

By: Senator(s) Blount

To: Education

SENATE BILL NO. 2580

1 AN ACT TO CREATE THE TRAUMA-INFORMED DISCIPLINE PRACTICES
 2 ACT; TO PREVENT AND REDUCE TRAUMA-RELATED AFTEREFFECTS THROUGH THE
 3 DEVELOPMENT AND IMPLEMENTATION OF APPROACHES TO STUDENT LEARNING
 4 THAT RECOGNIZE THE SIGNS AND SYMPTOMS OF TRAUMA AND INTEGRATES
 5 RESEARCH-BASED KNOWLEDGE INTO EDUCATION-BASED POLICIES, LEARNING,
 6 PROCEDURES AND PRACTICES IN PUBLIC AND PRIVATE SCHOOLS; TO PROVIDE
 7 DEFINITIONS; TO PRESCRIBE THE MINIMUM STANDARDS OF TRAINING; TO
 8 REQUIRE EACH LOCAL SCHOOL BOARD OR APPROPRIATE GOVERNING BOARD OF
 9 EACH PUBLIC SCHOOL, CHARTER SCHOOL AND NONPUBLIC SCHOOL ACCREDITED
 10 BY THE STATE DEPARTMENT OF EDUCATION TO SUBMIT A STATE PLAN AND TO
 11 PROVIDE REPORTING REQUIREMENTS IN ACCORDANCE WITH THE RULES AND
 12 REGULATIONS PROMULGATED BY THE STATE BOARD OF EDUCATION; AND FOR
 13 RELATED PURPOSES.

14 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

15 **SECTION 1.** This act shall be known and may be cited as the
 16 "Trauma-Informed Discipline Practices Act."

17 **SECTION 2.** **Purpose.** The purposes of this act are to:

- 18 (a) Develop an evidence-based strategy to address
 19 consequences of adverse childhood experiences, as defined in
 20 Section 3 of this act, that are adopted through policies by
 21 public, charter and nonpublic schools accredited by the State
 22 Department of Education, which seek to:



23 (i) Balance accountability with an understanding
24 of traumatic behavior;

25 (ii) Teach school and classroom rules while
26 reinforcing that violence and abusive behavior are not allowed,
27 nor tolerated at school or school-related activities; and

28 (iii) Model respectful, nonviolent relationships.

29 (b) Develop guidelines on trauma-informed discipline
30 practices, based on professional input from licensed school social
31 workers, who participate in in-home case management, certified
32 trauma specialists, and by the State Department of Education, that
33 school districts must use to develop related policy.

34 **SECTION 3. Definitions.** As used in this act, the following
35 terms shall have the meanings ascribed in this section, unless the
36 context of use clearly requires otherwise:

37 (a) "Adverse childhood experiences" are stressful or
38 traumatic events experienced by minor children, including, but not
39 limited to: physical abuse, sexual abuse, poverty, neglect,
40 neighborhood violence, natural or other disasters, hunger,
41 bullying, family violence, emotional abuse and psychological
42 abuse.

43 (b) "Elementary school" means any school within the
44 definition of the term under the Elementary and Secondary
45 Education Act of 1965 (20 USCS Section 7801(18)).

46 (c) "Local school district" means a Mississippi public
47 school district governed by a local school board, charter school



48 governing board, or board of a nonpublic school accredited by the
49 State Department of Education.

50 (d) "Charter school" means a school operating under the
51 authority of the "Mississippi Charter School Act of 2013," as
52 defined in Section 37-28-5.

53 (e) "Positive behavior supports" means a systematic
54 approach to embed evidence-based practices and data-driven
55 decision making to improve school climate and culture, including
56 systemic and individualized strategies to achieve improved
57 academic and social outcomes, and increase learning for all
58 students.

59 (f) "School" mean any entity that is a public school,
60 charter school or nonpublic school accredited by the State
61 Department of Education that provides early childhood, elementary
62 or secondary education programs of instruction, which are under
63 the jurisdiction of a local education agency, governing board, or
64 other board of trustees, and receive financial assistance from the
65 state and federal government.

66 (g) "Secondary school" means any school within the
67 definition of the term under the Elementary and Secondary
68 Education Act of 1965 (20 USCS Section 7801(38)).

69 (h) "Board" means the State Board of Education acting
70 through the State Superintendent of Public Education.

71 **SECTION 4. Minimum standards.** Not later than one hundred
72 eighty (180) days after July 1, 2020, the State Board of Education



73 shall promulgate rules and regulations establishing the minimum
74 standards of training of school personnel in trauma-informed
75 education for all public, charter and nonpublic schools accredited
76 by the State Department of Education providing instruction for
77 students in Kindergarten through Grade 12. The standards shall
78 include:

79 (a) Techniques to identify and assess signs of adverse
80 childhood experiences and the resulting trauma among students in
81 Kindergarten through Grade 12;

82 (b) Development of school wide policies related to
83 positive behavior supports;

84 (c) Requirements that the governing board of each
85 school district, public school, charter school and nonpublic
86 school accredited by the State Department of Education adopts a
87 policy requiring schools under their jurisdiction to perform an
88 adverse childhood experiences' assessment before long-term
89 suspension for ten (10) or more days, expelling a student, or
90 requiring a student to attend alternative school; and

91 (d) The policy adopted by an educational entity under
92 paragraph (c) of this section must provide guidance on who will
93 administer the assessment, limited to the Licensed Certified
94 Social Workers (LCSW), National Certified School Counselors,
95 (NCSC), or Class AAA or AAAA psychologists. The assessment
96 findings must be considered before implementing long-term



97 suspension for ten (10) or more days, expelling a student, or
98 requiring a student to attend alternative school.

99 **SECTION 5. State plan and reporting requirement and**

100 **enforcement.** (1) Not later than two (2) weeks after the
101 promulgation of the rules and regulations required under the
102 provisions of Section 4 of this act are formally adopted following
103 compliance with the Mississippi Administrative Procedures Act, and
104 every year thereafter, the local school board or appropriate
105 governing board of each public school, charter school and
106 nonpublic school accredited by the State Department of Education
107 providing instruction for students in Kindergarten through Grade
108 12 shall submit a plan to the State Superintendent of Public
109 Education that provides:

110 (a) Assurances that the school district, charter school
111 or accredited nonpublic school has in effect:

112 (i) Policies and procedures that meet the minimum
113 standards with respect to state-approved trauma-informed education
114 mandatory training, established by regulations promulgated by the
115 State Board of Education;

116 (ii) Mechanisms to ensure the recording of the
117 occurrence of the trauma-informed education mandatory training;
118 and

119 (iii) Mechanisms to effectively monitor and
120 enforce the minimum standards.



121 (b) A description of the state policies and procedures,
122 including a description of the state-approved trauma-informed
123 education training programs in the state.

124 (2) Annually, each local school board or appropriate
125 governing board of each public school, charter school and
126 nonpublic school accredited by the State Department of Education
127 shall prepare and submit to the State Board of Education the
128 number of school personnel participating, the number of trainings
129 facilitated, dates of the trainings and location of the
130 state-approved trauma-informed education mandatory trainings.

131 **SECTION 6.** This act shall take effect and be in force from
132 and after July 1, 2020.

