

Department of Legislative Services
 Maryland General Assembly
 2019 Session

FISCAL AND POLICY NOTE
 Third Reader - Revised

House Bill 256
 Ways and Means

(Delegate Wilkins, *et al.*)

Education, Health, and Environmental Affairs

State Department of Education - Guidelines on Trauma-Informed Approach

This bill requires the Maryland State Department of Education (MSDE) to develop guidelines on a trauma-informed approach to assist schools in implementing a comprehensive trauma-informed policy. MSDE must distribute the guidelines to each local school system and publish the guidelines on its website. **The bill takes effect July 1, 2019.**

Fiscal Summary

State Effect: General fund expenditures increase by \$100,000 in FY 2020 only to develop and distribute the guidelines.

(in dollars)	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Revenues	\$0	\$0	\$0	\$0	\$0
GF Expenditure	100,000	0	0	0	0
Net Effect	(\$100,000)	\$0	\$0	\$0	\$0

Note: () = decrease; GF = general funds; FF = federal funds; SF = special funds; - = indeterminate increase; (-) = indeterminate decrease

Local Effect: Local school systems can use the MSDE guidelines to assist them in implementing a trauma-informed policy in their schools with existing resources. No effect on revenues.

Small Business Effect: None.

Analysis

Bill Summary: A trauma-informed approach is defined as a method for understanding and responding to an individual with symptoms of chronic interpersonal trauma or traumatic stress. A trauma-informed school is a school that:

- acknowledges the widespread impact of trauma and understands the potential paths for recovery;
- recognizes the signs and symptoms of trauma in students, teachers, and staff;
- integrates information about trauma into policies, procedures, and practices; and
- actively resists re-traumatizing a student, teacher, or staff member who has experienced trauma.

In consultation with the Maryland Department of Health and the Department of Human Services, MSDE must develop the guidelines to assist schools with, among other things, (1) identifying students, teachers, or staff members who have experienced trauma; (2) the appropriate manner for responding to a student, teacher, or staff member who has experienced trauma; and (3) becoming a trauma-informed school.

Current Law: State law does not specifically address trauma-informed approaches to student discipline.

The State Board of Education must establish guidelines that define a State code of discipline for all public schools with standards of conduct and consequences for violations of the standards. The guidelines were last updated in 2014. The State board must also assist each local school board with implementing the guidelines. Each local school board must adopt regulations designed to create and maintain within schools the atmosphere of order and discipline necessary for effective learning. The regulations must provide for educational and behavioral interventions, counseling, and student and parent conferencing. They must also provide alternative programs.

Background: Trauma-informed care (TIC) emerged as a strategy for addressing symptoms of traumatic stress in the early 2000s. In 2005, the Substance Abuse and Mental Health Services Administrations within the U.S. Department of Health and Human Services provided funding for a National Center for Trauma-Informed Care to support efforts to eliminate the use of seclusion, restraints, and other coercive practices and to develop the knowledge base on TIC.

According to the center, TIC (1) realizes the widespread impact of trauma; (2) recognizes the signs of symptoms of trauma in clients and others; (3) responds by fully integrating knowledge about trauma into policies, procedures, and practices; and (4) seeks to actively resist re-traumatization. Ultimately, it seeks to change the paradigm from asking “What’s wrong with you?” to one that asks, “What happened to you?”

TIC intervention programs generally recognize (1) the survivor’s need to be respected, informed, connected, and hopeful for their own recovery; (2) the interrelation between trauma and symptoms of trauma such as substance abuse, eating disorders, depression, and anxiety; and (3) the need to work in a collaborative way with survivors, family and friends, and other human service agencies.

In 2016, Baltimore City received a \$2.4 million grant from the U.S. Department of Education to promote trauma-responsive practices in 13 schools and to provide training on trauma-informed practices to almost 4,500 school staff in the district.

State Fiscal Effect: MSDE advises that it does not have in-house expertise on trauma-informed approaches and therefore must contract with experts in the field to provide the research and best practices that are necessary to develop the required guidelines. MSDE will also incur printing and postage costs to publish and distribute the guidelines to local school systems. Therefore, general fund expenditures increase by \$100,000 only in fiscal 2020 for MSDE to develop and distribute the guidelines.

Additional Information

Prior Introductions: None.

Cross File: SB 223 (Senator Nathan-Pulliam, *et al.*) - Education, Health, and Environmental Affairs.

Information Source(s): Maryland State Department of Education; Department of Budget and Management; Maryland Department of Health; Department of Human Services; Baltimore City Public Schools; Anne Arundel County Public Schools; Montgomery County Public Schools; St. Mary’s County Public Schools; National Center for Trauma-Informed Care; Department of Legislative Services

Fiscal Note History:
sb/rhh

First Reader - February 12, 2019

Third Reader - March 25, 2019

Revised - Amendment(s) - March 25, 2019

Analysis by: Michael C. Rubenstein

Direct Inquiries to:

(410) 946-5510

(301) 970-5510