



Wayne County Parent Advisory Committee

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Eileen Brandt, Chairperson Kara Clarke, Vice-Chairperson
Jennifer Padgett & Samara Wolf, Secretary Lori Huntington, Treasurer

MEETING MINUTES
January 9, 2020

I. Call to Order

Eileen Brandt called the meeting to order at 6:31 p.m. A quorum of members was present.

Members Present:

Maha Jaber Crestwood	Iesha Brassell Dearborn Hts. #7	Joann Goree Detroit	Jennifer Seal Garden City
Heather Stefan Grosse Ile	Crystal Upshaw Lincoln Park	Eileen Brandt Livonia	Kara Clarke Livonia
Michelle DeJesus Melvindale-NAP	Maria Warmuth Northville	Linda MacClinton Redford Union	Khalilah Montgomery Redford Union
Carol Matthews Riverview	Jacqueline Dalzell Romulus	Michelle Muse-Worthy Southgate	Philip Czernik Trenton
Lori Huntington Westwood	Jennifer Padgett Woodhaven/Brownstown	Victoria Martinez Wyandotte	Sarah Groeneveld Achieve Charter
Jim Michalik Canton Charter Acad.	Samara Wolf Quest Charter Acad.		

Members on Phone: Celestine Tarver, Barb Wilson

Members Excused: Angels Edwards, Eilia Syed

Guests Present: Priscilla Albano, Linda Junod, Beth Kohler, Darlene Heard-Thomas, Verna Brocks (on phone)

RESA Representatives: Larry Stemple Regina Baker

<i>Dates to Remember</i>
<i>Next WCPAC Meeting Thursday February 13, 2020: Why Self-Determination</i>
<i>Feb 24th, 2020 Alternative to guardianship session – Michigan Alliance</i>
<i>WCPAC Meeting, Thursday, March 12, 2020: Emergency Preparedness for Families</i>

II. **Approval of Agenda** - A copy of the meeting agenda was emailed and posted to the website to members in advance and made available at the meeting. A motion was made by Victoria Martinez and seconded by Michelle Muse-Worthy to accept the agenda. Motion was supported by majority of members present. No objections were made.

III. **Approval of Minutes**

A copy of the December 12, 2019 minutes was mailed and posted to the website to members in advance and made available at the meeting. A motion was made by Jennifer Seal and seconded by Joann Goree to accept the minutes as noted. Motion supported by majority present. No objections were made.

IV. **Presentation-** Trauma-Informed Practices & PBIS by Karyl Reynoso, RESA Consultant

What is trauma? – The substance abuse and mental health services administration (SAMHSA) describes individual trauma as resulting from “an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.” That includes what happens, how the individual perceives what happened and how that makes that person feel or how they react to such event. www.samhsa.org

Adverse childhood experiences – Physical/sexual/emotional abuse, physical neglect, intimate partner violence, mother treated violently, substance misuse w/in household, parental separation or divorce or incarcerated household member.

Toxic stress response – Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship- w/out adequate adult support.

When toxic stress response occurs continually, or is triggered by multiple sources, it can have a cumulative toll on an individual’s physical and mental health – for a lifetime.

Schools are using reset rooms – these can be very effective IF used properly and with the understanding not all instances call for this room. Sometimes they may just need a check sheet or a time out to let these individual’s know the exhibited behavior is unacceptable.

Trauma & behavior -

Chronic trauma can impair the development of a child’s ability to regulate their emotions and control impulsive and externalizing behaviors. Reactions can be triggered in children if they feel like they are being provoked or if something reminds them of their trauma. Feeling a loss of control or sensory stimuli can trigger a trauma response. (sometimes the family does not want to discuss this/these traumas, everyone is triggered differently (such as a smell, a sound, being without something in hand or in eyesight).

Some children internalize their trauma and may demonstrate social withdrawal or perfectionism. When misbehavior occurs, a trauma-informed perspective considers, “what has happened to you and how can I help?” instead of, “what is wrong with you?”

Wayne RESA special education-

How are we supporting schools that are seeking to implement trauma-informed practices?

- Support for alignment
- Resilient classrooms PD opportunities
- On-site PD's
- PBIS support county-wide
- Wayne county resiliency project

Making sure teachers, admins, social workers are all working together with the same goals in mind. Teaching the new methods.

PBIS & trauma-informed practices: They work together

“Often, school administrators and staff initially view trauma-informed approaches as an additional activity to be added to an already overwhelming agenda of requirements. However, most trauma-informed practices can be infused into already establishing teaching methods and school practices, and usually will make classroom management, teaching and disciplinary practices easier and more effective.” Resler, 2017

Resilient classrooms: Alignment with a 3-tiered model

Trauma-informed strategies are delivered most effectively through a 3-tiered PBIS framework of behavioral intervention.

“Resilient Classrooms” focuses primarily on tier 1 universal supports for all.

Special ed and general ed – helping ALL students

Delivering effective, positive practices for behavioral and educational.

Resilient classrooms PD

Offered at Wayne RESA 2x last year, 3x this year

Sessions are well-attended

Session was also presented at the Michigan Association of School Social Workers state conference in Nov. 2019

Focus on understanding trauma, resilience, and providing staff with easy-to-implement PBIS strategies.

Kids are Resilient

One way to understand the development of resilience is to visualize a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other.

Resilience is evident when a child's health and development tips toward positive outcomes- even when a heavy load of factors is stacked on the negative outcome side.

5 Elements of a resilient PBIS classroom

- 1) Protection (safety)
 - a. Safe, predictable environments
 - b. Safe, consistent consequences
 - c. Corrective feedback with empathy
 - d. Maintaining emotional control
 - e. Understanding triggers
- 2) Connection (Respect)
 - a. Positive relationships

- b. Trust
- c. Positive regard (4 -1)
- d. Community-building circles
- e. Parents
- 3) Social-emotional learning (Responsibility)
 - a. Teaching and practicing the skills
 - Mindfulness
 - Active listening
 - Problem-solving
 - Bully prevention
- 4) Choices (Respect, Responsibility, Safety)
 - a. Beliefs
 - b. Movement
 - c. Restorative practices
- 5) Self-Care (Respect) FOR STAFF
 - a. Compassion fatigue
 - b. Self-awareness
 - c. Self-care strategies

“I am not what happened to me, I am what I choose to become.” Carl Jung

Resilient Classrooms (edit)

On-site professional developments

Several districts have requested PD’s on Trauma-Informed Practices and PBIS

Allen Park Public Schools: Resilient classrooms PD for entire district in Feb. 2019

Livonia Public Schools: Resilient classrooms offered to all PBIS schools, AM and PM session in March 2019

Detroit Public Schools Community District:

All special education para-pros offered PD on 10 trauma-informed PBIS strategies they could implement immediately, Nov. 2019

Wayne-Westland Community School: Frankin Middle School Jan. 2020

PBIS Support in Wayne County

Districts-31

Schools – 266

District-Wide PBIS – 14 districts

High Schools – 33

District Leadership team

PBIS Administrative coordinator & coaches

PBIS IS TRAUMA-INFORMED

PBIS is trauma-informed: safety & trust

“The school setting can be a battleground in which traumatized children’s assumptions of the world as a dangerous place sabotage their ability to develop constrictive relationships with nurturing adults.” Helping Traumatized children Learn. Massachusetts Advocates for Children, 2005.

Children who have experienced trauma struggle to feel safe and struggle to trust.

Safety is a core component of PBIS.

Developing connections and positive relationships are core components of PBIS interventions.

(ex: if you use check in and check out's they get positive interactions with adults)

Wayne County Resiliency Project – This is a book that is available to those that attend this and the next PAC meeting.

Was initiated in April 2018 by former Associate Superintendent Dr. Salah as a part of the School-Justice Partnership work.

Purpose:

To create a resource for Wayne County educators to access to learn about various aspects of trauma-informed practices.

To identify, synthesize and create content and resources designed to support teachers, educational leaders and school districts with supporting students that may have had Adverse Childhood Experiences (ACES)

MTSS Sub-committee formed to focus on delivering trauma-informed practices through a 3-tiered PBIS framework.

MTSS Sub-committee work highly supported by Karen Howey.

Contact information for Kayrl Reynoso, Consultant for Behavior Support

reynosk@resa.net

Chris McEvoy, Consultant for Behavior Support

mcevoyc@resa.net

V. **Chairperson Report** – Google ACES (for more information, quiz to see what your ACE score is, videos) – Adverse Childhood Experiences

VI. **Vice Chairperson Report**- If you are new, see Kara for a new member packet.

VII. **Secretary Report**-

If you need business cards either because you are new or need more please see Samara Wolf or Jennifer Padgett to fill out the form needed.

Please remember to sign in each and every meeting not only for the minutes but also for year end mileage reimbursement.

VIII. **Treasurer Report**-

The balance remains at \$2,699.12

IX. **Membership/Public Relations Subcommittee**-

X. **Subcommittee Reports**-

Legislative -

-Bill HR3992 (Federal) S225 (senate side) – Hiring and retaining someone with a disability past one year. There are currently few sponsors – contact your legislators if you so feel inclined.

-HR4397 – Direct support professionals – moving away from calling them care workers and calling them direct support professionals. Grants for training also.

-HR4280 – Talking about \$2,000 cap of assets for SSI – Looking to raise that limit to \$10,000. That \$2,000 was put into effect in 1972.

-HB4813 (State) – Tax credit for modifying a current residence or new construction for someone with a disability, so that they can comfortably live/visit the home. \$1 million cap for entire state of Michigan.

Special Recognition –

An opportunity to nominate a person or organization who makes a positive impact on people with disabilities in Wayne County. It's not really a nomination it's a guarantee as long as WCPAC Members get the completed nomination form in by the deadline which will be the March WCPAC Meeting. Happening 3rd Wednesday in April at the WRESA Board of Ed meeting. Winners receive a framed certificate and their name(s) on a plaque in the RESA hallway along with your written nomination. WCPAC Members who represent a Public School Academy, are eligible for two nominations (two nominations total for the PSA).

Parent handbook – Since June – close to end sending off last parts of it. Things they can't modify sent to Larry and those who handle that to finish.

XI. RESA Reports –

Larry – new website www.RESA.net showed us how to navigate go to teaching-learning then special education comes up. Agendas and presentations are on there. Some presenters power points may be there now and in the future. PAC brochures will be updated and added soon. It is still being updated so be patient please. Meeting minutes also. PAC membership list is on there BUT it only shows your name and your district, if someone makes contact via that format (they will be contacting RESA), then RESA will get their information and pass that on to you, they WIL NOT give out your information. Some information on there is from a while ago however, it is still valid so it will remain there. Catamaran PDF sounds like a good piece to look at (Larry says it contains a lot of information).

If you are not receiving emails from Larry and you are a current member (not pending) then please contact him to verify he has your correct information.

XII. Member Reports-

Jennifer Michelle Seal – Thank you Larry for printing the flyers for New church Graceful Journey community church Town Hall Meeting. There will be 2 more town hall mtgs to come - look at fb page for dates <https://www.facebook.com/groups/587974254882183/>).

New coffee shop in Livonia – Merriman and 7 mile – Anastasia's and Katie's –They work to specifically hire those with disabilities, through competitive fully-integrated employment. .

<https://www.miworkmatters.org/anastasiaandkatie>

XIII. Adjournment-

A motion was made by Ilesha Brassell and seconded by Michelle Muse-Worthy to adjourn the meeting at 7:59 p.m. Motion passed by majority present. No objections were made.

The next WCPAC meeting is scheduled for Thursday, February 13, 2020 at 6:30pm at Wayne RESA in the Boyds Arthur's Auditorium.