

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

**February 11, 2026**

### Public Meeting

#### Roll Call:

<b>Trustees:</b>	<b>Members:</b>
T. Lloyd K. McGregor	<p><b>Present:</b></p> <p>A. Martin, Member-at-Large (Queen’s University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large L. Clouthier, Easter Seals Ontario K. Hill, Member-at-Large B. Sheahan, Epilepsy South Eastern Ontario</p> <p><b>Regrets:</b></p> <p>J. Barker, Lennox &amp; Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston H. Clark, Autism Ontario</p>
<b>Invitees:</b>	<b>Staff:</b>
	<p><b>Present:</b></p> <p>S. Gillam, Superintendent of Education, Learning for All D. Thompson, Principal of Educational Services W. Fisher, Educational Services and Safe Schools Lead C. Snider, Special Education Program Coordinator M. Aylsworth, Special Education Program Coordinator M. West, Special Education Program Coordinator L. Conboy, Mental Health Lead N. Dillard, Vice-Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator</p>
<b>Recorder:</b>	<b>Guests:</b>
J. Senior, Administrative Assistant	<p>Dr. Kristin Fossum, C. Psych. Dr. Petra McDowell, C. Psych. Dr. Erin Sulla, C. Psych.</p>

Limestone District School Board

The Limestone District School Board is situated on the traditional territories of the Anishinaabek and Haudenosaunee.

## 1. WELCOME

Chair McGregor called the meeting to order and welcomed everyone to the meeting.

Chair McGregor read the Acknowledgement of Territory:

“The Limestone District School Board is situated on the traditional territories of the Anishinaabek and Haudenosaunee. We acknowledge their enduring presence on this land, as well as the presence of Métis, Inuit, and other First Nations from across Turtle Island. We honour their cultures and celebrate their commitment to this land.”

## 2. ADOPTION OF THE AGENDA

*MOVED BY: Trustee Tiffany Lloyd that the agenda be approved. Carried.*

## 3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

## 4. APPROVAL OF MINUTES

*MOVED BY Member-at-Large Erin Clow that the January 21, 2026, Minutes be approved. Carried.*

## 5. BUSINESS ARISING FROM MINUTES

None at this time.

## 6. EDUCATION SERVICES UPDATE

**6.1 Sharing of Exceptionalities – Attention Deficit Hyperactivity Disorder (ADHD)** – Limestone District School Board (LDSB) Clinical Psychologists, Dr. Kristin Fossum, Dr. Petra McDowell, and Dr. Erin Sulla provided an overview on supporting students with ADHD in LDSB Schools. The presentation provided an overview of ADHD from a strengths-based, neurodevelopmental perspective, including diagnostic processes, associated challenges, and evidence-based supports for students in LDSB schools.

### **Role of the LDSB Psychology Team:**

The Psychology Team supports schools through consultation, multidisciplinary meetings, assessments, connection to community resources, and executive functioning or emotion regulation interventions when appropriate.

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## Key Points Discussed

- **ADHD Overview**

ADHD is a neurodevelopmental difference involving regulation of attention, activity level, and impulse control. It has a strong genetic component and is influenced by environmental factors, with onset in childhood.

- **Strengths and Differences**

Students with ADHD often demonstrate strengths such as creativity, curiosity, enthusiasm, energy, humour, sociability, and the ability to hyperfocus on areas of interest. Differences are most evident in executive functioning and emotion regulation, which can impact learning, social relationships, and mental health.

- **Diagnosis**

ADHD diagnosis is based on DSM-5-TR criteria and includes review of developmental history, interviews with parents, teachers, and students, standardized questionnaires, observations, and ruling out other contributing bio-psycho-social factors.

- **Prevalence and Comorbidities**

ADHD affects approximately 5–9% of Canadian children and youth. Common comorbidities include anxiety disorders, learning disabilities (particularly written expression), autism, substance use in youth, and other mental health concerns.

- **Associated Difficulties**

Challenges may include attention, working memory, inhibition, planning, organization, self-motivation, emotional regulation, and social functioning. These skills are closely linked to executive functioning and directly relate to Learning Skills and Work Habits reported on report cards.

- **Executive Functioning**

Research indicates that children with ADHD may show a developmental delay in executive functioning skills compared to peers, affecting academic and daily functioning.

- **Evidence-Based Supports**

Recommended supports include positive behavioural strategies such as chunking tasks, repetition of instructions, extra time, body breaks, executive functioning supports, emotion regulation instruction, occupational therapy referrals, and use of praise and rewards. Medication may be considered in collaboration with medical professionals.

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### Key Takeaways

Students with ADHD have diverse and complex profiles of strengths and needs. Supports should focus on removing barriers, increasing understanding, and matching interventions to the student's level of need (Tier 1 to Tier 3). With appropriate support, students with ADHD can achieve strong outcomes.

**6.2 2026-2029 Multi-Year Accessibility Plan** – Superintendent Scot Gillam presented the 2026–2029 Limestone District School Board (LDSB) Multi-Year Accessibility Plan, developed in alignment with the *Accessibility for Ontarians with Disabilities Act (AODA)* and *Ontario Regulation 191/11 – Integrated Accessibility Standards*. The plan reflects the Board's ongoing commitment to removing barriers and improving accessibility across schools, programs, services, and communications.

### Key Information Shared

- The Multi-Year Accessibility Plan applies to the 2026–2029 period and is guided by provincial accessibility legislation, including K-12 Education Accessibility Standards.
- A consultation process was outlined, including engagement with the Accessibility Committee beginning in September 2025, sharing of consultation results in November 2025, incorporation of feedback into the plan, and presentation to SEAC and Trustees in February 2026.
- The Board reaffirmed its commitment to accessibility planning, including maintaining an Accessibility Planning Committee, consulting with SEAC, engaging individuals with disabilities, and ensuring policies, procedures, and practices reflect principles of accessibility, inclusion, and universal design.
- Ongoing barrier identification was described, including the establishment of an LDSB Accessibility Standards Sub-Committee and continued work on mission, vision, and goals related to accessibility.
- 2025–26 System Goals supporting the Multi-Year Plan were highlighted, including:
  - School and playground accessibility audits.
  - Improvements to information and communication accessibility, including captioning and digital accessibility resources.
  - Physical accessibility supports such as work-order tracking and consultation using LDSB Accessibility Standards.
  - Implementation of K-12 Education Accessibility Standards.
  - Inclusion of staff and student voice on committees and supports for accessible school event planning and communication.

## 7. CORRESPONDENCE

None at this time.

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## **8. ASSOCIATION UPDATES**

Brandy Sheahan, Epilepsy South Eastern Ontario – March is Epilepsy Awareness Month. During the month, there are several activities, including Purple Day on March 26, when students are encouraged to wear purple to show support. There will also be a Purple Door contest launching in March. As our next SEAC Meeting is on March 25, it was suggested that we all try to wear purple to the meeting.

## **9. OTHER BUSINESS**

**9.1 Administrative Report: Superintendent's Report** – Superintendent Scot Gillam provided an overview of the Superintendent's Report, which was included in the Agenda Package.

## **10. NEXT MEETING DATE**

March 25, 2026

## **11. ADJOURNMENT**

*MOVED BY: Member-at-Large Erin Clow that the meeting adjourn. Carried.*

*The meeting was adjourned at 6:45 pm.*

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