  
28 Health Authority, shall establish a pilot program to promote and sup-  
29 port positive student mental and behavioral health by using trauma-  
30 informed approaches that are culturally responsive. Under the pilot

1 program, the department shall coordinate with the authority to dis-  
2 tribute moneys to school districts, education service districts, com-  
3 munity organizations and culturally specific organizations for the  
4 purpose of improving educational outcomes by implementing trauma-  
5 informed approaches to education, health services and intervention  
6 strategies.

7 “(3)(a) A school district, an education service district, a community  
8 organization or a culturally specific organization may apply to receive  
9 moneys under this section by submitting an application that includes  
10 a proposal consistent with subsection (4) of this section.

11 “(b) A school district or an education service district may submit  
12 an application jointly with one or more community partners that will  
13 participate with the district in the pilot program.

14 “(4) The department shall distribute moneys to an applicant based  
15 on the applicant’s proposal to design and implement a program to  
16 promote and support positive student mental and behavioral health  
17 by using trauma-informed approaches to education, health services  
18 and intervention strategies. The proposal must include a plan that:

19 “(a) Uses one or more trauma-informed approaches that are:

20 “(A) Culturally responsive;

21 “(B) Aligned with mental health guidance from the department; and

22 “(C) Intended to promote and support positive student mental and  
23 behavioral health;

24 “(b) Delivers ongoing professional development and support for ed-  
25 ucators, school district or education service district professionals,  
26 counselors, nurses, classified staff and other staff in trauma-informed  
27 approaches that are culturally responsive;

28 “(c) Provides for at least one mental or behavioral health profes-  
29 sional who oversees the implementation of the plan, including coordi-  
30 nating the approach described in paragraph (a) of this subsection and

1 coordinating the professional development and support described in  
2 paragraph (b) of this subsection;

3 “(d) Indicates how an approach coordinated under paragraph (a) of  
4 this subsection meets the requirements of paragraph (a) of this sub-  
5 section and provides an understanding, recognition and responsiveness  
6 to the effects of trauma on education, absenteeism and school com-  
7 pletion; and

8 “(e) Engages authentically with communities of underserved stu-  
9 dents and their families.

10 “(5) The department shall prescribe the timelines by which an ap-  
11 plicant may submit an application to receive moneys under this sec-  
12 tion and the form of the application.

13 “(6) The department shall evaluate and rank the proposals submit-  
14 ted in the applications based on:

15 “(a) Alignment with the requirements described in subsection (4)  
16 of this section;

17 “(b) The potential to positively impact underserved students and  
18 their families in the area of mental and behavioral health; and

19 “(c) Equity-based criteria developed by the department.

20 “(7) The department shall distribute moneys to applicants based on:

21 “(a) The evaluations and rankings described in subsection (6) of this  
22 section; and

23 “(b) The moneys appropriated to the department for the purpose  
24 of this section.

25 “(8) Each participating school district, education service district,  
26 community organization and culturally specific organization shall  
27 provide annual reports on the progress of the program to the depart-  
28 ment to enable the department to determine the effectiveness of the  
29 program according to the social-emotional learning standards and  
30 mental and behavioral health measures established by the State Board

1 of Education.

2 “(9) The Department of Education shall submit reports to the in-  
3 terim committees of the Legislative Assembly related to education as  
4 follows:

5 “(a) The first report must be submitted no later than September 15,  
6 2022, and must provide information on the progress of the pilot pro-  
7 gram.

8 “(b) The second report must be submitted no later than June 30,  
9 2024, and must provide evaluations of individual applicants and an  
10 evaluation of the pilot program as a whole based on the outcomes of  
11 the pilot program.

12 “SECTION 2. Section 1 of this 2021 Act is repealed on June 30, 2024.

13 “SECTION 3. In addition to and not in lieu of any other appropri-  
14 ation, there is appropriated to the Department of Education, for the  
15 biennium beginning July 1, 2021, out of the General Fund, the amount  
16 of \$\_\_\_\_\_, which shall be expended for the pilot program established  
17 by section 1 of this 2021 Act.

18 “SECTION 4. This 2021 Act being necessary for the immediate  
19 preservation of the public peace, health and safety, an emergency is  
20 declared to exist, and this 2021 Act takes effect July 1, 2021.”.

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