

HB 4002: Coordinated Student Success Act of 2016

Tackling Chronic Absenteeism Using Trauma-Informed Strategies

Oregon has seen chronically poor academic outcomes for a key segment of the student population with low standardized test scores, high dropout rates, and high absenteeism. This leads to long term health issues, chronic diseases, workforce challenges, higher incarceration rates, and dramatically higher long term costs on a variety of state programs. Absenteeism, while a concern for all students, disproportionately affects low-income children, students from certain racial and ethnic groups, and those with disabilities. Student health issues, including physical and behavioral health, are a leading cause of student absenteeism.

PROBLEM

Children who experience trauma are:

- 5x more likely to have severe attendance issues
- More than 2x likely to be suspended
- 6x more likely to experience behavioral problems
- Have a reduced reading ability
- Have lower grade point averages
- 23% of Oregon 11th graders report being intentionally hit or physically hurt by an adult
- Nearly 30% of Oregon 11th graders report missing school because of emotional health reasons

SOLUTION

Design and implement a 3-year pilot project to develop a trauma-informed approach to education, health services, and intervention strategies in high-need communities.

- Use national models, tailored to the specific communities in Oregon, coordinating schools with coordinated care organizations, public health, non-profits, justice system, parents, etc.
- Pilot schools take advantage of an existing school-based health center (SBHC) or equivalent school-based system for providing behavioral health services and care coordination.
- Require a minimum community match for each project and pursuit of new Federal grant funding.
- Develop a comprehensive evaluation plan.

Trauma-Informed Schools

Research shows that adverse childhood experiences, also known as childhood traumas, are a barrier to academic success. **A trauma-informed school:**

- *Realizes* both the widespread impact of trauma and the role of schools in promoting resiliency
- *Recognizes* the signs and symptoms of trauma in students, families and staff
- *Responds* by fully integrating knowledge about trauma into policies, procedures, and practices
- *Resists* re-traumatization of students and staff and fosters resiliency



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