

## **Agenda – SEAC Meeting**

**March 25, 2026 – 5:30 p.m.**

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: [Join live event](#)

### **Public Meeting – 5:30 p.m.**

**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.”

#### **1. WELCOME**

#### **2. ADOPTION OF THE AGENDA**

#### **3. DECLARATION OF CONFLICT OF INTEREST**

#### **4. APPROVAL OF MINUTES**

4.1 SEAC Meeting – February 11, 2026 (Pages 3-7)

#### **5. BUSINESS ARISING FROM MINUTES**

#### **6. EDUCATIONAL SERVICES UPDATE**

6.1 Student- Led Mental Health Initiatives – Team from NDSS

6.2 Intensive Support Teacher Team Sharing – Team from JG Simcoe

6.3 Educational Services Monitoring and Operational Plan 2025/26 Update – Principal Deborah Thompson and Vice Principal Allison Todd

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## **7. CORRESPONDENCE**

**7.1 Durham District School Board** – Letter to Minister of Education regarding Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors, dated February 19, 2026. For your information. (Pages 8-9)

**7.2 Toronto District School Board** – Letter to Minister of Education regarding Provincially Appointed Supervisor not attending SEAC Meetings, dated February 25, 2026. For your information. (Pages 10-13)

## **8. ASSOCIATION UPDATES**

## **9. OTHER BUSINESS**

**9.1 Administrative Report: Superintendent’s Report** – Superintendent Gillam (Pages 14-16)

## **10. NEXT MEETING DATE**

April 22, 2026

## **11. ADJOURNMENT**

### **Limestone District School Board**

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## 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>

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## 1. WELCOME

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

Chair McGregor read the Acknowledgement of Territory:

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## 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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**February 19, 2026**

The Honourable Paul Calandra  
Minister of Education  
Mowat Block, Queen's Park  
Toronto, ON

Dear Minister Calandra:

**Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors**

On behalf of the Special Education Advisory Committee (SEAC) of the Durham District School Board, I write to express our profound disappointment and concern regarding the Ontario government's proposal to expand the use of provincially appointed supervisors in place of locally elected trustees in the province's school boards.

The suggestion that trustees could be removed (or their role diminished) undermines local democratic control of education and erodes community confidence. Trustees serve as a non-partisan, direct voice of families and students, particularly those receiving special education supports. In contrast, supervisors appointed by Queen's Park lack accountability to local parents and caregivers. Furthermore, examples from other boards show that important mechanisms for transparency - such as live-streamed SEAC meetings and regular trustee-parent communication - have been curtailed under supervision, challenging families' ability to stay informed and engaged.

We also note that there is no financial savings for the Ministry or school boards by replacing Trustees with Supervisors but, in fact, costs more. The salary for 1 provincially appointed supervisor is approximately \$350,000 per year, whereas the remuneration costs for the 12 Trustees at the DDSB is \$240,000. From our perspective, replacing Trustees with provincially appointed supervisors, who have no connection to the local community and do not understand the unique needs and culture of that community, runs contrary to PPM 170 regarding transparency, collaboration and building trust and does so at a higher cost to school boards and, by extension, Ontario taxpayers.

Furthermore, setting up Parent/Student Support Offices, to be staffed by current Board staff, while a great point of contact for parent/students to obtain information regarding Board process or policies, is not a replacement for the advocacy a Trustee does on behalf of students and parents. As employees of the Board, staff is accountable to the Board itself; in contrast, Trustees are accountable to their constituents. Parents and students, especially those who require special education accommodations, will lose an important avenue to hold teachers, schools and the Board accountable for ensuring that students are receiving those accommodations appropriately.

In the DDSB, SEAC members, including trustees and representatives from eight different associations (along with our *At Large* members), work collaboratively to advise the Board on special education programs, services, and parent



## Durham District School Board

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support. This local advocacy is vital to ensuring students with exceptional needs receive tailored supports that enable their success.

We are concerned that removing elected trustees will disconnect families from decision-making processes and weaken the advocacy structures that help protect the rights of students with special education needs. We urge the Ministry to preserve local governance and strengthen, not weaken, the voices of parents and caregivers in shaping education policies that affect their children.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Eva Kyriakides".

Eva Kyriakides

Chair, SEAC

Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees  
Chandra Pasma, Shadow Minister of Education ([CPasma-QP@ndp.on.ca](mailto:CPasma-QP@ndp.on.ca))  
John Fraser, Education Critic ([jfraser.mpp.co@liberal.ola.org](mailto:jfraser.mpp.co@liberal.ola.org))

David Lepofsky, Chair, TDSB Special Education Advisory Committee  
[mdl.seac@gmail.com](mailto:mdl.seac@gmail.com)

February 25, 2026

To: The Hon. Paul Calandra, Minister of Education [minister.edu@ontario.ca](mailto:minister.edu@ontario.ca)  
Ministry of Education

14th Floor, 315 Front Street West

Toronto, ON M7A 0B8

Canada

Dear Minister,

Re: Recurring Unmet Needs of K-12 Students with Disabilities/Special Education Needs

I write on behalf of the Toronto District School Board's Special Education Advisory Committee SEAC. We seek your help for TDSB's 40,000 students with disabilities/special education needs, because you are now the elected official with ultimate responsibility for TDSB operations while under provincial supervision.

Under longstanding provincial law, each school board must appoint a SEAC to advise it on the development and implementation of special education, including, among other things, on the board's special education budget and Special Education Plan. Our SEAC members bring to bear extensive community connections and lived experience with the challenges in the school system facing students with disabilities/special education needs and their parents/guardians.

Too often, students with disabilities/special education needs face recurring barriers in Ontario's K-12 schools. The Government received [a comprehensive report](#) over four years ago from a Government-appointed panel that extensively documented these barriers and recommended reforms to remove and prevent them. TDSB's student population comes from Canada's largest and most diverse city. The intersectional disadvantages that its students with disabilities/special education needs are thereby intensified.

Since the Government removed the TDSB's school board trustees and appointed the provincial TDSB Supervisor, the situation facing TDSB students with disabilities/special education needs has not demonstrably improved. In several ways, things have gotten worse for them.

Please direct the TDSB Supervisor to attend TDSB SEAC meetings. The representatives of parents of students with disabilities/special education needs wish an opportunity to address him directly, to have him hear of their concerns and to work collaboratively with him on finding solutions.

Previously, we had trustees attending every SEAC meeting, some as members, and often, simply as interested trustees. At some of the school boards that the Ontario Government has taken control over, your appointed Supervisor has attended at least some of their SEAC meetings. In sharp contrast, the TDSB Supervisor has not attended any of the monthly TDSB Special Education Advisory Committee Meetings, even though he stepped into the shoes of the school board trustees. Several trustees were members of SEAC. The Supervisor has been invited to attend each of our monthly SEAC meetings since He assumed his role last year.

Since the Supervisor was appointed, we have raised several issues with him in writing that are major concerns for students with disabilities/special education needs. We have asked him to take action to address these concerns. He has not taken any of the actions that SEAC requested. He has given no reasons for this.

Under Ontario Regulation 464/97, the elected trustees must afford SEAC an opportunity to be heard before making a decision on a SEAC recommendation. Trustees make those decisions in public, after a SEAC representative gets a chance to address the trustees, also in public. Trustees' discussions and decisions on any SEAC recommendation were conducted in public meetings, and live streamed to the public.

In contrast, in several cases, the provincial Supervisor has made adverse decisions on SEAC recommendations without affording SEAC a chance to be heard before the decision was made. Each such adverse decision was made behind closed doors. No reasons were given.

Making this worse, the provincial TDSB Supervisor has made decisions that are adverse to the needs of students with disabilities/special education needs, overturning earlier decisions of the trustees. He increased the maximum size of two categories of special education classes. He also overturned the ceiling of 32 students which the trustees had set for the size of any individual Grade 4 to 8 class. As long as TDSB maintains the overall average size of those classes, there is now no limit on the maximum size of any individual Grade 4 to 8 class. This can only hurt individual students with special education needs who are placed in a mainstream Grade 4 to 8 class.

TDSB's SEAC has repeatedly emphasized that there is need for more staff to support the learning needs of students with disabilities/special education needs. TDSB budget

officials have told SEAC every year that provincial funding for special education is less than the amount TDSB actually must spend to serve students with disabilities/special education needs. We have no indication that the provincial Supervisor has attempted to get any increase in provincial funding for TDSB.

It has become much harder for TDSB's SEAC to reach parents of students with disabilities/special education needs. For years, TDSB live streamed SEAC meetings. This helped SEAC and TDSB staff reach more parents of students with disabilities/special education needs and get helpful feedback from them. It helped SEAC members, TDSB staff and members of the public who missed a SEAC meeting but want to see what happened at it. Last October, you banned TDSB from live streaming SEAC meeting. This has made things worse for parents of students with disabilities/special education needs.

Under the provincial Supervisor, TDSB has now cut back on the scope/content of its much-needed multi-year Special Education Review. This hurts students with disabilities/special education needs. SEAC was never consulted on this cutback, nor were parents of students with disabilities/special education needs. If anything, TDSB needs to far more inclusively involve SEAC in the plans for this Special Education Review and to expand that Review, not further limit it.

In SEAC's experience, it is important for there to be broad public accountability for the management of TDSB. The removal of the trustees and the elimination of their public meetings substantially undermine this, to the disadvantage of all students, and especially to the disadvantage of vulnerable students with disabilities/special education needs. It would benefit students with disabilities/special education needs for there to be far stronger and more effective democratic oversight of the school board.

We urge you to broadly consult with parents of students with disabilities/special education needs, including with TDSB SEAC and other SEACs, about any future changes being considered to the governance and oversight of the publicly-funded school system. We are eager to work with you on this.

TDSB's Student and Family Support Office requires important additions to ensure that it effectively serves the learning needs of students with disabilities/special education needs and the accessibility needs of parents with disabilities. A staff complement as low

as two at the TDSB's Student and Family Support Office, reported on City TV, is far too small to serve 250,000 students including 40,000 students with disabilities/special education needs. The Student and Family Support Office staff should have expertise in education of students with disabilities. The Student and Family Support Office should offer to accommodate the needs of parents with disabilities in using its services.

Any delay in rectifying this situation can only compound the disadvantages that these vulnerable students too often face. We seek your intervention now to repair this situation. We welcome any opportunity to assist you in doing so.

Sincerely,

David Lepofsky CM, O. Ont  
Chair Toronto District School Board's Special Education Advisory Committee

CC: Chairs of Ontario school boards' Special Education Advisory Committees  
Denise Cole Deputy Minister of Education [denise.cole@ontario.ca](mailto:denise.cole@ontario.ca)  
Stacey Zucker, Interim TDSB Director of Education [Stacey.zucker@tdsb.on.ca](mailto:Stacey.zucker@tdsb.on.ca)  
Rohit Gupta TDSB Supervisor [supervisor@tdsb.on.ca](mailto:supervisor@tdsb.on.ca)

## Administrative Report: Superintendent's Report

### Special Education Advisory Committee (SEAC)

03/25/2026

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#### A. Ministry Updates:

##### Advisory Body to Improve Student Achievement

The Ontario government has appointed an advisory body to lead a comprehensive review of student achievement and assessment across the province, with a focus on improving outcomes in reading, writing and math. This advisory body is part of the government's ongoing efforts to ensure Ontario's education system supports student success and helps all learners reach their full potential.

William (Bill) Robson has been appointed Chair, and David R. Johnson has been appointed Advisor to the [Advisory Body on Student Achievement and Assessment](#). Mr. Robson has served as President and CEO of the C.D. Howe Institute for the past 20 years and previously spent eight years on Ontario's Postsecondary Education Quality Assessment Board, where he helped oversee certification standards for postsecondary programs and provided recommendations to the government.

The advisory body will examine EQAO testing and conduct a comprehensive review of how Ontario supports student learning, with a focus on math, reading, and writing, as well as closing achievement gaps. The review will explore the root causes behind current results and recommend clear, actionable strategies to better support teachers, parents, and students, while continuing to strengthen Ontario's public education system

#### B. Educational Services Updates:

##### April 17, 2026, PA Day- Collaborative Care Initiative for Loyalist Collegiate Vocational Institute (LCVI) and Kingston Secondary School (KSS) Family of Schools

Limestone District School Board (LDSB) and the Kingston Community Health Centres (KCHC) have partnered to launch a Collaborative Care Initiative (CCI), supported through generous grant funding from the Sisters of Providence and the Community Foundation of Kingston & Area. By deepening collaboration between schools, health care, and community services, we aim to reduce barriers, mitigate the impact of Adverse Childhood Experiences (ACEs), and build resilience that supports student well-being and learning.

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On April 17, 2026, all elementary permanent and long-term staff within the KSS and LCVI family of schools are being asked to attend a half-day of professional learning focused on building staff capacity to support this work in meaningful and practical ways. While not mandatory, this learning will be most effective when experienced together and we are planning for full staff engagement.

This session will be delivered in collaboration with the [TRTL team from KCHC](#) and will provide both shared language and actionable strategies that align with the direction of the work already occurring in these school sites.

### **Neurovibes**

Neurovibes will take place at the Queen's University BioSciences Complex on April 29, 2026. We are pleased to welcome special guest speaker Dr. Shelley Moore, a Canadian researcher, educator, and author based in British Columbia who specializes in inclusive education, curriculum design, and teacher professional development. Known for her [Five Moore Minutes](#) series, Dr. Moore works internationally with schools to design strength-based, equitable learning environments for students with disabilities.

Dr. Moore will also join a group of K-12 educators on the morning of April 30, 2026. The focus of this learning will be on creating supportive and inclusive classroom spaces where all students can engage in meaningful and purposeful learning. We look forward to Dr. Moore's participation in these two important learning opportunities.

### **Educational Assistant (EA) Allocation for 2026-2027**

The process for allocating EAs to LDSB schools has begun with the completion of School Profiles. These profiles provide detailed information related to student medical and safety needs, which supports Educational Services leadership in making allocation decisions based on this information. School Profiles are due by April 1, 2026, to allow allocations can take place on April 9-10, 2026.

### **Spring Student Mental Health/ Artificial Intelligence (AI) Symposiums – April 22, 24, and May 13, 2026**

The Mental Health, Equity and AI team portfolios have actioned a Grade 7/8 Student Symposium focused on mental health, digital well-being, and AI.

The symposium will provide students with interactive learning experiences that support:

- Mental health and digital well-being
- Critical consumption of online media and news
- Understanding discrimination and bias in digital spaces
- Thoughtful, responsible use of AI as a tool to support mental health

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The learning will align with the Health and Physical Education and Science and Technology curriculum expectations and will integrate the LDSB AI Guiding Principles. Students will rotate through three 50-minute sessions. Sessions will be facilitated by LDSB staff from Educational Services, Equity and the AI team, including Rae McDonald, Paul Allison, Ryan Parry, Melissa West, and Laura Conboy.

A session at Calvin Park will take place on April 22, 2026, while Ernestown Intermediate will participate on the afternoon of April 24, 2026, and LaSalle Intermediate will participate in the symposium on the afternoon of May 13, 2026.

**Prepared by:** Scot Gillam, Superintendent of Curriculum & Program Services: Student Support Services & Indigenous Education

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