

## **Agenda – SEAC Meeting**

**December 10, 2025 – 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 Anishinaabe 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 – November 12, 2025 (Pages 3-8)

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

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

6.1 Mental Health and Substance Use Strategy 2025-2026 – Laura Conboy, Mental Health Lead and Melissa West, Special Education Coordinator

6.2 Fetal Alcohol Spectrum Disorder (FASD) – Matt Aylsworth, Special Education Coordinator

6.3 System Wide PA Day update – Educational Services Leadership Team Members

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**7. CORRESPONDENCE**

**8. ASSOCIATION UPDATES**

**9. OTHER BUSINESS**

9.1 Administrative Report: Superintendent's Report – Superintendent Gillam (Pages 9-11)

**10. NEXT MEETING DATE**

January 21, 2026

**11. ADJOURNMENT**

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## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

**November 12, 2025**

### 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          K. Hill, Member-at-Large          H. Clark, Autism Ontario          L. Clouthier, Easter Seals Ontario</p> <p><b>Regrets:</b></p> <p>J. Barker, Lennox &amp; Addington Resources for Children          G. Eaton-Smith, Learning Disabilities Association of Kingston</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          J. Lalonde, Special Education Program Coordinator          N. Dillard, Vice-Principal of Educational Services</p> <p><b>Regrets:</b></p> <p>T. Bonham-Carter, Special Education Program Coordinator</p>
<b>Recorder:</b>	<b>Guests:</b>
J. Senior, Administrative Assistant	None at this time.

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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 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 of 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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## 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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## Administrative Report: Superintendent's Report

### Special Education Advisory Committee (SEAC)

12/10/2025

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#### A. Ministry Updates:

##### Bill 33

The Ministry of Education's Bill 33, known as the *Supporting Children and Students Act, 2025*, introduces significant changes to the education system in Ontario. Here are the key provisions of the bill:

- **Increased Oversight:** The education minister gains the power to investigate school boards and remove trustees if they do not comply with directions. This includes investigating matters of public interest and ensuring boards carry out their duties appropriately.
- **Financial Accountability:** School boards must publish expense information for key officials on their websites, enhancing transparency. The minister can set rules and guidelines for school board spending.
- **Name Approval:** The ministry must approve changes to school names, ensuring consistency and public trust.
- **School Resource Officer Programs (SRO)**  
The bill reinstates school resource officer programs in locations where they are offered, which were previously removed.

#### B. Educational Services Updates:

##### Removing Barriers for Students with Disabilities

The Ministry of Education recently approved the Limestone District School Board (LDSB) application for the *Removing Barriers for Students Project – NeuroVibes – From Beliefs to Action*. This initiative builds upon the success of NeuroVibes, which has helped create safe and affirming spaces for neurodivergent students and families and supported a shift in understanding and beliefs across our system.

The goal for this year's project is to significantly expand the initiative by partnering with experts in inclusive education to turn these beliefs into action. Students, families, staff, and pre-service educators will be invited to an inspiring evening of professional learning and collaboration.

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Following this, a full day of professional development for special education teachers and administrators will take place, where school teams will plan for the implementation of inclusive activities at the school level. Walking alongside us in this work will be renowned advocate Shelley Moore. You can learn more about Shelley Moore using the link below.

Limestone staff will also collaborate with faculty from both St. Lawrence College and Queen's University on this event. More updates will be shared with SEAC in the very near future.

[Dr. Shelley Moore, Five Moore Minutes, Outside Pin Consulting | inclusive education](#)

### **Professional Learning**

- Student Support Teachers (SST) – November 18, 2025; January 27, 2026
- Learning Program Support (LPS) Teachers – November 25, 2025 (included one School to Community teacher also)
- Intensive Support Teachers (IST) – December 2, 2025; February 10, 2026
- Education and Community Partnership Programs (ECPP) and Care Treatment Education Programs (CTEP) Teachers – December 12, 2025
- Educational Assistant PA Day – January 30, 2026
- Shelley Moore and April NeuroVibes – April 29, 2026

### **Regional Assessment and Resource Centre (RARC) Parent Workshop Series**

RARC will be running its very popular virtual Parent Workshop Series for caregivers of students in Grade 7 or 8 with learning disabilities or ADHD. Registration is open until January 16, 2026, and space is limited. See more information below:

### **Who We Are:**

We are the [Regional Assessment and Resource Centre](#). We are funded by the Ministry of Colleges and Universities to help students with neurodevelopmental disabilities to access post-secondary education. We are located in Kingston, Ontario; however, we work with students across Ontario.

We provide support in several ways, one of which is offering transition programming. We have transition programs available for students in Grade 12 (check out our website for more information) and programming for students in Grades 7 and 8. The earlier we can support students with neurodevelopmental disabilities, the more likely they are to be prepared for the transition to college and university.

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We have been running the STEPS (Successful Transitions from Elementary to Post-Secondary) program in Kingston for over 15 years, offering workshops to students (and their parents) in Grades 7 and 8 with learning disabilities and ADHD. Because of the nature of the programming, it has been restricted to in-person sessions offered in Kingston, Ontario. Over the past few years, we have been working to expand our programming across Ontario.

For the STEPS program, we have done that in two ways:

- Created an eight-session curriculum that schools can use to run student programming in their own school (contact us for more information).
- Offered parent programming as a stand-alone workshop series.

This winter, we will deliver the parent series over three virtual evening sessions.

### **The Parent Workshop Series:**

This virtual series is open to parents of students in Grades 7 or 8 in Ontario with learning disabilities or ADHD. Please note that this programming will be offered in English.

### **The goal of the sessions is to provide parents:**

- Information and support to understand their child's experience and potential more fully.
- Skills to navigate the school system.
- Ability to provide timely and targeted support.
- Support to know they are not alone.

There is no cost to the program; however, attendance at all three sessions is required. These sessions will run on the following Wednesday evenings from 6:00 – 8:00 p.m. EST:

- January 28, 2026
- February 4, 2026
- February 11, 2026

Registration has been simplified, and parents/guardians can complete their registration directly using the following link:

[Parent Workshop Series Registration Link](#)

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

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