

November 6, 2015

The Honorable Lamar Alexander  
Chairman, Senate Committee on Health,  
Education, Labor and Pensions  
428 Dirksen Senate Office Building  
Washington, D.C. 20510

The Honorable John Kline  
Chairman, House Committee on Education  
and the Workforce  
2181 Rayburn House Office Building  
Washington, D.C. 20515

The Honorable Patty Murray  
Ranking Member, Senate Committee on  
Health, Education, Labor and Pensions  
428 Dirksen Senate Office Building  
Washington, D.C. 20510

The Honorable Robert Scott  
Ranking Member, House Committee on  
Education and the Workforce  
2101 Rayburn House Office Building  
Washington, D.C. 20515

Dear Chairman Alexander, Ranking Member Murray, Chairman Kline, and Ranking Member Scott:

As you and your colleagues work to reach a final bipartisan conference agreement on the reauthorization of the Elementary and Secondary Education Act, we write to urge you to maintain several important provisions in the Senate-passed bill, S. 1177, which collectively will help ensure that our nation's students are safe, healthy, and ready to learn. The specific provisions are included in the attached appendix.

Today, more than ever, every child deserves equality of access and opportunity that will prepare him or her to compete in the changing economies and realities of the 21st century. Yet, for too many children, exposure to violence and trauma can deny them both access and opportunity. Forty-six million children in the United States will be exposed to violence, crime, abuse, or psychological trauma in a given year<sup>1</sup>: two out of every three children in this country. They are our sons, daughters, grandsons, granddaughters, nieces, and nephews. They are our future.

Adverse Childhood Experiences (ACEs) research documents the short- and long-term connections between exposure to violence and other adversity and poor health and educational outcomes, such as increased absenteeism in school and changes in school performance.<sup>2</sup>

There is an undeniable urgency to shine the light on these children and, even more importantly, prevent our children from being exposed to violence. We owe it to them to give them the opportunity to live up to their full potential. We should not wait, we cannot wait, and we must not wait.

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<sup>1</sup> Listenbee, R., et al., "Report of the Attorney General's National Task Force on Children Exposed to Violence." U.S. Department of Justice. 2012. pp. 3. Web. <<http://www.justice.gov/defendingchildhood/cev-rpt-full.pdf>>.

<sup>2</sup>"The Effects of Trauma on Schools and Learning." The National Child Traumatic Stress Network. Web. <http://www.nctsn.org/resources/audiences/school-personnel/effects-of-trauma>.

Thus, we are very pleased that the Senate bill acknowledges the need to address these issues by including several important provisions throughout the bill. For example, the Senate bill:

- Integrates school climate, school discipline, trauma-informed services and mental health services in state and local plans and report cards under Title I.
- Adds professional development in these areas in Title II.
- Includes, under Title IV, authorization for the safe and healthy students, school counseling, and after-school programs.
- Authorizes the Promise Neighborhoods and the Full Service Community Schools programs under Title V.

We suggest one small but very important edit in Title II of the Senate bill (as reflected in the Appendix) to make clear that schools are not being required to screen all students for trauma histories.

We consider the issues bulleted above, and explained in more detail in the Appendix, to be essential school tools for dealing with childhood trauma and creating safe and healthy learning environments for today's students. By contrast, HR 5, the House-passed bill, not only eliminates the current school counseling and safe and healthy students programs, it fails to mention these issues or include them as uses of funds under other programs.

Thus, we urge you to include these bipartisan Senate provisions in any final conference agreement.

Thank you for considering our views. If you have any questions, please contact Kiersten Stewart, Director of Public Policy and Advocacy at Futures Without Violence, at [kstewart@futureswithoutviolence.org](mailto:kstewart@futureswithoutviolence.org).

Sincerely,

Alliance for Excellent Education  
American Counseling Association  
American Dance Therapy Association  
American Federation of School Administrators  
American Federation of Teachers  
American Psychological Association  
American School Counselor Association

Association of School Business Officials International  
Battered Women's Justice Project  
California School-Based Health Alliance  
Center Against Domestic Violence  
Center for Health and Health Care in Schools/GW  
Child Care Aware of America  
Coalition for Community Schools  
Committee for Children  
Connecticut Coalition Against Domestic Violence  
Council for Exceptional Children  
First Focus Campaign for Children  
FORGE, Inc.  
Futures Without Violence  
Girls Inc.  
HiTOPS  
Learning Disabilities Association of America  
National Afterschool Alliance  
National Association of Elementary School Principals  
National Association of School Psychologists  
National Association of Secondary School Principals  
National Association of Social Workers  
National Center on Domestic Violence, Trauma & Mental Health  
National Council of Juvenile and Family Court Judges  
National Education Association  
National Superintendents Roundtable  
Ounce of Prevention Fund  
Parents as Teachers  
Prevent Child Abuse America  
Prevention Institute  
Safe Alliance  
School Social Work Association of America  
The Black Church Center for Justice & Equality  
The Children's Clinic, "Serving Children & Their Families"  
Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and Harvard  
Law School  
Turnaround for Children  
Up2Us Now Child Abuse Prevention Coalition

cc:

Members, Senate HELP Committee

Members, House Education and the Workforce Committee

**RELEVANT PROVISIONS IN THE EVERY CHILD SUCCEEDS ACT (S. 1177)  
CONCERNING SCHOOL CLIMATE, CHILDHOOD TRAUMA, VIOLENCE, MENTAL  
HEALTH AND RELATED ISSUES**

**THE LANGUAGE WE STRONGLY ENCOURAGE THE COMMITTEES TO MAINTAIN IS  
HIGHLIGHTED BELOW**

**TITLE I—IMPROVING BASIC PROGRAMS OPERATED BY STATE AND LOCAL EDUCATIONAL AGENCIES**

LINK TO BILL: <https://www.congress.gov/114/bills/s1177/BILLS-114s1177es.pdf>

**Page 62; Lines 12-21**

- **Sec. 1111(b)(3)(B)(ii)(IV)(ee):** In the required State plans under Title I (which applies to all States) among the items that each State must annually measure and report on (in addition to academic achievement and high school graduation rates) is “Not less than one other valid and reliable indicator of school quality, student success, or student supports, as determined appropriate by the State...**which may include measures of... school climate and safety, such as incidents of school violence, bullying, and harassment, and disciplinary rates, including rates of suspension, expulsion, referrals to law enforcement, school-based arrests, disciplinary transfers (including placements in alternative schools), and student detentions...**”

**Page 70; Lines 9-21**

- **Sec. 1111(c)(1):** In addition, each State’s Title I plan shall describe (among other elements): “(D) in the case of a State that proposes to use funds under this part to **support a multi-tiered system of supports, positive behavioral interventions and supports, or early intervening services,** how the State educational agency will assist local educational agencies in the development, implementation, and coordination of such activities and services with similar activities and services carried out under the Individuals with Disabilities Education Act in schools served by the local educational agency, including by providing technical assistance, training, and evaluation of the activities and services;”

**Page 71, Line 22 - Page 72, Line 9**

“(H) how the State educational agency will **protect each student from physical or mental abuse, aversive behavioral interventions that compromise student health and safety, or any physical restraint or seclusion imposed solely for purposes of discipline or convenience,** which may include how such agency will identify and support, including through professional development,

training, and technical assistance, local educational agencies and schools that have high levels of seclusion and restraint or disproportionality in rates of seclusion and restraint;”

**Page 72; Lines 10-18**

“(I) how the State educational agency will address school discipline issues, which may include how such agency will identify and support, including through professional development, training, and technical assistance, local educational agencies and schools that have high levels of exclusionary discipline or disproportionality in rates of exclusionary discipline;”

**Page 72; Line 19 –Page 73; Line 2**

“(J) how the State educational agency will address school climate issues, which may include providing technical assistance on effective strategies to reduce the incidence of school violence, bullying, harassment, drug and alcohol use and abuse, and rates of chronic absenteeism (including both excused and unexcused absences);”

**Page 88; Lines 1-17**

- **Sec. 1111(d)(1)(C)(v): The required State report card under Title I must include:**  
“(v) Information on indicators or measures of school quality, climate and safety, and discipline, including the rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), and incidences of violence, including bullying and harassment, that the State educational agency and each local educational agency in the State reported to the Civil Rights Data Collection biennial survey required by the Office for Civil Rights of the Department that is the most recent to the date of the determination in the same manner that such information is presented on such survey.”

**Page 100; Lines 1-10**

- **Sec. 1111(d)(2)(C): LEA Title I report cards must include this same information** at the district level and for each school in the LEA.

**Page 114; Line 17 – Page 115; Line 20**

- **Sec. 1112(b): The required Title I Local Education Agency (LEA) level plans must include:**  
  
(1) “how the local educational agency will work with each of the schools served by the agency so that students meet the challenging State academic standards by—...  
(E) identifying and implementing evidence-based methods and instructional strategies intended to strengthen the academic program of the school and improve school climate;”

**Page 118; Line 24 – Page 119; Line 9**

“(12) in the case of a local educational agency that proposes to use funds under this part to support a multi-tiered system of supports, positive behavioral interventions and supports, or early intervening services, how the local educational agency will provide such activities and

services and coordinate them with similar activities and services carried out under the Individuals with Disabilities Education Act in schools served by the local educational agency, including by providing technical assistance, training, and evaluation of the activities and services;”

**Page 120; Lines 13-20**

“(15) how the local educational agency will address school discipline issues, which may include identifying and supporting schools with significant discipline disparities, or high rates of discipline, disaggregated by each of the categories of students, as defined in section 1111(b)(3)(A), including by providing technical assistance on effective strategies to reduce such disparities and high rates;”

**Page 120; Lines 21-25**

“(16) how the local educational agency will address school climate issues, which may include identifying and improving performance on school climate indicators related to student achievement and providing technical assistance to schools;”

**Page 148; Lines 1-4 and Page 148; Line 20-Page 149; Line 4**

- **Sec. 1113(c)(2)(F)(ii)(III)(aa): In the section describing schoolwide Title I programs,** schools operating such programs must develop a comprehensive plan that “(III) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, which may include—
  - “(aa) counseling, school-based mental health programs, specialized instructional support services, and mentoring services;...”
  - “(cc) implementation of a schoolwide multi-tiered system of supports, including positive behavioral interventions and supports and early intervening services, including through coordination with such activities and services carried out under the Individuals with Disabilities Education Act;...”

**Page 160; Line 18- Page 161; Line 14**

- **Sec. 1113(d)(5)(B): In the section describing targeted assistance Title I programs:**
  - “(B) COMPREHENSIVE SERVICES.—If health, nutrition, and other social services are not otherwise available to eligible children in a school operating a targeted assistance school program and such school, if appropriate, has established a collaborative partnership with local service providers and funds are not reasonably available from other public or private sources to provide such services, then a portion of the funds provided under this subsection may be used to provide such services, including through—
    - “(i) the provision of basic medical equipment and services, such as eyeglasses and hearing aids;
    - “(ii) compensation of a coordinator;

“(iii) family support and engagement services;

“(iv) health care services and integrated student supports to address the physical, mental, and emotional well-being of children...”

**Page 169; Lines 1-2**

- **Sec. 1114(b)(1)(D)(viii):** In the section describing LEA responsibilities for assisting low-performing schools, the LEA must develop “a rigorous comprehensive plan” which may include “improving school climate and safety;”

**TITLE II—HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS**

**Page 352; Lines 13 – Page 353; Line 2**

- **Sec. 2103(b)(4):** In the list of allowable local uses of funds under Title II “(K) carrying out in-service training for school personnel in—

“(i) the techniques and supports needed for early identification of children with trauma histories to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness;

“(ii) the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; and

“(iii) forming partnerships between school-based mental health programs and public or private mental health organizations;”

**Page 354; Lines 5-10**

“(Q) providing training for teachers, principals, and other school leaders to address school climate issues such as school violence, bullying, harassment, drug and alcohol use and abuse, and rates of chronic absenteeism (including both excused and unexcused absences);”

**Page 355; Line 6-9 and Page 356; Lines 1-8**

“(W) regularly conducting, and publicly reporting the results of, an assessment and a plan to address such results, of educator support and working conditions that—...

“(ii) evaluates working conditions for teachers, leaders and other school personnel, such as—

“(I) school safety and climate;

“(II) availability and use of common planning time and opportunities to collaborate; and

“(III) community engagement;”

## TITLE IV—SAFE AND HEALTHY STUDENTS

### Page 475; Lines 4-18

- **Sec. 4101: Purpose**

“The purpose of this part is to improve students’ safety, health, well-being, and academic achievement during and after the school day by—

“(1) increasing the capacity of local educational agencies, schools, and local communities to improve conditions for learning through the creation of safe, healthy, supportive, and drug-free environments;

“(2) carrying out programs designed to improve school safety and promote students’ physical and mental health and well-being;

“(3) preventing and reducing substance use and abuse, school violence, harassment, and bullying; and

“(4) strengthening parent and community engagement to ensure a healthy, safe, and supportive school environment.”

### Page 476; Line 7 – Page 477; Line 9

- **Sec. 4102. Definitions.**

“(3) DRUG AND VIOLENCE PREVENTION.—The term ‘drug and violence prevention’ means—

“(A) with respect to drugs, prevention, early intervention, rehabilitation referral, recovery support services, or education related to the illegal use of drugs, such as raising awareness about the evidence-based consequences of drug use; and

“(B) with respect to violence, the promotion of school safety, such that students and school personnel are free from violent and disruptive acts, including sexual harassment and abuse, and victimization associated with prejudice and intolerance, on school premises, going to and from school, and at school-sponsored activities, through the creation and maintenance of a school environment that is free of weapons and fosters individual responsibility and respect for the rights of others.

“(4) SCHOOL-BASED MENTAL HEALTH SERVICES PROVIDER.—The term ‘school-based mental health services provider’ includes a State licensed or State certified school counselor, school psychologist, school social worker, or other State licensed or certified mental health professional qualified under State law to provide such mental health services to children and adolescents, including children in early childhood education programs.

### Page 481; Line 23 – page 482; Line 21

- **Sec. 4103(c)(3)(B): State Activities.** Under allowable uses of State funds are:

“(ii) assisting local educational agencies to expand access to or coordination of resources for school-based counseling and mental health programs, such as through school-based mental health services partnership programs described in section 4105(a)(4)(C);

“(iii) supporting programs and activities that offer a variety of well-rounded educational experiences to students;

“(iv) supporting activities that promote physical and mental health and well-being for students and staff;

“(v) designing and implementing a grant process for local entities that wish to use funds to reduce exclusionary discipline practices in elementary schools and secondary schools, in a manner consistent with State or federally identified best practices on the subject;

“(vi) assisting in the creation of a continuum of evidence-based or promising practices in the reduction of juvenile delinquency;...”

**Page 483; Line 22- Page 484; Line 12**

“(ix) designing and implementing evidence-based mental health awareness training programs for the purposes of—

“(I) recognizing the signs and symptoms of mental illness;

“(II) providing education to school personnel regarding resources available in the community for students with mental illnesses and other relevant resources relating to mental health; or

“(III) providing education to school personnel regarding the safe de-escalation of crisis situations involving a student with a mental illness; and...”

**Page 486; Lines 1-12**

● **Sec. 4103(e)(1): Project SERV**

“Funds available under subsection (a)(4) for extended services grants under the Project School Emergency Response to Violence program (referred to in this subsection as the ‘Project SERV program’) may be used by a local educational agency or institution of higher education receiving such grant to initiate or strengthen violence prevention activities, as part of the activities designed to restore the learning environment that was disrupted by the violent or traumatic crisis in response to which the grant was awarded, and as provided in this subsection.”

**Page 491; Line 10 – Page 492; Line 4**

● **Sec. 4104(b)(3)(B)(i): Each LEA that receives funds must conduct a needs assessment of the LEA and all of its schools that shall**

“(i) take into account applicable and available school-level data on indicators or measures of school quality, climate and safety, and discipline, including those described in section 1111(d)(1)(C)(v) [see above under State and LEA report cards]; and

(ii) take into account risk factors in the community, school, family, or peer-individual domains that—

“(I) are known through prospective, longitudinal research efforts to be predictive of drug use, violent behavior, harassment, disciplinary issues, and to have an effect on the physical and **mental health and well-being of youth** in the school and community; and

“(II) may include using available State and local data on incidence, prevalence, and perception of such risk factors.”

**Page 492; Line 24 – Page 493; Line 14**

- **Sec. 4104(b)(4)(D): LEA applications for funds** under Title IV shall include  
“(D) a description of the programs or activities that the local educational agency or consortium of such agencies will carry out under this part to assist schools in facilitating **safe relationship behavior between and among students**, as determined necessary by the local educational agency to meet the purposes of this part and which may include—  
“(i) providing age-appropriate education and training, and  
“(ii) improving instructional practices on developing effective communication skills, and on **how to recognize and prevent coercion, violence, or abuse, including teen and dating violence, stalking, domestic abuse, and sexual violence and harassment.**”

**Page 495; Line 5 – Page 496; Line 13**

- **Sec. 4105(a): Local Education Agencies that receive funds** “shall use the subgrant funds to develop, implement, and evaluate comprehensive programs and activities”, that:  
“(1) **foster safe, healthy, supportive, and drug free environments** that support student academic achievement;  
“(2) are consistent with the principles of effectiveness described in subsection (b);  
“(3) promote the involvement of parents in the activity or program, as appropriate; and  
“(4) may include, among other programs and activities—  
“(A) drug and violence prevention activities and programs (including programs to educate students against the use of alcohol, tobacco, marijuana, smokeless tobacco products, and electronic cigarettes), including professional development and training for school and specialized instructional support personnel and interested community members in prevention, education, early identification, and intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral, as related to drug and violence prevention;...  
“(C) in accordance with subsections (c) and (d), **school-based mental health services**, including early identification of mental-health symptoms, drug use and violence, and appropriate referrals to direct individual or group counseling services provided by qualified school or community-based mental health services providers;

**Page 496; Line 14 –Page 498; Line 17**

“(D) in accordance with subsections (c) and (d), school-based mental health services partnership programs that—

“(i) are conducted in partnership with a public or private mental-health entity or health care entity, which may also include a child welfare agency, family-based mental health entity, trauma network, or other community-based entity; and

“(ii) provide comprehensive school-based mental health services and supports and staff development for school and community personnel working in the school that are based on trauma-informed and evidence practices, are coordinated (where appropriate) with early intervening services carried out under the Individuals with Disabilities Education Act, are provided by qualified mental and behavioral health professionals who are certified or licensed by the State involved and practicing within their area of expertise, and may include—

(I) the early identification of social, emotional, or behavioral problems, or substance use disorders, and the provision of early intervening services;

(II) notwithstanding section 4107, the treatment or referral for treatment of students with social, emotional, or behavioral health problems, or substance use disorders;

(III) the development and implementation of programs to assist children in dealing with trauma and violence; and

(IV) the development of mechanisms, based on best practices, for children to report incidents of violence or plans by other children or adults to commit violence;”

“(E) emergency planning and intervention services following traumatic crisis events;

“(F) programs that train school personnel to identify warning signs of youth drug abuse and suicide;

“(G) mentoring programs and activities for children who —

“(i) are at risk of academic failure, dropping out of school, or involvement in criminal or delinquent activities, drug use and abuse; or

“(ii) lack strong positive role models;...”

**Page 499; Line 16 – Page 501; Line 21**

“(J) implementation of schoolwide positive behavioral interventions and supports, including through coordination with similar activities carried out under the Individuals with Disabilities Education Act, in order to improve academic outcomes for students and

reduce the need for suspensions, expulsions, and other actions that remove students from instruction;...”

“(L) systems of **high-capacity, integrated student supports**;

“(M) strategies that establish learning environments to further students’ academic and nonacademic skills essential for school readiness and academic success, such as by providing **integrated systems of student and family supports** and building teacher, principal, and other school leader capacity;

“(N) **bullying and harassment prevention programs or activities**, including professional development and training for school and specialized instructional support personnel in the prevention, early identification, and early intervention, as related to bullying and harassment;

“(O) **programs or activities designed to increase school safety and improve school climate**, which may include training for school personnel related to conflict prevention and resolution practices and raising awareness of issues such as—

“(i) suicide prevention;

“(ii) **effective and trauma-informed practices in classroom management**;

“(iii) crisis management techniques;

“(iv) **conflict resolution practices**;

“(v) human trafficking (defined, for purposes of this subparagraph, as an act or practice described in paragraph (9) or (10) of section 103 of the Trafficking Victims Protection Act of 2000 (22 U.S.C. 7102)); and

“(vi) **school-based violence prevention strategies**;...”

**Page 502; Line 8 – Page 504; Line 12**

“(R) programs or activities to connect youth who are involved in, or are at risk of involvement in, juvenile delinquency or street gang activity to evidence-based and promising **prevention and intervention practices related to juvenile delinquency and criminal street gang activity**;

“(S) **child sexual abuse awareness and prevention programs or activities**, such as programs or activities designed to provide—

“(i) age-appropriate and developmentally-appropriate instruction for early childhood education program, elementary school, and secondary school students in child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to safely report child sexual abuse; and

“(ii) information to parents and guardians of early childhood education program, elementary school, and secondary school students about child sexual abuse awareness and prevention, including how to recognize child sexual abuse and how to discuss child sexual abuse with a child;...”

“(U) assisting schools in educating children facing substance abuse in the home, which may include providing professional development, training, and technical assistance to elementary schools and secondary schools that serve communities with high rates of substance abuse;...”

“(W) programs and activities that facilitate safe relationship behavior between and among students;

“(X) designating a site resource coordinator at a school or local educational agency to provide a variety of services, such as—

“(i) establishing partnerships within the community to provide resources and support for schools;

“(ii) ensuring all service and community partners are aligned with the academic expectations of a community school in order to improve student success; and

“(iii) strengthening relationships between schools and communities...”

**Page 504; Line 24 – Page 505; Line 7**

- **Sec. 4105(b): Principles of effectiveness.**

For a program or activity developed or carried out under this part to meet principles of effectiveness, such program or activity shall—

“(A) be based upon an assessment of objective data regarding the need for programs and activities in the early childhood, elementary school, secondary school, or community to be served to—

“(i) improve school safety and promote students’ physical and mental health and well-being, healthy eating and nutrition, and physical fitness; and

“(ii) strengthen parent and community engagement to ensure a healthy, safe, and supportive school environment;

**Page 505; Line 23 – Page 506; Line 6**

- **Sec. 4105(b)(2): Periodic Evaluation**

“The program or activity shall undergo a periodic independent, third-party evaluation to assess the extent to which the program or activity has helped the local educational agency or school provide students with a healthy, safe, and supportive school environment that promotes school safety and students’ physical and mental health and well-being.”

**Page 507; Lines 19-24**

- **Sec. 4105(d): Privacy**

“Each local educational agency receiving a subgrant under this part shall ensure that student mental health records are accorded the privacy protections provided under section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ‘Family Educational Rights and Privacy Act of 1974’).”

**TITLE IV, PART B—21st CENTURY COMMUNITY LEARNING CENTERS**

**Page 520; Line 16 – Page 521; Line 2**

- **Sec. 4203(a)(12)(A): State Application**

States must provide “an assurance that the application was developed in consultation and coordination with appropriate State officials, including the chief State school officer, and other State agencies administering before- and after-school (or summer school) programs, the heads of the State health and mental health agencies or their designees, statewide after-school networks (where applicable) and representatives of teachers, local educational agencies, and community-based organizations...”

**TITLE IV, PART C— ELEMENTARY SCHOOL AND SECONDARY SCHOOL COUNSELING PROGRAMS**

**Page 541; Line 10 – Page 542; Line 23**

- **Sec. 4301(c)(5): Uses of Funds**

Each eligible entity receiving a grant under this part shall use grant funds to develop, implement, and evaluate comprehensive, evidence-based, school counseling programs through activities that incorporate evidence-based practices, such as—

“(1) the implementation of a comprehensive school counseling program to meet the counseling and educational needs of all students;

“(2) increasing the range, availability, quantity, and quality of counseling services, provided by qualified school counselors, school psychologists, school social workers, and other qualified school-based mental health services providers, in the elementary schools and secondary schools of the eligible entity;

“(3) the implementation of innovative approaches to increase children’s understanding of peer and family relationships, peer and family interaction, work and self, decisionmaking, or academic and career planning;

“(4) the implementation of academic, postsecondary education and career planning programs;

“(5) the initiation of partnerships with community groups, social service agencies, or other public or private non-profit entities in collaborative efforts to enhance the program and promote school-linked integration of services, as long as the eligible entity documents how such partnership supplements, not supplants, existing school-employed school-based mental health services providers and services, in accordance with subsection (f);

“(6) the implementation of a team approach to school counseling in the schools served by the eligible entity by working toward ratios of school counselors, school social workers, and school psychologists to students recommended to enable such personnel to effectively address the needs of students; and

“(7) any other activity determined necessary by the eligible entity that meets the purpose of this part.

**Page 543; Lines 13-17**

● **Sec. 4301(f)**

“Supplement, not supplant.—Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, or local funds used for providing school-based counseling and mental health services to students.”

**TITLE V, PART K—FULL-SERVICE COMMUNITY SCHOOLS**

**Page 716; Line 17 – Page 717; Line 2**

● **Sec. 5912(5) Purposes:**

“(5) ensure that children have the physical, social, and emotional well-being to come to school ready to engage in the learning process every day;

“(6) promote and enable family and community engagement in the education of children;

“(7) enable more efficient use of Federal, State, local, and private sector resources that serve children and families;

“(8) facilitate the coordination and integration of programs and services operated by community-based organizations, nonprofit organizations, and State, local, and tribal governments;...”

**Page 717; Lines 14-23**

**Sec. 5913: Definition of full-service community school**

“In this part, the term ‘full-service community school’ means a public elementary school or secondary school that—

“(1) participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and

“(2) provides access to such services to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.”

**Page 719; Lines 18-21**

- **Sec. 5914(c)(4): Applications.** Eligible entities must include in their application for funds must include:  
“(B) A needs assessment that identifies the academic, physical, social, emotional, health, mental health, and other needs of students, families, and community residents.

**Page 720; Line 10 –Page 721; Line 5**

(E) Yearly measurable performance goals, including an increase in the percentage of families and students targeted for services each year of the program, which are consistent with the following objectives:

“(i) Children are ready for school.

“(ii) Students are engaged and achieving academically.

“(iii) Students are physically, mentally, socially, and emotionally healthy.

“(iv) Schools and neighborhoods are safe and provide a positive climate for learning that is free from bullying or harassment.

“(v) Families are supportive and engaged in their children’s education.

“(vi) Students and families are prepared for postsecondary education and 21st century careers.

“(vii) Students are contributing to their communities.

**Page 727; Line 3 – Page 728; Line 19**

- **Sec. 5914(i)(4): Qualified Services.**  
The term ‘qualified services’ means any of the following:
  - “(A) Early childhood education.
  - “(B) Remedial education activities and enrichment activities, including expanded learning time.
  - “(C) Summer or after-school enrichment and learning experiences.
  - “(D) Programs under the Head Start Act, including Early Head Start programs.
  - “(E) Nurse home visitation services.
  - “(F) Teacher home visiting.
  - “(G) Programs that promote parental involvement and family literacy.
  - “(H) Mentoring and other youth development programs, including peer mentoring and conflict mediation.

- “(I) Parent leadership development activities.
- “(J) Parenting education activities.
- “(K) Child care services.
- “(L) Community service and service-learning opportunities.
- “(M) Developmentally appropriate physical education.
- “(N) Programs that provide assistance to students who have been truant, suspended, or expelled.
- “(O) Job training, internship opportunities, and career counseling services.
- “(P) Nutrition services.
- “(Q) Primary health and dental care.
- “(R) Mental health counseling services.
- “(S) Adult education, including instruction in English as a second language.
- “(T) Juvenile crime prevention and rehabilitation programs.
- “(U) Specialized instructional support services.
- “(V) Homeless prevention services.
- “(W) Other services consistent with this part.

**TITLE V, PART L—PROMISE NEIGHBORHOODS**

**Page 737; Line 16 – Page 738; Line 17**

- **Sec. 5922: Pipeline services defined**

“In this part, the term ‘pipeline services’ means a continuum of supports and services for children from birth through college entry, college success, and career attainment, including, at a minimum, strategies to address through services or programs (including integrated student supports) the following:

“(1) High-quality early learning opportunities.

“(2) High-quality schools and out-of-school-time programs and strategies.

“(3) Support for a child’s transition to elementary school, support for a child’s transition from elementary school to middle school, from middle school to high school, and from high school into and through college and into the workforce, including any comprehensive readiness assessment as deemed necessary.

“(4) **Family and community engagement.**

“(5) Family and student supports, which may be provided within the school building.

“(6) Activities that support college and career readiness.

“(7) Community-based support for students who have attended the schools in the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in college and the workforce.

**Page 744; Line 4 – Page 745; Line 13**

- **Sec. 5925(b)(7)(D):** As part of the application for funds, entities must provide “A description of how the pipeline services will facilitate the coordination of the following activities:
  - “(A) Providing high-quality early learning opportunities for children, including by providing opportunities for families and expectant parents to acquire the skills to promote early learning and child development, and ensuring appropriate screening, diagnostic assessments, and referrals for children with disabilities and developmental delays, consistent with the Individuals with Disabilities Education Act, where applicable.
  - “(B) Supporting, enhancing, operating, or expanding rigorous and comprehensive evidence-based education reforms, which may include high-quality academic programs, expanded learning time, and programs and activities to prepare students for college admissions and success.
  - “(C) Supporting partnerships between schools and other community resources with an integrated focus on academics and other social, health, and familial supports.
  - “(D) Providing social, health, nutrition, and mental health services and supports, including referrals for essential healthcare and preventative screenings, for children, family, and community members, which may include services provided within the school building.
  - “(E) Supporting evidence-based programs that assist students through school transitions, which may include expanding access to college courses for and college enrollment aide or guidance, and other supports for at-risk youth.

**TITLE VII—INDIAN, NATIVE HAWAIIAN, AND ALASKA NATIVE EDUCATION**

**Page 830; Lines 12-17 and Page 831; Lines 7-19**

- **Sec. 7304(a)(4) In the program for Alaska Native Education,** among the permissible activities are:
  - (F)(iii) “holistic school or community-based support services to enable such students to benefit from the supplemental programs offered, including those that address family instability, school climate, trauma, safety, and nonacademic learning.”
  - “(K) Programs and strategies that provide technical assistance and support to schools and communities to engage adults in promoting the academic progress and overall well-being of Alaska Native people, such as through—

“(i) strength-based approaches to child and youth development;

“(ii) positive youth-adult relationships; and

“(iii) improved conditions for learning (school climate, student connection to school and community), and increased connections between schools and families.

#### **TITLE X, PART A—EDUCATION FOR HOMELESS CHILDREN AND YOUTH**

**Page 943; Line 22 – Page 945; Line 7**

- **Sec. 10102(f)(4)(B): State Coordinator for Education of Homeless Children and Youths.** Among the function of the State coordinator is to “coordinate activities and collaborate with...”  
“providers of services to homeless children and youths and their families, including services of public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, agencies providing mental health services, domestic violence agencies, child care providers, runaway and homeless youth centers, and providers of services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.);...”