

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

**November 12, 2025**

### Public Meeting

#### *Roll Call:*

Trustees:	Members:
T. Lloyd K. McGregor	<p>Present:</p> <p>A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large K. Hill, Member-at-Large H. Clark, Autism Ontario L. Clouthier, Easter Seals Ontario</p> <p>Regrets:</p> <p>J. Barker, Lennox &amp; Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston</p>
Invitees:	Staff:
	<p>Present:</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 J. Lalonde, Special Education Program Coordinator N. Dillard, Vice-Principal of Educational Services</p> <p>Regrets:</p> <p>T. Bonham-Carter, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	None at this time.

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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 October 15, 2025, Minutes be approved. Carried.*

## 5. BUSINESS ARISING FROM MINUTES

**5.1 Epilepsy Ontario Representation** – Christina Lord, former representative for Epilepsy Ontario, has left the organization and, by default, SEAC. Epilepsy Ontario will provide a new contact for SEAC, and updates will be shared when available.

**5.2 Accessibility Planning Committee Vacancy** – Helen Simpson retired from the Learning Disabilities Association of Kingston (LDAK), and Gail Eaton-Smith from the Learning Disabilities Association of Ontario has joined SEAC in Helen’s place. This change leaves a vacancy on the Accessibility Planning Committee. The committee meets five times per year (virtually or in person) and focuses on school and playground accessibility as well as curriculum support. Superintendent Gillam invited SEAC members interested in joining the committee to confirm their interest. Two members, Haley Clark and Katrina Hill, immediately expressed interest and will be added to future invites, agendas, and minutes.

## 6. EDUCATION SERVICES UPDATE

**6.1 Educational Services Monitoring and Operational Plan 2025-2026 Update** – Principal Deborah Thompson and Vice Principal Nicola Dillard shared an update on the 2025-2026 Educational Services Monitoring and Operational Plan. The following key points were presented:

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### Educational Services Mission Statement

Our mission is to support the creation of equitable, supportive and fully inclusive learning spaces where all students can achieve their goals, develop to their full potential, and experience success. Our purpose is to support staff to recognize the unique strengths and needs of every student and to enable the conditions for learning, engagement, belonging and achievement.

### Goals of the Special Education Review:

- To examine our current special education supports and services and identify areas for refinement and enhancement to meet the needs of all learners within an inclusive learning environment.
- To gather students, family, staff and community partner voices to identify priorities and key areas which may impact the success of students with special education needs.

### Following the Special Education Review, the following insights emerged:

- **Equity of Access:** Supports and services should be available in students' home schools.
- **Flexible and Responsive Support:** Programming and resource spaces must adapt to students' unique learning profiles.
- **Purposeful Inclusion:** Inclusion should be planned and supported by caring, knowledgeable staff.
- **Reduced Silos:** Increase equitable access by reducing identification-specific service delivery.

As a result of the review, several next steps were identified to ensure ongoing improvement. These include a commitment to digging deeper into data, providing responsive professional learning, focusing on school-based support, and maintaining ongoing data collection through regular surveys and meetings.

The team is dedicated to identifying barriers, strategies, and success, and uses comprehensive feedback to inform future planning and ensure that all voices are heard.

### Guided by the four Key Principles:

- Culture Matters
- Supports Matter
- Programming Matters
- People Matter

The Monitoring and Operational Plan is closely aligned with the LDSB Strategic Plan. This alignment is reflected in four main goals that drive the work of Educational Services, ensuring that every initiative and strategy supports the creation of equitable, inclusive, and supportive learning environments for all students.

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The work ahead is organized into Four Main Goals:

**1. Enhancing Capacity:**

- Focused professional learning for staff, including topics such as executive functioning, trauma-informed practices, and neuro-affirming approaches.
- Development of in-school and multidisciplinary teams, and district support pathways.
- Introduction of new learning opportunities, such as Sonderly online courses for educators and families.

**2. Promoting Inclusion:**

- Embedding strengths-based, neuro-affirming, and relationship-based approaches in daily practice.
- Ongoing professional learning is designed to be responsive to staff feedback and shared across the system to build collective capacity.

**3. Strengthening Partnerships:**

- Prioritizing family and student voice in planning and decision-making.
- Engaging community partners and improving communication and consent processes.
- Schools are supported by breaking down barriers to engagement and foster meaningful relationships with families.

**4. Implementing Responsive Models:**

- Equitable resource allocation, including the use of Tier 1 budgets that allow schools to quickly access adaptive tools (e.g., fidget tools, flexible seating) for students without unnecessary hurdles.
- Creation and use of Intensive Support Rooms, providing flexible, inclusive spaces for student support.
- Continued evolution of referral pathways, especially Tier 3 supports, to ensure students receive the right help at the right time.

**Recent Actions (Fall 2025):**

- Data and feedback from staff surveys and affinity groups have been shared back with teams and used to develop targeted professional learning.
- The Operational Plan is used as a living document, guiding decisions and keeping the focus on the four Key Principles.
- System-wide professional development offerings have included workshops on mental health, neuro-affirming practices, ABA, communication, and student safety, with participation from teachers, educational assistants, and support staff.

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**6.2 Children and Youth in Care (CYIC) Update** – Superintendent Gillam shared an update on Ministry-funded supports for Children and Youth in Care (CYIC). The CYIC funding is designed to assist students who are in care, kinship, or have significant involvement with Children’s Services of Frontenac, Lennox and Addington (FACSFLA). The funding has recently expanded to include some families with ongoing or previous involvement with these services.

**Key supports provided through CYIC funding include:**

- **Transportation Supports:**
  - Funding covers drivers FACSFLA and TriBoard Transportation routes, enabling students to remain at their home schools even if their living situation changes. This support helps maintain educational stability during transitions.
- **Stability Supports:**
  - Funding is available for tutoring, technology and software (such as computers and educational programs), cultural supports, and professional assessments. These resources are intended to promote academic success and well-being for Children and Youth in Care.
- **Administration and Partnerships:**
  - The funding is managed through a transfer payment agreement, with reporting supported by TriBoard and FACSFLA. There is a strong partnership with the education liaison at FACSFLA to identify and support eligible students. Approximately \$120,000 is available annually for these supports.

Challenges remain in identifying eligible students due to privacy concerns and the need for collaboration with FACSFLA. Efforts are ongoing to ensure that available supports reach those who need them most.

## **7. CORRESPONDENCE**

**7.1 Durham District School Board** -- Letter to Minister of Education regarding Timing of Release or Core Education Funding Documents to School Boards. Provided for information in the Agenda Package.

## **8. ASSOCIATION UPDATES**

None at this time.

## **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.

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**Our Intention:** To make a positive difference in the lives of every student, in every classroom, in every school.

## **10. NEXT MEETING DATE**

December 10, 2025

## **11. ADJOURNMENT**

*MOVED BY: Trustee Tiffany Lloyd, that the meeting adjourn. Carried.*

*The meeting was adjourned at 6:41 pm.*

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