

B 3 Conference

Audrey Soglin

June 14, 2017

Educational Reform

Address achievement gaps

Laser like focus on teachers, teacher policies and testing

- tenure
- evaluation
- dismissal

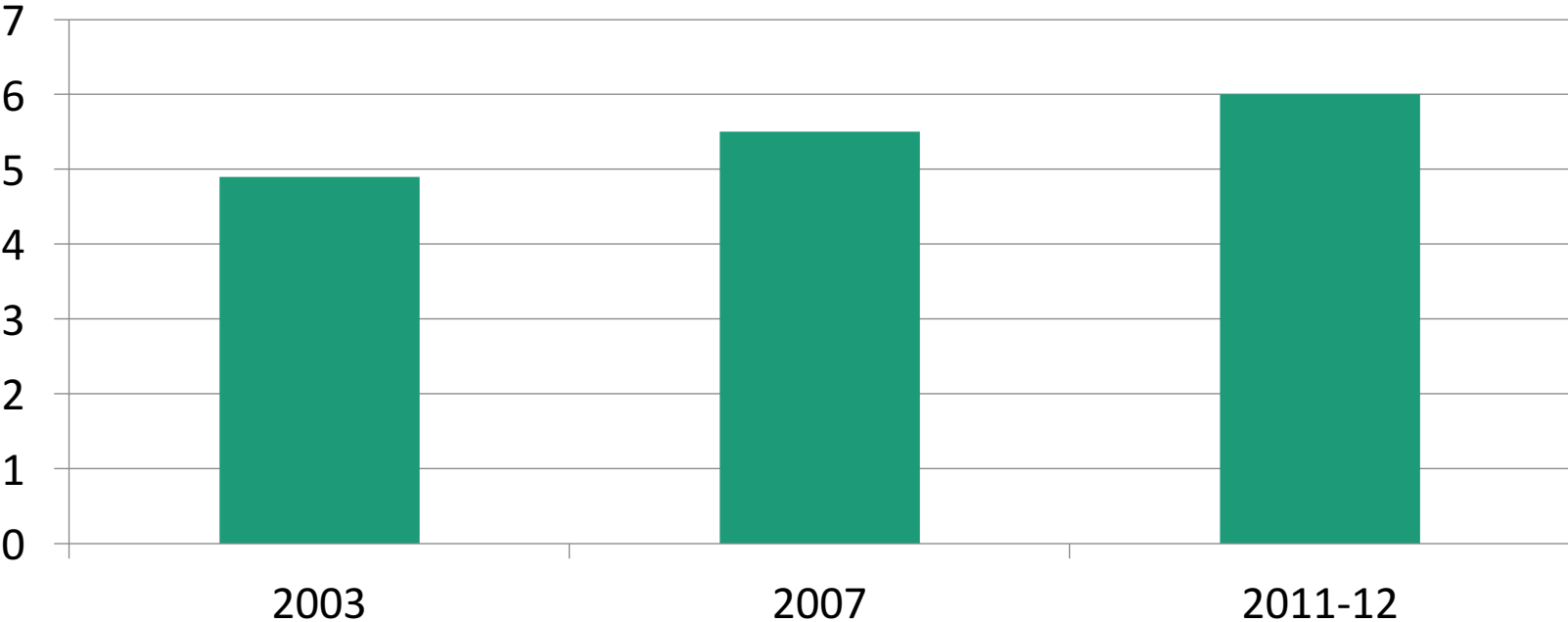
No excuses mindset

The Prize by Dale Russakoff

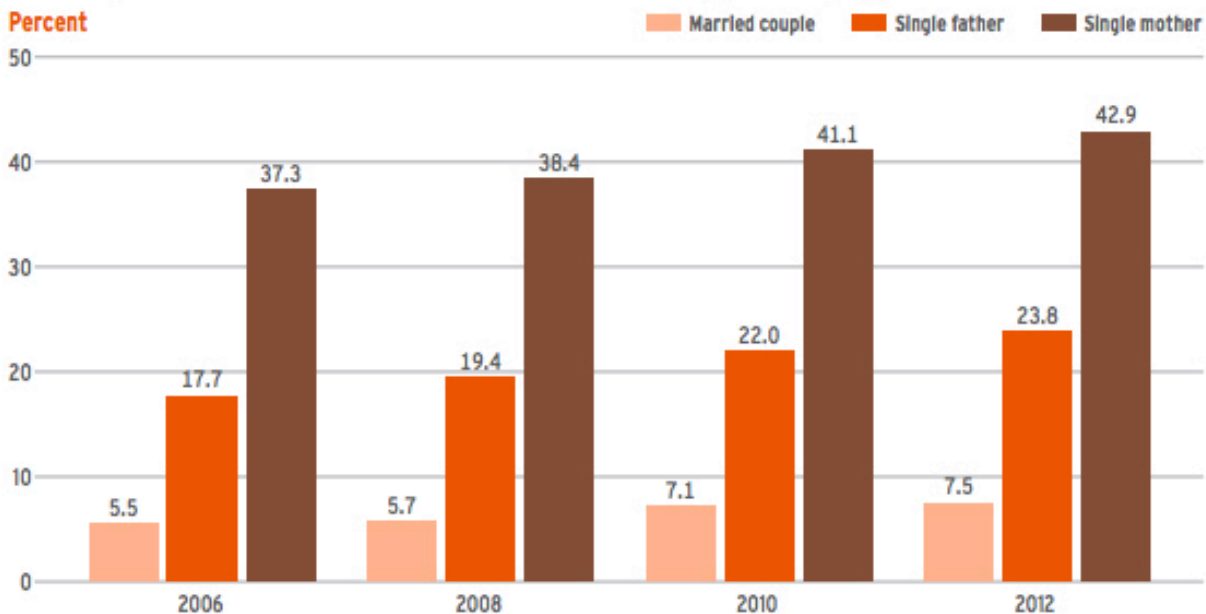


\$100 Million dollars to “fix” the Newark Schools and become the education model for the country.

Percent Illinois children age 6-17 who missed 11 or more days of school due to illness or injury



Poverty Rates for Families with Own Children by Family Type



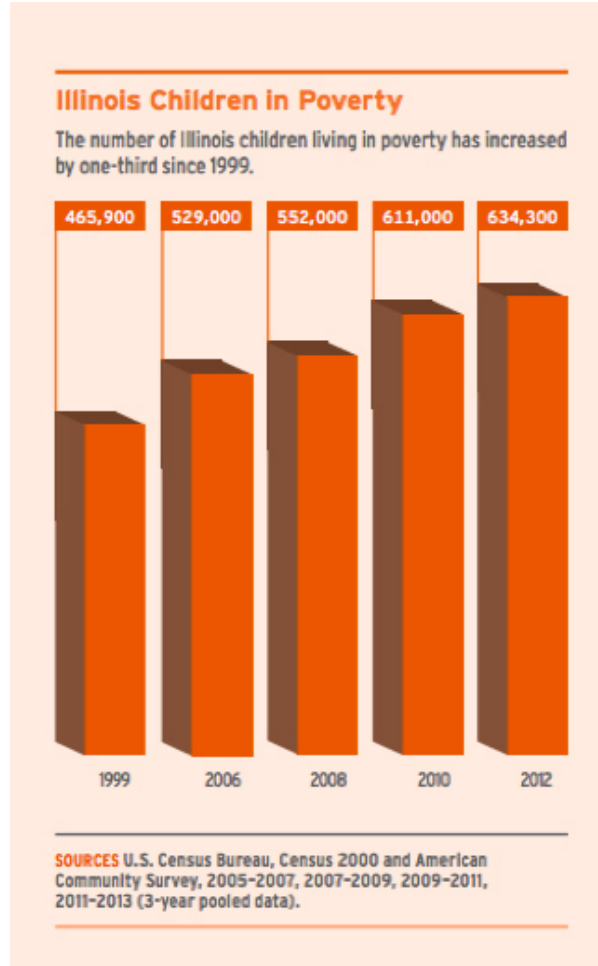
NOTE "Own children" refers to the biological, step, or adopted children of a householder (i.e., one of the people who owns or rents a residence).

SOURCE U.S. Census Bureau, American Community Survey, 2005-2007, 2007-2009, 2009-2011, 2011-2013 (3-year pooled data).

About half of all single mothers have never been married; the remainder are divorced, separated, or widowed. [U.S. Census Bureau, Current Population Survey]

Illinois Poverty

Recent data from Illinois State Board of Education says 54% of Illinois children live in poverty. An increase of 2% since 2012.



Toxic Stress

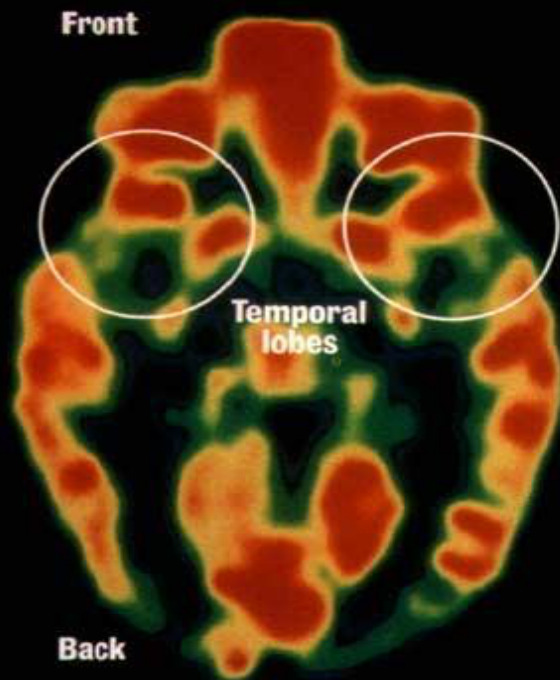
- ACE's – Felitti and Anda, 1998
 - The most important scientific study on health that most doctors don't know about...
 - Adverse childhood experiences are the most basic cause of health risk behaviors, morbidity, disability, mortality, and healthcare costs.
- Toxic Stress includes but goes beyond ACEs

Video

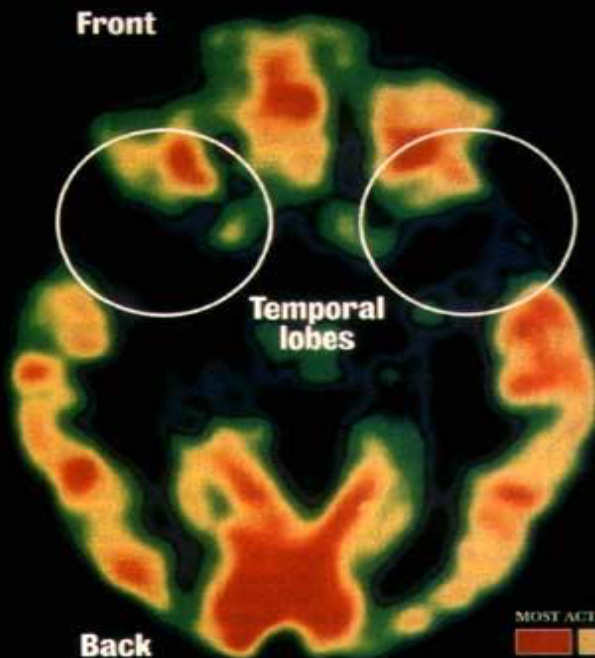
<https://www.youtube.com/watch?v=apzXGEbZht0>

Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



Front



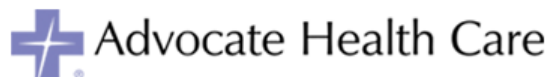
An Abused Brain

This PET scan of the brain of a Romanian orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.

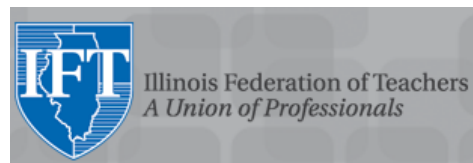
MOST ACTIVE LEAST ACTIVE

A color scale legend for PET scan activity levels. It consists of five colored boxes: red (most active), orange, green, blue, and black (least active).

The Right Partners



MILLENNIAL CONSULTING GROUP



SIU SCHOOL of MEDICINE

Population Science and Policy



American Academy of Pediatrics
Illinois Chapter

The Right School Districts

Ridgeland School District 122

Education for today with a vision for the future.



CALUMET PUBLIC SCHOOL DISTRICT 132

High Expectations Produce Positive Results



Ford Heights, IL
School District 169

HOME

ADMINISTRATION &

COOK COUNTY SCHOOL DISTRICT 130

SERVING THE COMMUNITIES OF • ALSIP • BLUE ISLAND • CRESTWOOD • ROBBINS

Building Bridges to Success

DOLTON • RIVERDALE School District



THORNTON TOWNSHIP HIGH SCHOOL DISTRICT 205
465 EAST 170TH STREET | SOUTH HOLLAND, IL 60473

Park Forest-Chicago Heights
School District 163

Continuing to Build Positive & Effective Learning Communities

Three Areas of Focus

- Primary care and wellness
- Behavioral Health
- Parent engagement

IEA's work in this area



IEA's Vision: Building trauma-informed systems for our students and their families



Resources

- Know Me, Know My Name

<http://www.ieanea.org/resources/know-me/>

- Paper Tigers and Resilience

• <https://ieanea.org/2016/06/21/partnership-for-resilience-videos/>

• <https://vimeo.com/ieanea/review/149309048/d21906b246>

Dr. Marjorie Fujara's recorded webinar on the science of ACES.

One-day trauma-informed trainings: meeting the needs of the whole child

JUNE 20 - PALATINE

JUNE 21 - UNIVERSITY PARK

JUNE 22 - CARTERVILLE

June 20 - Palatine, Walter Sundling Middle School, 1100 N. Smith St., 8:30 a.m. to 3 p.m.

June 21 - University Park, Governors State University, 1 University Parkway, 8:30 a.m. to 3 p.m.

June 22 - Carterville, John A. Logan, Community College, 700 Logan College Drive, 8:30 a.m. to 3 p.m.

Questions and Comments



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www.partnership4resilience.org



Building Trauma Informed Schools



Ridgeland School District 122

Team Member with the Partnership for Resilience



Integrating Trauma Informed Practices/Creating capacity to sustain the system

The Plan/Goal (Educating the Whole Child and Taking Care of Staff)

Year 1: Resilience Team Develops, Plans and Shares 2016-17

Educate/Train all staff on ACEs research

Implement and Acknowledge Staff Care

How does what we already do fit into this system?

Collect Data (Student success, Staff Job Satisfaction)

Increase Mental Health Support for students and families

Year 2: Strategies for the Classroom and Integration 2017-18

Executive Functioning

Collect Data (Student success, Staff Job Satisfaction)

Second Hand Stress/Staff Care/Staff Wellness

NBCT

Parent Engagement

Community Engagement

District Leadership Team Development

Ridgeland School District 122



The Work (Developed by the Resilience Team following the 4 day Training/25 Staff to one day Seminar)

August	Institute Day 1- ACE Research Overview, Goals, Action Plan, Burke Video Institute Day 2-Fujara Powerpoint-Students who challenge-Empower students Institute Day 3- AFT Survey (job satisfaction)
September	½ Day-Data Day (Include ACEs in decisions) Nurses/FL Breakout session on staff care Tuesday AM Meeting- Chapter 7 p. 45-48: Sporleder Building Trauma Sensitive Schools Area Supts. Meet with Dr. Belmonte/Admin Team meets with Christ Healthcare
October	½ Day-Paper Tiger Movie (All Staff) Resilience Team Meets in PLC at GSU Tuesday AM Meeting- Chapter 7 p. 49-52 Sporleder Building Trauma Sensitive Schools
November	Institute Day-Keynote CASL Speaker Morning Breakouts: Curricular and Staff Care options Wellness Fair and Exam Tuesday AM Chapter 7 In the Classroom

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The Work Continued....



December	Staff lead conversation on Staff Care
January	Tuesday AM-Paul Reville Video on Poverty and ACEs Resilience Team PLC at GSU Tuesday AM-Nurses Article on Heart Health/Apples for Staff
February	Tuesday AM-Paul Reville Video Nurse/Social Work/Psychologist- Webinar and Skype with Illinois Doc Assist
March	Tuesday AM-Executive Functioning Articles
April	Tuesday AM-View Video from Harvard on Executive Functioning/Review Grade Levels by Bands on ways to build executive functioning Survey Part II
May	Tuesday AM-How to connect what we do (2nd Step, PBIS, Trauma Informed, Mindset) Resilience Team PLC at GSU PBIS Planning for 2017-2018

The Implementation has had an IMPACT!!!

Job Satisfaction Survey Results (Given Fall and Spring of 16-17 SY)

Growth Shown:

Staff report that they feel valued

Staff members feeling cared for and about

Staff improvement in feeling that they have control over students liking to come to school

Report that they are proud of what they do and have influence over safety and trust in the classroom

Getting students to work together

Areas for Growth:

Workload feeling bogged down (newer staff)

Staff input on class size

Feeling worn out due to helper status/Feeling trapped as result of being a helper

Community involvement in the school

(Second hand stress/work life balance)

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Summary on Integration and Sustainability

What Worked:

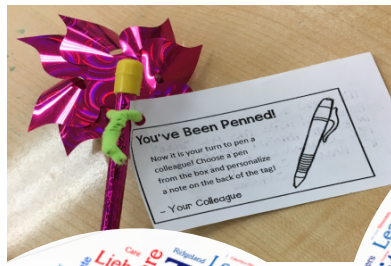
- Formulation of team/Partnership
- Create a plan/timeline to train staff
- Reflect/Reflect/Reflect
- Include all staff (Teachers, paraprofessionals, secretaries, custodians, administration)
- Find time within the school day to train
- Listen to staff
- Health/Dental/Vision
- Staff Care
- Looking students and situations through the ACEs lense (Mindset)

Barriers:

- Finding time
- Funding (Be creative)

Future Areas for Growth (2017-18):

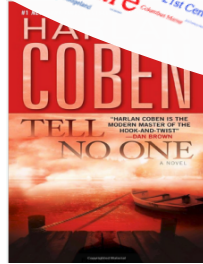
- | | |
|----------------------|---|
| Parent Engagement | Helping teachers manage Secondhand Stress |
| Community Engagement | Work Life Balance |
| Classroom Strategies | |



Team Building Games



When I am feeling the stress of daily life, I need to remember that... Each day I get more hugs than the average therapist, turn more frowns into smiles than the average dentist, watch more brains process information than the average neurologist, and give more 'atta girls and 'atta boys' than the average coach will in a year. I do this every day because I was born to be a Teacher



Simmons Staff Book Club - Blog

Thank you!

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(708) 599-5550 ext. 7218

Action Plan Goal #2

Teacher / Staff Training & Staff Wellness and Care

- Continue with monthly articles/videos during Staff Meetings
- Planning of Cross District August Teacher Institute with D123 and D229
- Physical Therapists scheduled for February to speak with Secretarial Support Staff

Increase Mental & Health Support for students / families

- Home visits using the ACE's Lens
- Second Step SEL Curriculum PreK-8
- Dental Van with restorative care
- Vision Van
- Medical Van for physicals
- Triple P Training – Family Outreach