

# A-Engrossed House Bill 2368

Ordered by the House April 1  
Including House Amendments dated April 1

Sponsored by Representatives HUDSON, NERON; Representatives POWER, REYNOLDS, RUIZ, SALINAS, SANCHEZ, SOLLMAN (Presession filed.)

## SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure.

Establishes pilot program to [*improve educational outcomes by using trauma-informed approaches to education, health services and intervention strategies*] **promote and support positive student mental and behavioral health by using trauma-informed approaches that are culturally responsive**. Requires report on [*preliminary evaluation of*] progress of pilot program.

Declares emergency, effective July 1, 2021.

## A BILL FOR AN ACT

1  
2 Relating to pilot program for trauma-informed approaches; and declaring an emergency.

3 **Be It Enacted by the People of the State of Oregon:**

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

5 (a) **“Culturally responsive” means the implicit use of the cultural knowledge, prior expe-**  
6 **riences, frames of reference and performance styles of a student to ensure that teaching is**  
7 **more appropriate and 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 served community, in-**  
12 **cluding the impact of structural and individual discrimination on the community;**

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

16 (E) **Is committed to the served community's ability to thrive and be resilient by using**  
17 **strengths-based approaches and being self-driven; and**

18 (F) **Has the ability to describe the organization's programs or services to the served**  
19 **community, and to adapt the organization's program or services, based on the following**  
20 **characteristics of the served community:**

21 (i) **Cultural practices;**

22 (ii) **Health and safety beliefs and practices;**

23 (iii) **Positive cultural identity and pride; and**

24 (iv) **Religious beliefs.**

25 (c) **“Trauma-informed approach” means a strengths-based approach that recognizes the**  
26 **signs and symptoms of trauma in students, families and staff and responds by fully inte-**

**NOTE:** Matter in **boldfaced** type in an amended section is new; matter [*italic and bracketed*] is existing law to be omitted. New sections are in **boldfaced** type.

1 **grating knowledge about trauma into policies, procedures and practices for the purposes of**  
2 **resisting the reoccurrence of trauma and promoting resiliency.**

3 **(d) “Underserved student” means a student who is from a community, group or family**  
4 **that the dominant educational system has historically and culturally excluded, impacted,**  
5 **marginalized, underserved or refused service to due to institutionalized discrimination or**  
6 **systemic oppression, and may include a student who:**

7 **(A) Is a person of color;**

8 **(B) Is from a tribe;**

9 **(C) Is an English language learner;**

10 **(D) Is lesbian, gay, bisexual, transgender, queer, two-spirit, intersex or asexual;**

11 **(E) Is experiencing poverty and homelessness;**

12 **(F) Has a disability;**

13 **(G) Is female; or**

14 **(H) Is from a rural community.**

15 **(2)(a) The Department of Education, in coordination with the Oregon Health Authority,**  
16 **shall establish a pilot program to promote and support positive student mental and behav-**  
17 **ioral health by using trauma-informed approaches that are culturally responsive.**

18 **(b) Under the pilot program, the department shall coordinate with the authority to dis-**  
19 **tribute moneys to:**

20 **(A) Two school districts;**

21 **(B) Two education service districts; and**

22 **(C) Two community organizations or culturally specific organizations.**

23 **(c) Distributions shall be made for the purpose of improving educational outcomes by**  
24 **implementing trauma-informed approaches to education, health services and intervention**  
25 **strategies.**

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

29 **(b) A school district or an education service district may submit an application jointly**  
30 **with one or more community partners that will participate with the district in the pilot**  
31 **program.**

32 **(4) The department shall distribute moneys to an applicant based on the applicant’s pro-**  
33 **posal to design and implement a program to promote and support positive student mental**  
34 **and behavioral health by using trauma-informed approaches to education, health services and**  
35 **intervention strategies. The proposal must include a plan that:**

36 **(a) Uses one or more trauma-informed approaches that are:**

37 **(A) Culturally responsive;**

38 **(B) Aligned with mental health guidance from the department; and**

39 **(C) Intended to promote and support positive student mental and behavioral health;**

40 **(b) Delivers ongoing professional development and support for educators, school district**  
41 **or education service district professionals, counselors, nurses, classified staff and other staff**  
42 **in trauma-informed approaches that are culturally responsive;**

43 **(c) Provides for at least one mental or behavioral health professional who oversees the**  
44 **implementation of the plan, including coordinating the approach described in paragraph (a)**  
45 **of this subsection and coordinating the professional development and support described in**

1 paragraph (b) of this subsection;

2 (d) Indicates how an approach coordinated under paragraph (a) of this subsection meets  
3 the requirements of paragraph (a) of this subsection and provides an understanding, recog-  
4 nition and responsiveness to the effects of trauma on education, absenteeism and school  
5 completion; and

6 (e) Engages authentically with communities of underserved students and their families.

7 (5) The department shall prescribe the timelines by which an applicant may submit an  
8 application to receive moneys under this section and the form of the application.

9 (6) The department shall evaluate and rank the proposals submitted in the applications  
10 based on:

11 (a) Alignment with the requirements described in subsection (4) of this section;

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

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

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

16 (a) The evaluations and rankings described in subsection (6) of this section; and

17 (b) The moneys appropriated to the department for the purpose of this section.

18 (8) Each participating school district, education service district, community organization  
19 and culturally specific organization shall provide annual reports on the progress of the pro-  
20 gram to the department to enable the department to determine the effectiveness of the  
21 program according to the social-emotional learning standards and mental and behavioral  
22 health measures established by the State Board of Education.

23 (9) The Department of Education shall submit reports to the interim committees of the  
24 Legislative Assembly related to education as follows:

25 (a) The first report must be submitted no later than September 15, 2022, and must pro-  
26 vide information on the progress of the pilot program.

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

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

31 SECTION 3. In addition to and not in lieu of any other appropriation, there is appropri-  
32 ated to the Department of Education, for the biennium beginning July 1, 2021, out of the  
33 General Fund, the amount of \$\_\_\_\_\_, which shall be expended for the pilot program estab-  
34 lished by section 1 of this 2021 Act.

35 SECTION 4. This 2021 Act being necessary for the immediate preservation of the public  
36 peace, health and safety, an emergency is declared to exist, and this 2021 Act takes effect  
37 July 1, 2021.

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