



Special Education Advisory Committee

Thursday, December 4, 2025

Time 1:00 p.m.

Education Centre Board Room / MS Teams Virtual Meeting

AGENDA

- A - 1 **Opening** (L. DeJong)
- (a) Welcome / Land Acknowledgement Statement
 - (b) Roll Call
 - (c) Agenda Additions/Deletions/Approval
- B - 1 **Timed Items**
- (a) Secondary Program Review Update (L. Munro)
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) SEAC Speaker Event (L. DeJong)
 - (b) Minister's Advisory Council on Special Education (MACSE) (L. Thompson)
- D - 1 **Consent Agenda** (L. DeJong)
- Recommended Motion:**
- "That SEAC accept the November 6, 2025, Consent Agenda and the recommendations contained therein."*
- (a) Approve the Minutes of:
 - * (i) SEAC meeting Minutes dated November 6, 2025
 - (b) Receive the correspondence from:
 - * (i) Durham District School Board dated October 29, 2025
- E - 1 **New Business**
- (a) Appointments to SEAC (L. Thompson)
"That the appointment of Lorraine DeJong as a Community Representative on SEAC and the appointment of Tiffany Morgan as the representative for Lansdowne Children's Centre be forwarded to the January 26, 2026 Regular Board meeting for approval."
 - * (b) Grand Erie's Special Education Plan – Standard 2 – The Board's General Model for Special Education (L. Thompson)
- F - 1 **Information Items**
- (a) Policies out for comment (K. Jones)
 - (i) [Community Planning and Facility Partnership \(FA-11\)](#)
 - (ii) [Community Use of Schools \(FA-04\)](#)
 - (iii) [Conflict of Interest Related to hiring Selection, Promotion and Evaluation of Employees \(HR-07\)](#)
 - (iv) [Emergency Planning \(SO-05\)](#)
 - (v) [Fundraising \(SO-01\)](#)
 - (vi) [Harassment and Objectionable Behaviour \(HR-05\)](#)
 - (vii) [Health and Safety \(HS-01\)](#)
 - (viii) [Student Expulsions \(SO-07\)](#)
 - (ix) [Student Suspension \(SO-06\)](#)
 - (x) [Use of Electronic Communications and Social Media \(IT-04\)](#)
 - (b) [Family Math E-Newsletters](#)
 - (c) [Family Literacy E-Newsletter](#)
 - (d) System Updates – Annual Learning and Operating Plan Final report 2024-25, Annual Learning and Operating Plan 2025-26 (L. Thompson/K. Graham)
 - (e) Director's Update



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(f) Chair / Vice-Chair Updates (L. DeJong / K. Jones)

G - 1 **Community Updates**

(a) Nil

H - 1 **Future Agenda Items and SEAC Planning Committee**

- (a) Role of the System Staff
- (b) Student and Family Support Offices
- (c) ODEN presentation – Specialized Services Transition Navigator
- (d) Skill Building and Hub Programs
- (e) Behaviour Support Plans and Safety Plans

I - 1 **Adjournment** (L. DeJong)

J - 1 **Next Meeting**

Thursday January 8, 2025, at 6:00 p.m. at the Education Centre Board Room / MS Teams Virtual Meeting

Grand Erie Special Education Advisory Committee presents



Speaker:
Emily Mostovoy-Luna



Speaker:
Dr. Shelley Moore

Together for Students: Bridging Home and School with Shared Solutions

Join facilitators Emily Mostovoy-Luna and Dr. Shelley Moore for a dynamic virtual session focused on strengthening collaboration between families and schools. Explore practical strategies for navigating conflict, building shared understanding, and keeping students at the heart of every decision.

Thursday, December 4, 2025

Online at: tinyurl.com/TFS-Dec4

Meeting ID: 849 1933 8295

Passcode: 334603

Time: 6 p.m. to 7:15 p.m.



**Or Scan
the QR Code!**

About Dr. Shelley Moore

Based in British Columbia, Canada, Dr. Shelley Moore is a highly sought-after inclusive education researcher, teacher, consultant and storyteller. She has worked with school districts and community organizations around the world. Her research explores how to support teachers to design for all learners in grade level academic classrooms that include students with intellectual disabilities using strength based and responsive approaches. Shelley completed her undergraduate degree in Special Education at the University of Alberta, her Masters at Simon Fraser University, and her PhD at the University of British Columbia.

About Emily Mostovoy-Luna

Emily Mostovoy-Luna is an educational consultant deeply committed to equity and inclusive practices. With over 15 years in educational leadership, she believes every student deserves compassionate, equitable, high-quality, and inclusive instructional environments that foster the joy of learning, rightful presence, student voice, and agency. Emily brings a wealth of expertise in special education and general education, holding past positions as a teacher, school counselor, principal, district and executive director of special education, and as an Associate Superintendent of Special Education Local Plan Area (SELPA) in Ventura County, California. She is also the host and executive producer of The IEP Three podcast, where parents and special education educators come together to navigate the school system and parenting children with disabilities and neurodivergence.



Special Education Advisory Committee (SEAC)

Thursday November 6, 2025

6:00 p.m.

Education Centre Board Room / MS Teams

MINUTES

- Present:** Chair: L. DeJong Vice Chair: K. Jones Trustees: R. Collver, E. Thomas, Local Organizations: L. Campbell, P. Found, C. Gilman
- Administration:** Director J. Roberto, Superintendents: K. Graham, L. Thompson, Principal Leader J. Senior, Specialized Services Supervisor H. Knill, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar
- Absent with regrets:** Trustees: B. Doyle, L. Whiton Community Representatives: K. Kelly Local Organizations: C. Stefanelli, T. West
- Absent:** Community Representatives: G. Ianniruberto, L. Nydam Local Organizations: S. Jennions
- Visiting Trustees:** Trustee C.A. Sloat
- A - 1 **Opening**
- (a) **Welcome / Land Acknowledgment Statement**
Superintendent Thompson called the November 6, 2025 meeting to order at 6: 01 p.m. and read the Land Acknowledgement Statement.
- (b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**
Recording Secretary J. Valstar confirmed roll call.
- (c) **Agenda Additions/Deletions/Approval**
Moved by: L. DeJong
Seconded by: K. Jones
THAT the November 6, 2025 agenda be approved as amended.
Carried
- B - 1 **Timed Items**
- (a) **Student Showcase**
Superintendent Thompson shared a video showcasing two Grand Erie students being presented with the Ignite Award, sponsored by LearnStyle.
- (b) **SEAC Chair/Vice-Chair Elections**
L. DeJong was acclaimed as Chair of SEAC for 2025-26. K. Jones was acclaimed as Vice Chair of SEAC for 2025-26.
- C - 1 **Business Arising from Minutes and/or Previous Meetings**
- (a) **Virtual Meeting Guidelines**
Superintendent Thompson reviewed the virtual meeting guidelines with SEAC members.



Special Education Advisory Committee (SEAC)

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(b) **SEAC Speaker Event**

The flyer was shared for the SEAC Speaker Event taking place on Thursday December 4, 2025 at 6:00 p.m. This flyer will be promoted throughout Grand Erie. SEAC members are encouraged to send questions for the guest speakers to J. Valstar ahead of the event.

D - 1 **Consent Agenda**

THAT SEAC accept the November 6, 2025 consent Agenda and the recommendations contained therein.

Moved by: K. Jones

Seconded by: R. Collver

(a) **Approve the Minutes of:**

(i) SEAC meeting Minutes dated September 4, 2025

(ii) SEAC meeting Minutes dated October 2, 2025

E - 1 **New Business**

(a) **Grade 7-8 Pathways Planning Guide**

Superintendent Graham shared Grand Erie's Grade 7-8 Pathways Planning Guide. It was clarified that this is an adaptable guide for the use of grade 7 and 8 students.

(b) **Special Education Plan Review – Standard 10 – Individual Education Plans**

L. Miedema reviewed Standard 10 of the Special Education Plan with SEAC members. There was discussion around eligibility and the process for initiating an Individual Education Plan (IEP), and the communication process with families. An IEP summary Resource Sheet created for use by educators & parents when IEP discussions are to occur was shared.

(c) **Grand Erie's Multi-Year Accessibility Plan – 2024-25 Update**

Superintendent Thompson presented an update on Grand Erie's Multi-Year Accessibility Plan 2024-25.

F - 1 **Information Items**

(a) **Policies out for comment**

(b) **Family Math Newsletters**

(c) **Family Literacy Newsletter**

(d) **System Updates**

Director Roberto shared the October 2025 Director's Report with SEAC members.

(e) **Chair / Vice-Chair Updates**

Chair DeJong and Vice-Chair Jones gave their respective updates.

G - 1 **Community Updates**

P. Found shared an event called Creative Workforce Solutions Symposium being held Thursday November 27, 2025 at the Norfolk General Hospital.

H - 1 **Future Agenda Items and SEAC Committee Planning**

(a) **Role of the System Staff**



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- (b) PAAC on SEAC website
- (c) Minister's Advisory Council on Special Education (MACSE)
- (d) ODEN presentation – Specialized Services Transition Navigator
- (e) Skill Building and Hub Programs

I - 1 **Next Meeting**

Thursday December 4, 2025 at 1:00 p.m. at the Education Centre in the Board Room with a virtual option.

J - 1 **Adjournment**

The meeting was adjourned at 7:11 p.m.

Draft

October 29, 2025

Hon. Paul Calandra, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

Dear Minister Calandra,

Re: Timing of Release of Core Education Funding Documents to School Boards

I am writing to you on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC). Our SEAC includes eight parent associations and two Members at Large, who represent thousands of families in Durham Region.

SEACs across the Province try to follow the calendar set out by PAaC on SEAC. This calendar indicates that Core Education Funding (formerly referred to as Grants for Student Needs) is typically released in March, which would allow for a draft budget to be presented to SEAC for consultation. This timing allows for SEACs to provide meaningful consultation on actual funding allocations and to participate in a fulsome way in public consultations.

Having said that, the spring of 2018, just prior to the Provincial election that summer, was the last time that this timeline was met. Since 2019, the funding documents from the Ministry have not been provided to the school board until late April or into May, with this year not being released until 23rd. While we understand that there was a spring election this year, we would have hoped that this incumbent government would have put a mechanism in place to ensure that school boards would be provided with Core Education Funding material in a timely manner to allow school boards to plan for the upcoming 2025-26 school year. Given that school boards cannot run deficits, they must have concrete numbers ahead of the budgeting process beginning.

As a direct result of the delay in the release of the Core Education Funding documents, SEACs have not had an opportunity to provide true and meaningful consultation on a draft budget for the school boards nor participate in a fulsome and constructive way at public consultations since 2018. A robust and healthy consultation process enables and facilitates transparency, collaboration and builds trust with the school boards, government, and communities that we serve. Returning to a March release of Core Education Funding also aligns with the Ministry's PPM 170 regarding transparency by ensuring that parents are receiving timely, reliable, and consistent information related to school board budgets.

Going forward, we request that the Ministry of Education endeavor to return to the PAaC on SEAC schedule for the release of Core Education Funding documents in March to allow SEACs to return to providing school



Durham District School Board

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boards with meaningful and fulsome consultation on the draft budgets and not simply provide a presentation on what we hope to see the board continue to fund.

Sincerely,

Eva Kyriakides
SEAC Chair
Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees



@DurhamDistrictSchoolBoard



@DDSBSchools

ddsb.ca

Standard 2

The Board's General Model for Special Education

The purpose of this standard is to provide the Ministry and the public with information on Grand Erie's philosophy and service delivery model for the provision of special education programs and services.

Grand Erie's model for Special Education service provision has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the *Education Act* and Regulations made under the Act, the Accessibility for Ontarians with Disabilities Act (AODA), and any other relevant legislation.

Special Education Service Delivery Model

Services and programs supporting students with special education needs are provided in a manner that is consistent with Grand Erie's mission "Together, we build a culture of learning, well-being and belonging to inspire each learner". Specialized services programs are delivered in the most enabling environments for learning so that students can participate fully in their educational program and home communities whenever possible.

Programs and services for students with special education needs within Grand Erie are guided by the following principles:

Full Participation of Every Student

- All students can succeed. Success looks different for different students.
- The first consideration for every student is placement in a regular class in their community schools, with appropriate special education services that would meet the student's needs and is consistent with parental preferences.
- Diversity in ability is welcomed and positively impacts educational outcomes.
- Supports and services should be developed and implemented to maximize each student's inclusion and full participation. If barriers continue to exist accommodations should be provided up to the point of undue hardship.
- Every student is unique, and many factors should be considered when determining the most appropriate placement.
- Education providers need to take steps to ensure that placement decisions are not influenced by negative attitudes toward, or stereotypes about particular students or communities
- The principles of accessible education, equity, equality, and human rights are provided are embedded into all learning opportunities.
- Universal design for learning supports accessible curriculum, instruction, and assessment.
- There are high expectations for all learners, facilitated through responsive teaching pedagogies, learning and assessment opportunities.
- Resources are provided to support students to become as independent as possible in reaching their educational goals.
- The classroom educators are the primary support for all students in school. Additional human resource supports work as partners with the classroom educators by coaching, co-teaching, and co-learning in order to address the strengths and needs of the students.

- All work together to create and maintain inclusive and equitable school communities and to eliminate barriers to full participation.
- Intentional collection, analysis and use of relevant data to fully understand learners' strengths and needs removes barriers and supports appropriate interventions.

Classroom Placements

Classroom placements are provided on a continuum based upon the strengths and needs of the student. The continuum includes:

- Regular classroom with Universal Design for Learning, responsive, relevant, and culturally sustainable instruction and assessment and accommodations.
- Self-contained special education classrooms, partially integrated.
- Self-contained special education classrooms fully contained.
- Wrap-around supports and services.

Accessing Special Education Services

When a diverse learning strength or need is identified after Universal Design for Learning and responsive instruction and assessment have been implemented in the classroom, it can be addressed at a School Team or Multi-Disciplinary Team meeting.

School Team

School Team plays a significant role in helping classroom educators address difficulties that a student may be experiencing in the classroom. School Team meets regularly to build the capacity of all educators to provide accessible and meaningful educational opportunities for all students. School Team occurs prior to, and following, formal assessment and identification.

Multi-Disciplinary Team

Multi-Disciplinary Team may include system staff members and/or community partners that support educators to problem- solve and enhance their own capacity to learn and implement additional Tier 1, 2, or 3 strategies to support students. The Multi-Disciplinary Team may recommend and support additional school-based strategies and/or community partner involvement.