
Ridgewood Local Schools

Creating a Trauma Informed School

District Profile

15 years ago

Enrollment: 1455

Economic Disadvantage: 28.6%

District Profile

10 years ago

Enrollment: 1387

Economic Disadvantage: 44.5%

District Profile

Current

Enrollment: 1257

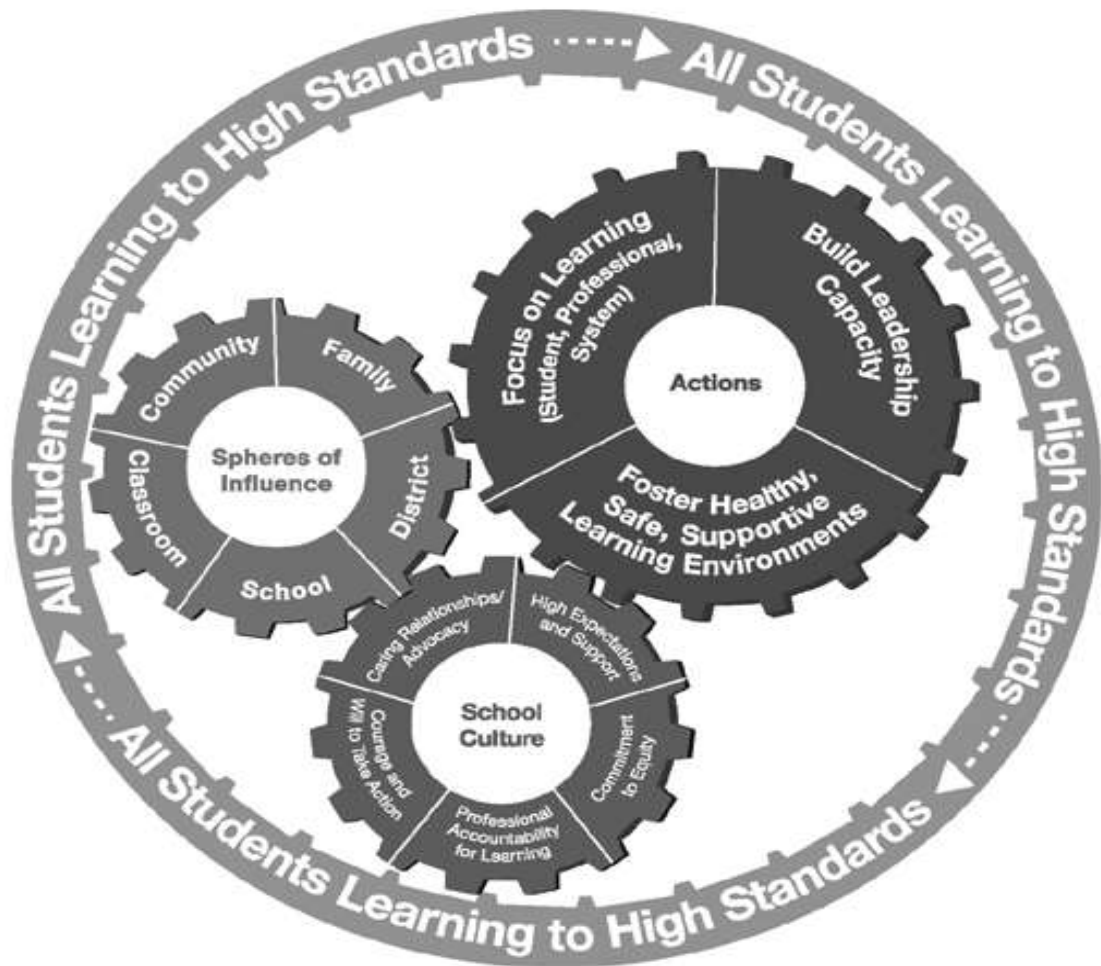
Economic Disadvantage: 63.4%

2016-2017 School Year

- Professional Development: Turning High-Poverty Schools into High Achieving Schools by William Parrett and Kathleen Budge
 - County Wide Workshop by William Parrett and Kathleen Budge
-

3 Key Areas of Performance

1. Building Leadership Capacity.
 2. Fostering a healthy, safe, and supportive learning environment.
 3. Focusing on student, professional, and system learning.
-



Confronting Common Myths

- We should never, under any circumstance, make an assumption about a student or parent-----about their values or culture or mindset----based on a single dimension of their identity....the “culture of poverty” is a myth.
 - Paul Gorski
-

Myth or Fact?

People in Poverty abuse drugs and alcohol more than people who are wealthy?

Myth

Studies have demonstrated that drug abuse is a problem equally distributed among the classes, and alcohol abuse is far more pervasive among wealthy people than those living in poverty (Gorski, 2008).

Myth or Fact

People in poverty do not work or
have a poor work ethic?

Myth

Working adults who live in poverty spend more hours working than do their wealthier counterparts (Economic Policy Institute, 2004).

Two-thirds of people living in poverty, on average have 1.7 full time jobs (U.S. Census Bureau, 2004).

Myth or Fact

Parents of students who live in poverty are uninvolved in their children's education because they do not value it?

Myth

Research has shown that people living in poverty have similar attitudes about their child's education to their more affluent counterparts (Gorski, 2008).

Parents living in poverty have less access to school often because of transportation, employment, and child care.

Empathy vs. Sympathy

- the ability to understand and share the feelings of another.
-

District and Building Level Teams

- Examined policies and practices that manufacture low achievement/Identify barriers to student learning and achievement.
 - What are our thoughts on poverty and its effect on students?
 - What can we do as educators to eliminate barriers for students?
-



Tammy's Story

District and Building Teams

3 Actions Steps for 2017-18 School year.

1. Eliminate all supply and school fees.
 2. Creation of Attendance Task Force
 3. Full-time Guidance Counselor in each building.
-

2017-2018 School Year

Examined in our Building and District Level Teams:

1. What is a trauma informed school?
 2. What trauma do students experience in their lives?
-

What is a Trauma Informed School?

- Partnership with Muskingum University with the Ohio Deans Compact.
 - Dr. Rae White and Dr, Traci Tuttle provided training to our district level team on Creating a Trauma Informed School in the Fall of 2017.
 - Resource: 10 Steps to Create a Trauma Informed School by Caelan Soma and Derek Allen
-

What is a Trauma Informed School?

A trauma informed school is one in which all students feel safe, welcomed and supported and where the impact of trauma on teaching and learning is addressed at the center of the educational mission. Trauma informed schools create policies and practices that are sensitive to the needs of traumatized students.

Ohio Department of Education, May 2018

Adverse Childhood Experiences (ACEs)

- Refers to any experience in a child's life that leaves them feeling hopeless, helpless and stuck, or fearing for their life or a loved one.
 - Examples include neglect, physical and sexual abuse, domestic violence, natural disaster, incarceration of a loved one, homelessness, bullying or living with someone with mental or physical health challenges
 - 2017 National Institute for Trauma and Loss in Children
-

Trauma and Function of Brain

- Exposed to a stressor, everyone's body responds through either one or more fight, flight or freeze responses.
 - American Academy of Pediatrics warns that extended exposure to toxic stress can lead to functional changes in several regions of the brain.
-

Prevalence of Trauma in the Average Classroom

- 2/24 with 3 or more ACEs.
 - 4/24 with 2 ACEs.
 - 5/24 with 1 ACE
 - 9 students out of 24 students in the average classroom experiencing at least one ACE.
-

10 Steps to Create a Trauma Informed School

1. Provide Schoolwide Childhood Trauma Awareness.
 2. View Trauma as an experience rather than incident.
 3. Believe the link between private logic and behavior.
 4. Prioritize social and emotional skills
 5. Establish safety.
-

10 Steps to Create a Trauma Informed School

6. Foster connections.
 7. Promote play and breaks from instructional time.
 8. Collaborate with Families and Community
 9. Support Staff
 10. Collect and Share Outcome Data
-

Student Success/Resiliency

We must meet the students emotional and social needs in order to meet their academic needs.

We must create resilient learners.

- Emily and Hanna
 - Kolby, Kelley and Kya
-









EVERY
OPPORTUNITY



Outcome Data

- Highest attendance rate in 10 years

Reduce Chronic Absenteeism

- District from 10.6% to 5.7%
 - Elementary from 10.2 % to 5.3%
 - Middle School from 6.4% to 3.7 %
 - High School from 14.5% to 7.8%
-

Outcome Data

State Report Card Data

- Gap Closing from a F to B. Gap closing is based on districts subgroups such as Economic Disadvantage students.
 - Four Year Graduation Grade from B to A.
 - Value Added (Progress)Grade--- B
-

Contact Information

Mike Masloski, Superintendent

mike.masloski@ridgewood.k12.oh.us

740-545-6354
