

Chair Alonso Leon and members of the committee,

My name is Alfonso Ramírez, I am a Trauma Informed Restorative Practices Coordinator at the Tigard-Tualatin School District and I managed one of the State's Trauma Informed Pilot Programs at Tigard High School from the 2016 to 2019.

I am testifying today to support House Bill 2368 which would provide funding for trauma informed work in schools.

I am a former teacher, mental health clinician and shelter manager for children and youth experiencing a wide array of trauma. I also previously managed the children and families' behavioral health services unit at the Oregon Health Authority.

As a result of the original pilot, I am trained in the Neurosequential Model of Education, a trauma informed and developmentally appropriate model to help educators better understand student behavior and academic performance.

Trauma informed funding has transformed our understanding of the role of trauma in school and has provided us with some approaches and tools to help mitigate these impacts.

Using ODE data, we know that throughout the course of the pilot, graduation rates for all students have increased by 7% points. This alone would be something to celebrate. However, we also found an even greater increase in graduation rates for those traditionally underserved and more likely to suffer from trauma that goes way beyond the Adverse Childhood Experiences study.

Our economically disadvantaged students saw graduation rate increases that were double that of the regular population. At the beginning of our pilot only 57% of our students with disabilities had graduated. By the third year, 82% were graduating. English Language Learners had a 17% increase, Latinx students had a 22% increase. Multiracial 12% increase, Native Hawaiian/Pacific Islander students 13%, Talented and Gifted, Black and Asian students saw grad rates of at least 95% in year three of the pilot. (See figure 1)

Additionally, Tigard High recorded its lowest level of disciplinary referrals in the last year of the pilot, with a 40% decrease between years 2 and 3. This means more time spent in the classroom and better relationships between students and staff. (See Figure 2)

We found that simply providing opportunities for students to be regulated throughout the day began to offer school environments that were more welcoming and humanizing.

I've also had many staff tell me how trauma informed school not only helped them in their work with students, but it helped them manage their own stress to become better parents and better spouses at home.

Since the pilot TTSD has further developed its infrastructure to support equity and culturally responsive education. I am excited about future trauma informed schools work to be centered

on community and equity from the beginning and for more schools to have state support to make this happen. Therefore I urge you to support this bill. Thank you.

Figure 1: Source: Oregon Department of Education

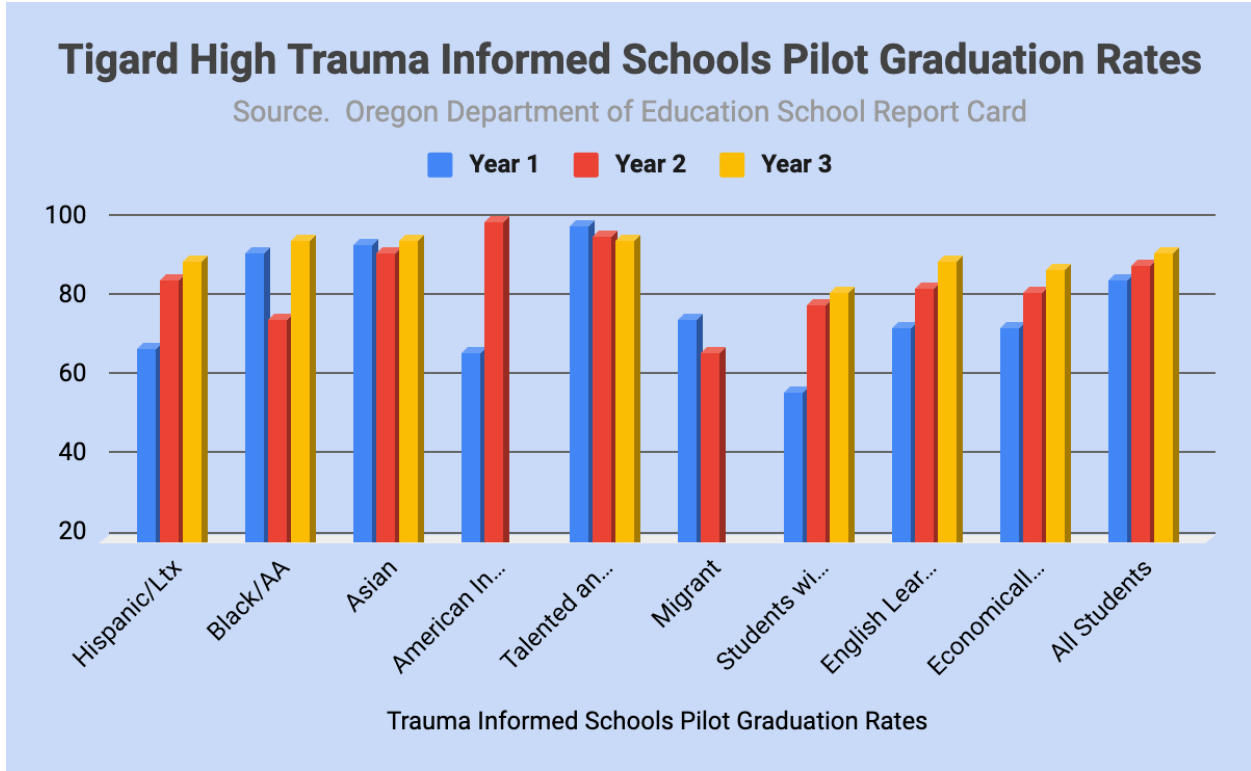


Figure 2: Source: Tigard Tualatin School District SWIS Suite Data

