Office of Exceptional Student Education
Town Hall Meeting

Tuesday, May 17, 2022

Dr. Deborah Hunter-Harvill, Vice President, DPSCD Board of Education
Nidia Ashby, Chief of Schools K-8
Lohren Carter-Nzoma, Assistant Superintendent, Exceptional Student Education
<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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</table>
| 6:00 – 6:10 p.m. | • Greetings & ESE Overview  
Lohren Nzoma, Assistant Superintendent, Exceptional Student Education  
Dr. Deborah Hunter-Harvill, Vice President, DPSCD Board of Education  
Dr. Nikolai Vitti, Superintendent |
| 6:10 – 6:20 p.m. | • What is Mindfulness  
• Mediation & Self-Awareness |
| 6:20 – 6:30 p.m. | • What is Social Emotional Learning (SEL)? |
| 6:30 – 6:40 p.m. | • Expect Respect |
| 6:40 – 6:50 p.m. | • Bullying & How We Respond |
| 6:50 – 7:00 p.m. | • Restorative Circles & How it is Facilitated |
| 7:00 – 7:10 p.m. | • DPSCD Mental Health Hotline & the Services We Provide |
| 7:10 – 7:15 p.m. | • Closing Comments |
The Office of Exceptional Student Education

- Implements and monitors the delivery of specialized instruction through a continuum of programs and related services for students with exceptionalities birth to age 26,
- Provides appropriate access to and participation in the general curriculum.
- Supports schools to ensure the success of every student with exceptionalities.
- Evaluates students and develops procedures for students with exceptional needs.
- Offers the Provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE).
- Includes Gifted and Talented Education (GATE).
- Includes Section 504 Plans & Services in support of student access to the general education curriculum across the continuum of exceptionalities.
District ESE Programs

- Autism Spectrum Disorder Programs
- Deaf or Hard of Hearing Programs
- Dual Diagnosed Program
- Early Childhood Programs
  - Early On (Birth to 3 years)
  - Michigan Mandatory Special Education (Birth-3 years)
  - Early Childhood Special Education (3-5 years)
- Emotional Impairment Programs
- Mild Cognitive Impairment Programs
- Moderate Cognitive Impairment Programs
- Physical or Other Health Impairment Programs
- Postsecondary Programs
- Resource Programs
- Severe Cognitive Impairment Programs
- Severe Multiple Impairment Programs
- Visual Impairment Programs
- Homebound & Hospitalized Services
ESE Related Services

- School Social Work
- Speech & Language
- Audiological
- Occupational Therapy
- Physical Therapy
- Nursing
- School Psychologist
- Orientation & Mobility
## Areas of Exceptionalities

- Specific Learning Disability
- Cognitive Impairment
- Autism Spectrum Disorder
- Early Childhood Developmental Delay
- Physical Impairment
- Emotional Impairment
- Traumatic Brain Injury
- Deaf & Blindness
- Speech & Language Impairment
- Other Health Impairment
- Severe Multiple Impairment
- Hearing Impairment
- Visual Impairment
ESE School Social Work Supervisors

Mr. Franchott Cooper

Dr. Faith Ivey
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Kareemah Lewis
School Social Worker
10 years

Brittaneyrose Shelton
School Social Worker
6 years
Mindfulness/Meditation and Self-Awareness
A Look into Mindfulness

Improving your attention span
A Look into Mindfulness

Helps manage stress/stress reduction

1. Taking a moment to breathe
2. Unplugging from the world
3. Enjoying life
4. Being positive
A Look into Mindfulness

- Increases sense of well being
  1. Doing something creative
  2. Learning new skills
  3. Value yourself and others
  4. Taking a break
  5. Being active
A Look into Mindfulness

• Improving communication

1. Speaking in a calm tone
2. Using fewer words
3. Using honest emotions
4. Being understanding of needs
5. Providing instructions
Mindfulness Meditation

Time and a Place
• Aim to practice daily for 15-30 minutes. Frequent, consistent and long-term practice leads to the best results
• Find a time and place where you are unlikely to be interrupted

Posture
• Sit in a chair, or on the floor with a cushion for support
• Straighten your back, but not to the point of stiffness
• Let your chin drop slightly and gaze downward at a point in front of you
• If in a chair, place the soles of your feet on the ground. If on the floor cross your legs
• Let your arms fall naturally to your sides, with your palms resting on your thighs
• If your pose becomes too uncomfortable, feel free to take a break or adjust
Aware of Breathing

- Because the sensations of breathing are always present, they are useful as a tool to help you focus on the present moment. Whenever you become distracted during meditation take your focus back to breathing.
- Notice the sensation of air as it passes through your nose or mouth, the rise and fall of your belly, and the feeling of air being exhaled back into the world. Notice that the sounds accompany each inhalation and exhalation.

Mind Wandering

It’s normal that your thoughts will wander during mindfulness meditation. At times it can be a constant battle to maintain focus on your breathing. IT’S NORMAL!
A Look Into Self-Awareness

Self-awareness allows you to accurately recognize your own emotions, thoughts and beliefs along with the ability to understand how they impact your own behavior.

It’s a process that takes time to develop with practice.
Benefits of Self-Awareness

• Builds confidence and self-esteem
• Improves decision-making
• Helps identify strengths and disadvantages
• Provides an accurate perception of self
• Recognizes how your behavior affect others
• Increases self-advocacy
• Increases self-monitoring
• Produces healthier interactions
• Provides you with a better understanding of your needs
How Do I Become More Self-Aware?

Be Real With Yourself

• Acknowledge Emotions
• Speak good things about yourself
• Be honest about your disadvantages
• Challenge negative thoughts
• Own your mistakes & correct them
Questions & Comments
Tiana Daniels  
School Social Worker  
6 years

Trina Dearring-Weaver  
School Social Worker  
30 years

Taj Edwards  
School Social Worker  
25 years
What is Social Emotional Learning (SEL)?
Taking a Closer Look at Social Emotional Learning (SEL)?

- Attitudes and Behaviors
- Life Skills
- Well-Rounded, Functioning Adult

What is Social-Emotional Learning?
What is at the Core of Social Emotional Learning?
How SEL Shows Up in the Classroom

Check In Meeting at the Beginning of the Day
• Allows students to share, empathize and connect with classmates.

Teach Students to Solve Problems with a Hypothetical Conflict
• If we modeling and prompt behaviors for students, they will begin to use these strategies on their own.
How SEL Shows Up in the Classroom

Role Playing Activities
• Help master skills such as empathy or understanding another’s perspective.

Anchor Charts & Visual Reminders
• Provides a resource students can access whenever they have issues.
• Anchor charts can cover a variety of different skills:
  o Breathing techniques
  o Positive self-talk
  o Grounding exercises
  o Schedule for the day
What Does SEL Look Like When it is Schoolwide?

• In all-school practices and policies
• In classrooms

• In staff convenings
• In family and community relations
Last Word Response Activity

This game is a hilarious way for individuals to connect through today's virtual meeting. It involves the three A's of Active Listening:

*Attention, Attitude and Adjustment.*

Participants will practice their active listening skills as they work to develop a sentence using the *last* word from the *last* participant.
“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

-Martin Luther King Jr.
Questions & Comments
Angela Gardner-Street
School Social Worker
34 years

Amber Ykimoff
School Social Worker
6 years

Josinda Feldstein
School Social Worker
8 years
Expect Respect Overview

What is Expect Respect?

The 10 Character Traits
What is Expect Respect?

DPSCD’s Expect Respect Initiative at the school level teaches and promotes citizenship among students. It is a Multi-Tier System of Support (MTSS) Tier 2 Intervention that can be implemented in small groups, classrooms, and at assemblies. The 10-character traits are taught on a rotating schedule to all students, highlighted into daily announcements, then practiced in lessons and activities.
<table>
<thead>
<tr>
<th>Month</th>
<th>Core Value</th>
<th>Character Trait</th>
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<tbody>
<tr>
<td>SEPTEMBER</td>
<td>Tenacity</td>
<td>Responsibility</td>
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<td>OCTOBER</td>
<td>Integrity</td>
<td>Respect</td>
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<td>NOVEMBER</td>
<td>Students First</td>
<td>Kindness</td>
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<td>DECEMBER</td>
<td>Service</td>
<td>Generosity</td>
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<td>JANUARY</td>
<td>Service</td>
<td>Citizenship</td>
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<td>FEBRUARY</td>
<td>Excellence</td>
<td>Self-Control</td>
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<td>MARCH</td>
<td>Integrity</td>
<td>Honesty</td>
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<td>APRIL</td>
<td>Students First</td>
<td>Compassion</td>
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<tr>
<td>MAY</td>
<td>Students First</td>
<td>Cooperation</td>
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<tr>
<td>JUNE</td>
<td>Equity</td>
<td>Acceptance</td>
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Expect Respect Lesson & Activity

• Give a developmentally appropriate definition of what the character trait is.
• Show a video related to the character trait, to reinforce the trait and support different learning styles.
• Give real-life examples of children demonstrating the character trait.
• Make the trait relatable (i.e., demonstrate with a story or movie clip).
• Allow time for practice utilizing the character trait (i.e., classroom role plays, worksheets, guided classroom dialogue).
Spotlight: Neinas Students Demonstrating Compassion

Neinas Students with Compassion
Play from 0:28 through 1:13 of the video.
Neinas students participating in a "clap out" for students who exemplify the character trait of the month

Neinas' Expect Respect Crew in their matching t-shirts
Our Pre-K students showing off their orange in support of kindness, acceptance, and inclusion.
Questions & Comments
Donna Kennedy
School Social Worker
28 years

Paige Zarb
School Social Worker
2 years

Charnae Keith
School Social Worker
5 years

Ashley Broadie
School Social Worker
3 years
Causes of Bullying

• Bullies do not have true friendships and are lonely, so they bully to get attention by any means necessary. They do not understand their behavior is wrong.

• Bullies are frustrated and sometimes they envy those they perceive are better at something than they are (someone who may have better grades, receives praise from a teacher, is better at sports). As adults, we may bully someone who received a promotion at work. Bullies compare their accomplishments with that of others. They do not feel good about themselves or their own personal progress.

• Bullies are ashamed of their own accomplishments or lack of accomplishments. Low self-esteem is present or personal integrity is low.
Causes of Bullying (continued)

• Discussions centered around emotions are more accepted in society by females and displays of visual emotions are more common for females the opposite usually occurs for males. This leads to a higher degree of aggression from males toward others.

• Bullies lack positive attention in their lives. Children may not have received positive affirmations from adults in their lives.

• Bullying is a learned behavior.

• Bullies bully those they perceive as weak.
Types of Bullying

Verbal Bullying
• Verbal bullying involves insults, taunts, name-calling, and other types of verbal abuse. Nowadays, it often occurs via social media as well.
• Verbal bullying often escalates to physical bullying. Those sticks and stones can break your bones – and those words certainly CAN hurt you.
• Verbal bullying can affect a person’s life for years.

Physical Bullying
• Physical bullying includes:
  ➢ hitting
  ➢ kicking
  ➢ tripping
  ➢ pinching
  ➢ pushing or damaging property

• Physical bullying causes both short-term and long-term damage.

Cyber Bullying
• Cyberbullying can happen at any time and is sometimes only known to the target and the person bullying.
• Cyberbullying uses digital technology, smartphones, social media, instant messaging, texts, etc., to imitate others, exclude others, spread nasty gossip or rumors, and send abusive or hurtful texts, emails or posts, images or videos.
Types of Bullying (continued)

Social/Relational Bullying
• Social bullying, sometimes referred to as covert bullying, is often harder to recognize and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation or cause humiliation.
• Social bullying can include:
  ➢ Lying and spreading rumors
  ➢ Playing nasty jokes to embarrass and humiliate.
  ➢ Mimicking unkindly
  ➢ Encouraging others to exclude someone socially
  ➢ Damaging someone’s social reputation or social acceptance

Prejudicial Bullying
• A prejudicial bully targets those whose race, religion, or social standing is different than theirs.
• This is usually something they’ve learned from parents or others who are close to them, though not always.
Prevention of Bullying

- Focus on the social environment of the school
- Assess bullying at your school
- Staff and parents support bullying prevention
- Form a group to coordinate the school prevention activities
- Train staff in bullying prevention and intervention
- Increase adult supervision in hot spots where bullying occurs
- Intervene consistently and appropriately in bullying situations
- Focus some class time on bullying prevention
- Continue these efforts over time
Bullying can threaten a student’s physical and emotional safety at school and can negatively impact their ability to learn.

- Educating and/or training school staff and students to prevent and address bullying can help sustain bullying prevention efforts over time. Examples of bullying prevention include:
  - Classroom meetings to talk about peer relations
  - Educating the school community about bullying to ensure everyone understands the problem and their role in stopping it
  - Using the internet to research types of bullying, how to prevent it, and how students should respond
  - Presentations, role-playing, creative writing on speaking out against bullying
  - Focused discussions on topics related to bullying, such as how to report bullying
  - Educating students on being a bystander and sticking up/speaking out on bullying
  - Plan bullying prevention and intervention programs.
  - Create a safe and supportive environment
  - Establish a culture of inclusion and respect that welcomes ALL students.
  - Reward students when they show thoughtfulness and respect for peers, adults, and the school
Questions & Comments
Trina Dearring-Weaver
School Social Worker
30 years

Marcia Gregory
School Social Worker
12 years

Melynda Green
School Social Worker
8 years
What Are Restorative Circles?

• Restorative Circles provide an opportunity for community members to gather in a safe space where harmful behavior and the circumstances in which it occurred are addressed through a process that leads to restitution and restored relationship(s).

• In a “Circle” participating parties of a harmful event/behavior are able to come together to discuss what happened and together devise a plan to right the wrong-doing. An important component to the Circle is that the chairs are aligned in a circle, continuous and unbroken, which represents equity and creates a sense of community where no single person is seen as superior.
Benefits of Restorative Circles

- Reduce, prevent, and improve harmful behaviors
- Involves all relevant stakeholders
- Improves emotional literacy
- Fosters greater sense of accountability
- Solution focused approach
- Repairs and restores positive relationships
- Provides opportunity for equitable dialogue and participatory decision making
Who is Involved & What Occurs?

• Responsible Person, Impacted Person, Affected Party & Facilitator
• Introduction
• Circle Norms are read and agreed upon
• Questions are asked by the impartial facilitator to help guide the process with the goal being to ensure safety and cooperation among the Circle.
• Once each party has spoken, a plan is devised to repair the harm. In some cases, a written agreement may be prepared, and facilitator will capture signatures from the parties.
• The facilitator will formally conclude the Circle. Participants of the Circle are reminded of their obligation to confidentiality and encouraged to contact the facilitator with questions, concerns, or to report non-compliance.
Restorative Circle Norms

- Respect the talking piece. Only the person holding the talking piece is allowed to speak.
- Speak and listen from your heart.
- Remain in the Circle. Stay engaged and follow the speaker.
- Speak with Respect.
- Honor Confidentiality. What is discussed in the circle remains in the circle and will not be repeated.

Members of the Circle agree to the guidelines and follow them with integrity.
Questions & Comments
Melynda Green  
School Social Worker  
8 years

Brent Sykes  
School Social Worker  
14 years
The Mental Health Hotline

• DPSCD Mental Health Hotline was established during the COVID-19 Pandemic school closure.
• Adjacent to the Homework Hotline
• The Mental Health Hotline is staffed by licensed school social workers.
• Social workers are clinically trained in trauma informed care and provide community resources.
• The Mental Health Hotline is open Monday - Thursday 5:00-8:00 p.m. and closed during school breaks.
DPSCD Mental Health Hotline

Dial: 1-833-466-3978

Press: Option 2
Questions & Comments
Practices for Maintaining Mental Wellness

- One way that students in DPSCD maintain mental wellness is through creative outlets. Janaya Richardson is a student from Cass Technical High School who created a music video that sheds light on the many injustices faced by African Americans.
- The video starts at 24:06.
- https://www.youtube.com/watch?v=cr1JMePs7zk&t=41s
ESE Lead Administrator, Cohort 1 Schools & Ancillary Services

Mr. Julien Frazier
Resources

• 24 Hour Crisis Line - Crisis/Suicide Prevention: (313) 224-7000

• Child Care Coordinating Council (4-c): (313) 259-4411
  http://www.detroitwaynecounty4c.org/

• Department of Human Services: (313) 456-1000 / (313) 456-1039

• Domestic Violence/Sexual Assault: (888) 453-5900

• 2-1-1 United Way Community Services Resource Referral Services: Dial 2-1-1
When You Have a Question or Concern...
## Exceptional Student Education - School Organization Structure

**Chief of Schools:** Nidia Ashby, Pre-K – 8 & ESE; Dr. Maria Feagins, 9 – 12

<table>
<thead>
<tr>
<th>Cohort 1</th>
<th>Assistant Superintendent</th>
<th>ESE Lead Administrator</th>
<th>Enrollment Specialist</th>
<th>Compliance Specialist</th>
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<tbody>
<tr>
<td>Shaun Black</td>
<td>LaShawn Streeter</td>
<td>Julien Frazier</td>
<td>Rhonda Bradley</td>
<td>Gria Alexander</td>
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<tr>
<td>LaShawn Streeter</td>
<td>Angelica Ramirez</td>
<td>Gary Pull</td>
<td>Rhonda Bradley</td>
<td>Zelia Bill-Williams</td>
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<tr>
<td>Dr. Claude Tiller</td>
<td>Dr. Derrick Lopez</td>
<td>Trey Buller</td>
<td>Shannon Cooper</td>
<td>Cynthia Greene</td>
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<tbody>
<tr>
<td>Tammy Mitchell</td>
<td>Tyra Butler</td>
<td>Treneta Burks</td>
<td>Virese Law</td>
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<tr>
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<td>Donna Payne</td>
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<tr>
<th>Raymond Watson, Behavior Specialist</th>
<th>Takayah Wani, Behavior Specialist</th>
<th>Tanya Nelson-Williams, Behavior Specialist</th>
<th>Gayle Dusky, Behavior Specialist</th>
</tr>
</thead>
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### High School Supervisors

1. Sheri Smith
2. Kellie Lovett
3. Bethune
4. Brenda Scott
5. Brewer
6. Brown, Ronald
7. Bunche
8. Batelle
9. Barbet
10. Dent
11. Dupree
12. Dunn
13. Gompers
14. Gompers
15. Gompers
16. Gompers
17. Gompers
18. Gompers
19. Gompers
20. Gompers
21. Gompers
22. Gompers
23. Gompers
24. Gompers

### Center-Based Separate Facilities

1. Shani Sherwood
2. Jakielle Lovett
3. Bethune
4. Brenda Scott
5. Brewer
6. Brown, Ronald
7. Bunche
8. Batelle
9. Barbet
10. Dent
11. Dupree
12. Dunn
13. Gompers
14. Gompers
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**SISW Supervisors:** Tranchitt Cooper, Faith Hey, VACANCY; **School Psychologist Supervisor:** VACANCY; **OT/PT:** Michelle Johnson; **Communication Disorders Supervisors:** Stephanie Booker, Jason Lang
DPSCD Link To ESE Contacts

ESE Contact By School Building 20-21
ESE Administration

Lohren Nzoma
Assistant Superintendent
313-873-7740
lohren.nzoma@detroitk12.org

Michelle DeJaeger
Executive Director
313-873-7740
michelle.dejaeger@detroitk12.org