

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: December 16, 2019
Time: 7:00 pm
Location: Catholic Education Centre - Board Room
802 Drury Lane
Burlington, Ontario

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|-----------------|-----------------------------|----------------|
| Members Present | B. Agnew | J. Lim |
| | M. Arteaga | A. Louca-Ricci |
| | R. Barreiro | M. Lourenco |
| | T. Beattie | P. Moran |
| | M. Duarte | D. Rabenda |
| | D. Hotopeleanu (Vice Chair) | T. Veale |
| | | Y. Taylor |

Staff Present

C. Cipriano, Superintendent of Special Education Services
P. Codner, Chief Social Worker
P. Daly, Director of Education
M. Guayasamin, Social Worker
D. Kollee, Chief Speech Pathologist
J. Resendes, Secondary Teacher
W. Reid-Purcell, Special Education Coordinator

Members Excused

D. Bardon
N. Guzzo
R. Quesnel

Members Absent

H. Karabela
C. Parreira

Recording Secretary

A. Hughes

1. Call to Order

The Chair called the meeting to order.

1.1

The meeting opened at 7:00 p.m. with a prayer led by the Chair.

1.2 Approval of Agenda

Moved by: D. Rabenda

Seconded by: M. Duarte

RESOLVED, that the agenda be accepted as received.

CARRIED

2. Presentations

2.1 Good News Storey (P. Codner)

P. Codner, Chief Social Worker presented a good news success story from a student in the Change Program at the Alternative Education Program offered by the Thomas Merton Center.

2.2 Trauma Sensitive Classrooms (J. Resendes and M. Guayasamin)

P. Codner introduced J. Resendes, Secondary School Teacher and M. Guayasamin, Social Worker who presented on Trauma Sensitive Classrooms. The presenters provided a definition of trauma, types of trauma and the impact of trauma on the brain. A video was played. C. Cipriano addressed that the presentation has been presented across the school Board. The presentation is attached.

2.3 SEAC Members Re-Introduction (All)

Members presented a review/reintroduction of who they are, what association they represented and their goals for their time on SEAC.

3. Actions to be taken

3.1 Minutes of the November 25, 2019 SEAC Meeting

Moved by: P. Moran

Seconded by: M. Duarte

RESOLVED, that the minutes of the November 25, 2019 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

4. Declarations of Conflict of Interest

No conflicts of interest were declared.

5. Business Arising from Previous Meetings

6. Action and Information Items

6.1 SEAC Topics

B. Agnew invited members to submit ideas for a SEAC event in the spring. The goal of the event is to increase parent awareness and engagement. Members offered suggestions for speakers and topics.

B. Agnew will collect a summary of the suggested speakers to bring back to SEAC for members to vote on.

6.2 Educational Field Trips

B. Agnew presented Policy No. II-19, Educational Field Trips that will be brought to the next Board meeting for approval. B. Agnew asked if any member had feedback on the policy and the wording contained in it. No feedback was provided in the meeting.

Members discussed adding Special Education Board Policy Review as a standing agenda item and it was concluded that Special Education Board Policy Review would be added as a standing agenda item.

7. Communications to SEAC

7.1 Superintendent's Report

C. Cipriano provided updates on:

Halton World Down Syndrome Day Contest: a memo went out to all schools and World Down Syndrome Day Contest posters have been sent to all schools.

Life Skills Christmas Dance: was held on Thursday December 12th at St. Ignatius of Loyola. All Secondary schools were in attendance represented by students, teachers, board staff and administrators. Best Buddies assisted in facilitating this successful festive event.

Elementary SERT and Secondary Special Education Department Head Meetings: meetings will be next week. The focus of the Elementary SERT meeting will be on the Model UN Conference and Privacy and Records Management. There will be a presentation from a young adult with Autism Spectrum Disorder and a Developmental Disability and his father about their experiences navigating school and the post-secondary world. The focus of our Special Education Department Head's meeting will be on students with a Developmental Disability transitioning to post-secondary, building the ABA Bonanza 2.0 in secondary and creating uniformity on the special education area of secondary school websites.

Mental Health and Well-being Multi Disciplinary Team: hosted our first Mental Health and Well-being MDT this week.

Special Incidence Portion (SIP) Claims: we finished our Special Incidence Portion (SIP) Claims for the 2019-20 school year. There was an increase over last school year. This increase represents a growing number of students we are serving with highly complex medical, physical and behavioural needs.

Educational Assistants: we have been approved for additional EAs as part of the local priorities CUPE agreement.

The Spirit of Inclusion Committee will include: M. Duarte, B. Agnew, R. Barreiro, D. Hotopeleanu, A. Louca-Ricci and C. Cipriano.

Joint School Administrators & Family of Schools Meeting on December 9th: Elementary and Secondary Principals and Vice Principals attended this meeting with presentations including; trauma sensitive classrooms and sexual exploitation of children. Carousel topics included; student attendance, student mental health and wellness, human rights and special education.

7.2 Trustee Reports

M. Duarte reported on:

- At the December 3rd Board meeting a new Chair, Vince Iantomasi and Vice Chair, Marvin Duarte were elected and installed.
- The SEA presentation which was presented at the November 25th SEAC was presented to the Board of Trustees at the December 3rd meeting.
- At the December 10th Policy meeting, Trustee Nancy Guzzo was re-installed as the Chair of Policy.
- Policy II-19 Educational Field Trips was updated to become more accommodating for children with special needs where access was concerned.

8. Next Agenda: Meeting Monday, January 27, 2020

9. Adjournment

9.1 Resolution re Absentees (Chair)

Moved by: M. Duarte

Seconded by: D. Hotopeleanu

RESOLVED, that D. Bardon, Nancy Guzzo, R. Quesnel be excused.

CARRIED

9.2 Adjournment and Closing Prayer (Chair)

Moved by: D. Rabenda

Seconded by: P. Moran

RESOLVED, that the meeting adjourn.

CARRIED

The meeting adjourned at 9:04 p.m. with a prayer led by the Chair.

Trauma Responsive Approaches in Schools

1/23/2020

Kim Thompson MSW, RSW
School Social Worker

Miguel Guayasamin MSW, RSW
School Social Worker

Jacob Resendes BEd, OCT
Teacher

Kate Mahoney
CYC

1/23/2020

Hope for our time together...

To develop a greater understanding of how lived experiences impact brain development and learning in the school.



WHAT IS THE DEFINITION OF TRAUMA?

Every emotionally traumatizing event has three characteristics:

1. It is unexpected
2. The individual was not prepared for it
3. The individual could not prevent it

Bruce Perry



Types of Trauma

- **Acute trauma** is a single traumatic event that is limited in time.
- During an acute event, children go through a variety of feelings, thoughts, and physical reactions that are frightening.
- **Chronic trauma** refers to the experience of multiple traumatic events.
- These may be multiple and varied events, such as:
 - the child's being exposed to domestic violence, becoming a victim of community violence,
 - longstanding trauma such as physical abuse, neglect, or war
- The effects of chronic trauma are often cumulative.



Traumatic Experiences of Students

A response to a negative external event or series of events which surpasses the child's ordinary coping skills.

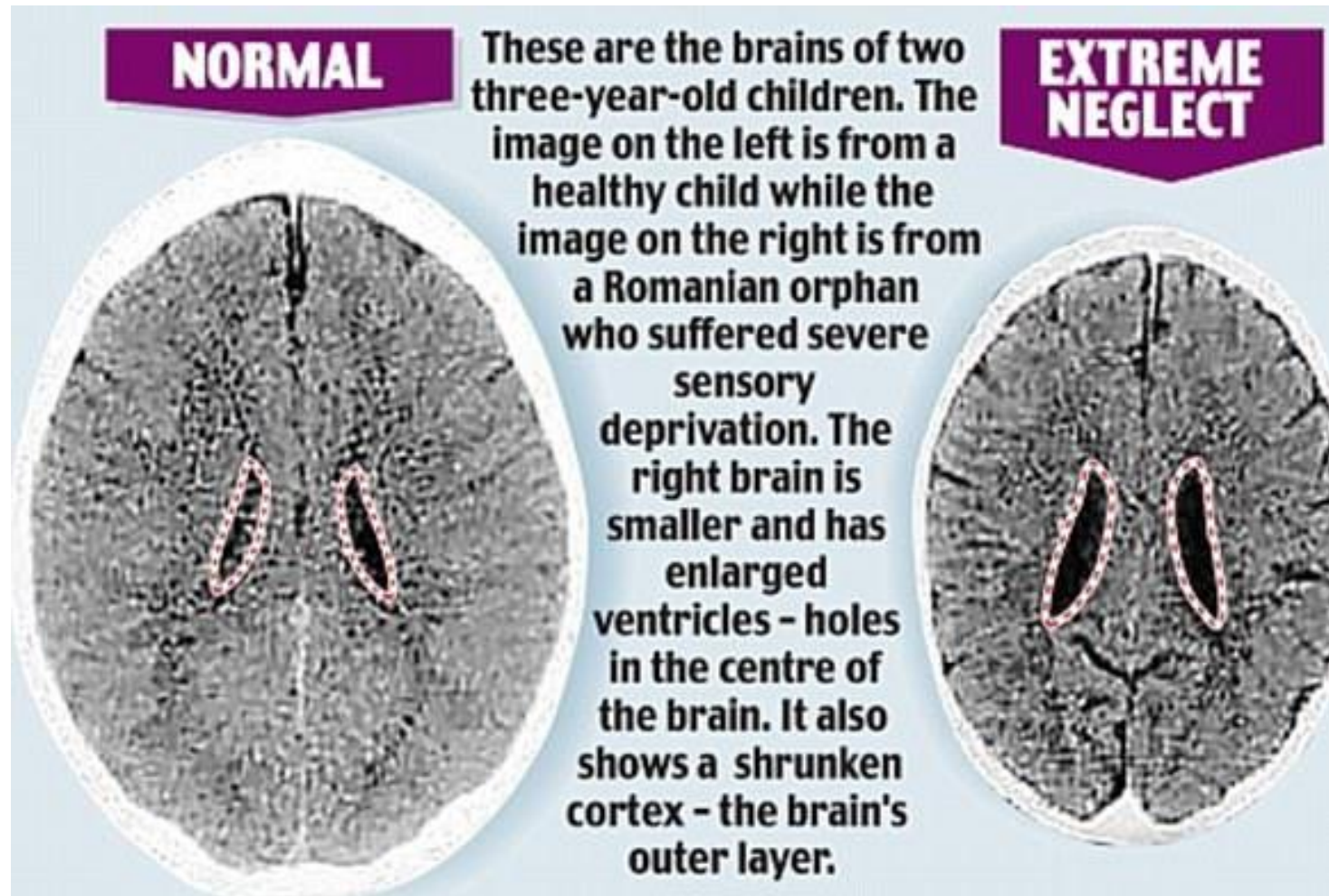
- Physical or Sexual Abuse
- Family Violence
- Child Maltreatment
- Intergenerational Trauma
- Bullying
- Community Violence
- Living in chronically chaotic and vulnerable environments
- Accidents
- War
- Racism/Discrimination/Oppression
- Refugee/Immigration Trauma
- Traumatic Grief
- Medical Trauma
- Natural Disasters



3-Part Brain



Bruce Perry



Potential Impact on School Environment

Children who experience trauma are more likely to experience...

- Difficulties concentrating in class
- Difficulties with memory
- Difficulties with organization
- More disruptive, less able to follow instructions, especially when multiple tasks are given
- Hypervigilant: always very alert and easily stimulated
- More withdrawn (hypo-arousal) and quiet, sometimes overlooked due to this
- Emotional outbursts, zero to sixty quickly
- Difficulties in relationships with others
- Difficulties responding to social cues
- Difficulties trusting staff and other children
- Flashbacks and preoccupation with the trauma
- Avoidance of school and other places





Necessary for Some, Good for All

- To feel safe
- To be understood
- To be seen
- To be acknowledged
- To feel/be connected



Children do well if they can



***“Your presence is the
most precious gift you can
give to another human
being”***

-Marshall Rosenberg