

Agenda – SEAC Meeting

June 11, 2025 – 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: <https://bit.ly/SEACMTGJun112025>

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 – April 16, 2025 (Pages 3-9)
- 4.2 SEAC Meeting – May 22, 2025 (Pages 10-12)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

- 6.1 Special Education Budget – Paula Carson, Manager – Financial Services
- 6.2 Special Education Audit Overview – Mike Blackburn, Principal
- 6.3 Educational Services Monitoring and Operational Plan 2024/25 Update – Mike Blackburn, Principal and Nicola Dillard, Vice Principal

7. CORRESPONDENCE

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8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam (Pages 13-17)

10. NEXT MEETING DATE

September 10, 2025

11. ADJOURNMENT

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

April 16, 2025 - Cancelled Meeting - Held on May 22, 2025

Meeting held at Algonquin & Lakeshore Catholic District School Board

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: Z. Rogers, Community Living Kingston H. Simson, Learning Disabilities Association of Kingston H. Clark, Autism Ontario K. Hill, Member-at-Large J. Barker, Lennox & Addington Resources for Children A. Martin, Member-at-Large (Queen's University) Regrets: C. Lord, Epilepsy South Eastern Ontario E. Clow, Member-at-Large L. Clouthier, Easter Seals Ontario
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All M. Blackburn, 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 T. Bonham-Carter, Special Education Program Coordinator
Recorder:	Guests:
J. Senior, Administrative Assistant	J. Janssens, Behaviour Analyst K. Coles, Behaviour Analyst D. Abbink, Transition Planning Coordinator M. Costa, Transition Planning Coordinator G. Raton-Smith, Learning Disabilities Association of Ontario

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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:

“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.”

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 Trustee Tiffany Lloyd that the March 19, 2025, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Behaviour Analysts with LDSB – Jess Janssens and Katherine Coles delivered a presentation outlining their role as Behaviour Analysts. They noted that Behaviour Analysts are regulated health professionals registered with the College of Psychologists and Behaviour Analysts of Ontario. Currently, there are two Behaviour Analysts within LDSB.

Within the Behaviour Analyst role, there are two primary areas of focus: Consultation and Professional Development.

Consultation:

- May consist of a behavioural assessment or brief consultation.
- Provide a Behaviour Service Plan consisting of recommendations to support the student.
- Model and coach school staff on the implementation of recommendations.
- Review data and monitor progress.

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The consultation service delivery model begins with referrals received through the Intensive Support Teacher (IST) Team for students exhibiting behaviours that interfere with school success, often involving safety concerns.

Upon receiving a referral, consent is obtained from caregivers, and initial information is gathered to determine the most appropriate service model. This may include conducting a Functional Behavioural Assessment (FBA), which involves observations, interviews, data collection, and analysis to identify behavioural patterns and environmental influences.

Based on the findings, a Behaviour Service Plan is developed with targeted recommendations and strategies to support the student in acquiring socially significant skills. Behaviour Analysts collaborate closely with school staff to implement these strategies and ensure they are practical and effective. Ongoing monitoring through data collection and observation is conducted to assess the impact of the interventions.

In addition to individual student consultations, Behaviour Analysts also provide classroom-wide consultation to support educators in implementing universal classroom management strategies.

Professional Development:

- Sessions for small or larger school teams.
- Focus on building capacity in applying Applied Behaviour Analysis (ABA) strategies.
- Opportunities for discussion and practice.
- Focus on relationship and rapport building and skill building.

A focus was placed on building educator capacity in applying Applied Behaviour Analysis (ABA) within schools. Professional development sessions are tailored to the needs of various educational staff—including teachers, Early Childhood Educators (ECEs), Educational Assistants (EAs), administrators, and support staff—based on input gathered prior to each session.

The topics covered may include an introduction to ABA, reinforcement strategies, skill-building techniques, preventative and environmental strategies, data collection, and relationship and rapport building. Sessions are interactive, offering opportunities for staff to practice skills, ask questions, and collaboratively problem-solve challenges.

Over recent school years, a variety of professional development sessions have been delivered to school teams, IST teachers, and EAs, including Y Training. Presentations have also been provided to Educational Services staff on evidence-based curriculums focused on skill development in social-emotional learning and social skills.

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In addition to in-person sessions, support is provided for Geneva Centre learning through the Sonderly platform. Each year, Ministry of Education credits are used to purchase online courses designed for educators. Examples include *Core Teaching Strategies for Autistic Students* and *ADHD in the Classroom*. These courses are assigned throughout the year, with follow-up to support staff learning.

Additional Projects:

- Preschool Life Skills Program.
- Skill acquisition assessments.
- Skill-Based Treatment.

In addition to our primary areas of focus, exploratory work has continued on several new initiatives. This school year, a fourth thesis student from the Honours Behavioural Psychology program at SLC supported the implementation of the Preschool Life Skills Program in a kindergarten classroom. The goal was to assess the program's ease of implementation and effectiveness to determine its potential for broader use across the board.

Planning for the upcoming year includes exploring ways to support educators in using skill acquisition assessments to develop meaningful, student-specific goals.

Over the past two school years, significant focus has also been placed on learning and implementing Skill-Based Treatment, with further details to be shared.

Practical Functional Assessment (PFA) and Skill-Based Treatment (SBT) Overview

Assessment and treatment protocol created by Dr. Greg Hanley to address severe challenging behaviour, teach critical skills and produce socially meaningful outcomes while prioritizing safety, rapport, and televisibility.

Skill-Based Treatment, developed by Dr. Gregory Hanley, is a progressive and compassionate approach focused on teaching individuals meaningful and functional skills to replace challenging behaviours. The approach emphasizes three core values: safety, rapport, and televisibility—the latter referring to interactions being so safe, dignified, and transparent that they could be confidently broadcast publicly. These guiding principles are central to decision-making when selecting procedures to support students.

Practical Functional Assessment (PFA)

The PFA focuses on gaining a comprehensive understanding of the students—not only their challenges, but also what brings them joy and helps them feel safe and connected. This includes identifying what makes the student happy, relaxed, and engaged (HRE), as well as understanding the triggers for challenging behaviour and how to reduce them in a respectful and safe manner.

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The process involves conducting observations and interviews with caregivers and educators to gather insights. This information is then used to prepare for an in-person analysis in a comfortable, preferred environment for the student. The findings inform the development of a highly individualized and compassionate treatment plan rooted in meaningful skill development.

Skill-Based Treatment (SBT)

Following the completion of the PFA, SBT is initiated. This approach uses shaping—reinforcing small steps toward specific goals—and intermittent reinforcement to strengthen and maintain new skills over time.

The focus is on teaching contextually appropriate behaviours that are meaningful and useful in daily life. These may include communication, tolerating delays or denials, relinquishing preferred items, transitioning to workspaces, and completing academic or life skills.

By teaching these skills in a positive and supportive manner, the approach not only reduces challenging behaviours but also promotes independence, confidence, and long-term success.

SBT within Limestone District School Board

- Implemented by Intervention Assistants and supported by school-based EAs.
- Clinical oversight provided by Behavioural Analysts.
- Sessions occur four times per week.
- Sessions occur in a space filled with all the child's favourite things.
- Data is collected throughout to assess progress and guide decision making.
- Generalization occurs after initial teaching (new people, locations).

Within the Limestone District School Board, SBT is implemented by Intervention Assistants and supported by school-based Educational Assistants (EAs). Behaviour Analysts provide clinical oversight from assessment through to treatment to ensure alignment with best practices and intervention effectiveness.

Sessions are conducted four times per week, each lasting one hour, in environments tailored to the students' preferences to promote comfort and engagement. Data is collected during each session to monitor progress and guide decision-making. Following the initial teaching phase, generalization is introduced—allowing students to practice learned skills in new settings, with different people, or during varied activities to support real-world application.

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During the 2023–2024 school year, consultation was received from FTF Behavioral Consulting, led by Dr. Gregory Hanley. This support enhanced the team’s ability to implement PFA and SBT using current, evidence-based practices.

For the 2024–2025 school year, the collaboration with FTF will continue, with a focus on training staff to effectively teach and implement PFA and SBT. This ongoing professional development is key to building long-term team capacity and ensuring sustainable, high-quality interventions.

6.2 Ministry Work Project – Special Education Coordinator Matt Aylsworth and Transition Planning Coordinators: Donna Abbink and Maria Costa provided an in-depth presentation regarding the Supported Workplace Experience Project.

Funded through a Ministry of Education Grant: Removing Barriers for Students with Disabilities – The Supported Workplace Experience Project is a flexible funding source designed to create more opportunities for students with Intellectual Disabilities to meaningfully access and engage in pre-employment skills while gaining job experience. With this funding we have:

- Provided EA job coaching opportunities (EA coverage).
- Provided pre-employment training.
- Provided transportation funding.
- Covered the cost of St. Lawrence College’s Pre-College Adaptive Professional Effectiveness Program (CICE) tuition and transportation (10 students).

Impact and Timeline

The project rolled out in February 2025, with guidelines and support from an on-line, self-guided learning platform (D2L) course that included an employment package, and extensive list of employment partners (job bank), and some activities and resources to explore pre-employment and job attainment/retention in the following areas:

- Strengths-based skills exploration
- Employment skills (onsite and at school)
- Social and communication skills
- Hygiene/life skills
- Time management
- Resume and interview skills
- Transportation training
- Safety/WHMIS training
- Job coaching support

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Community Partnerships

One of the cornerstones of our project was our partnerships with community organizations:

- Employment Training
 - Community Living Kingston and District (2-8 course sessions)
 - Career Edge (In-school employment training)
- St. Lawrence College – CICE
- Management Tool for Experiential Learning (MTEL) and WHMIS support
- Extensive list of employment partners offering co-op and supporting workplace opportunities

Chair McGregor called on SEAC Members for questions.

7. CORRESPONDENCE

None at this time.

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.

10. NEXT MEETING DATE

Thursday, May 22, 2025 – Algonquin and Lakeshore Catholic District School Board, 151 Dairy Ave., Napanee. LDSB SEAC to start at 5:00 pm.

11. ADJOURNMENT

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

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

May 22, 2025

Meeting held at Algonquin & Lakeshore Catholic District School Board

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: Z. Rogers, Community Living Kingston H. Simson, Learning Disabilities Association of Kingston H. Clark, Autism Ontario K. Hill, Member-at-Large J. Barker, Lennox & Addington Resources for Children A. Martin, Member-at-Large (Queen's University) Regrets: C. Lord, Epilepsy South Eastern Ontario E. Clow, Member-at-Large L. Clouthier, Easter Seals Ontario
Invitees:	Staff:
	Present: S. Gillam, Superintendent of Education, Learning for All M. Blackburn, 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 T. Bonham-Carter, Special Education Program Coordinator
Recorder:	Guests:
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

No minutes to approve at this time.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

No update at this time. A presentation was presented by the Hastings and Prince Edward District School Board during the Tri-Board SEAC Meeting which started at 6:30 pm.

7. CORRESPONDENCE

None at this time.

8. ASSOCIATION UPDATES

8.1 Autism Ontario May Updates – Haley Clark reviewed the update information that was sent in a separate email to all SEAC Members.

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

June 11, 2025 – Chair Karen McGregor will be absent from the next SEAC Meeting. Therefore, Co-Chair Andrea Martin will lead the meeting on June 11, 2025.

11. ADJOURNMENT

MOVED BY: Helen Simson, Learning Disabilities Association of Kingston, that the meeting adjourn.

Carried.

The meeting was adjourned at 5:38 pm.

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

06/11/2025

A. Ministry Updates:

2025-2026 Budget

As expected, the Ministry of Education has released school board budgets. Implications of some of these budget announcements will be listed below and shared during the Budget Presentation by Limestone District School Board (LDSB) Financial Services at tonight's SEAC Meeting.

Modernization of Education and Community Partnership Program (ECPP) and Care and Treatment Education Programs (CTEP) Funding

Informed by several reviews and feedback from education sector partners across the province, the Ministry is modernizing Education and Community Partnership Program (ECPP) funding to better meet the changing needs of students, improve student outcomes, enhance access to and the quality of education programs, and reduce administrative burden while continuing to support local student needs.

Two new funding components in the Complex Supports Allocation will replace the prior ECPP component:

- **ECPP Component:**

Funding is provided for students who have been court-ordered into a youth justice secure or open custody/detention facility, an adult custodial facility serving youth, the Syl Apps Youth Centre, or for those attending the provincial Child and Parent Resource Institute (CPRI) program.

Each school board receives its 2024–2025 ECPP-approved application amount for youth justice and adult custodial programs, the Syl Apps Youth Centre, and provincial CPRI programs, adjusted for 2025–2026 labour-related increases. These amounts will be subject to in-year changes, as outlined in the *Directives for Education and Community Partnership Programs (ECPP) 2025–2026*, to be released in Spring 2025.

- **CTEP Component:**

A formula-based approach is used for all school boards to provide education programs for students with a primary need for care and/or treatment. School boards will no longer be required to submit applications.

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CTEP consists of the following two funding components:

- **CTEP Base Amount:** Each school board receives the greater of a base amount of \$300,000 or its 2024–2025 ECPP care and treatment approved application amount, adjusted for 2025–2026 labour-related increases.
- **CTEP Per-Pupil Amount:** Each school board receives \$3.70 per pupil, multiplied by the board's Average Daily Enrolment (ADE).

Further details will be provided in the *Directives for Care and Treatment Education Programs (CTEP) 2025–2026*, to be released in Spring 2025. These directives will offer guidance to school boards on the funding of these programs.

Special Incidence Portion (SIP) Funding

Funding for the Special Incidence Portion (SIP) component continues to follow an interim approach, as the Ministry works toward a new model for future years. This interim approach helps reduce the administrative burden associated with the previous SIP claims process.

SIP funding for the 2025–2026 school year is allocated through two components:

- **Interim Base Amount:**
Calculated using 2024–2025 amounts, adjusted for 2025–2026 labour-related increases. Each school board's interim base amount is set out in the funding regulation.
- **Exceptional Circumstances Amount:**
Calculated using a base amount of \$65,966 and a per-pupil amount of \$2.68, multiplied by the school board's ADE.

Supporting Children and Students Act, 2025

The *Supporting Children and Students Act, 2025* was brought before the government and, if passed, would strengthen government oversight, accountability, and transparency in public school boards, postsecondary education, and children's aid societies. The proposed changes aim to enhance the safety, well-being, and academic and personal achievement of children and youth.

Other key accountability and oversight measures being proposed include:

- Establishing requirements for board expense policies and requiring school boards to post key individuals' expenses on their public-facing websites.
- Increasing the accountability of children's aid societies by strengthening financial oversight, board governance, and transparency.
- Improving fee transparency for postsecondary students.
- Requiring all publicly assisted colleges and universities to have clearly outlined, merit-based admissions policies.

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Additional proposed changes would promote student success and enhance the safety of children, youth, and students by:

- Incentivizing student volunteerism by introducing a new *Minister's Certificate of Recognition for Community Involvement* for students who complete 50 or more community involvement hours.
- Requiring school boards to implement School Resource Officer (SRO) programs where they are offered by local police services, starting in the next school year.
- Expanding the Ombudsman's investigative authority to include 18- to 22-year-olds who are eligible for, or are participating in, the *Ready, Set, Go* Program, and requiring children's aid societies to regularly notify these youth about the Ombudsman's services.
- Consulting on a requirement for children's aid societies and out-of-home care licensees to physically post age-appropriate information about children's and youth's rights, as well as internal complaints processes, in accessible areas of residences.

B. Educational Services Updates:

Responsive Education Programs (REP)

LDSB has received REP funding for the following initiatives and programs:

- **Summer Mental Health Supports**
Funding for the summer of 2025 to provide mental health services to students and ensure the continuity of services over the summer months. In LDSB, planned services include
 - Kingston Health Sciences Centre (KHSC) Psychiatry Pathway
 - Mental Health Lit support for educators
 - Applied Suicide Intervention Skills Training (ASIST)
 - Resource purchasing
 - Bus Driver Training
 - Student-led mental health initiatives/projects
 - Social Work Continuity of Care
 - Adolescent Care Worker (ACW) Support for Summer School
- **Summer Learning for Students with Special Education Needs**
Funding for the summer of 2025 to support the learning and transition of students with special education needs as they start the 2025-2026 school year. Supports will include:
 - A Learning Support Teacher (LPS) for summer school
 - Educational Assistants (EAs) for Read-a-Lot Camp
 - Transitions support from EAs and Early Childhood Educator (ECEs) in August/September
 - Summer ECPP Programming at Sundance

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- **Special Education Needs Transition Navigator**
Funding for Transition Navigators to improve educational outcomes for students with special education needs and/or disabilities by strengthening transition practices into, during, and out of school.
- **Transportation and Stability Supports for Children and Youth in Care**
Funding to improve the educational experience and outcomes of children and youth in care by ensuring positive and stable connections to school, school supports, and learning opportunities during times of instability and transition.
- **Removing Barriers for Students with Disabilities**
School boards are invited to submit applications online by **June 27, 2025**, to fund projects that prevent and remove accessibility barriers experienced by students with special education needs and/or disabilities. LDSB will once again be applying to access this funding source.
- **Special Education Additional Qualification (AQ) Subsidy for Educators**
Funding to support educators' participation in approved Special Education AQ courses.

Ages and Stages Questionnaire (ASQ)

Over the last two years, several agencies in Kingston, Frontenac, and Lennox & Addington (KFL&A) have been working with Dr. Chaya Kulkarni, Director of Infant and Early Mental Health Promotion (IEMHP) at Sick Kids, to develop, implement, and evaluate a system of care pathway for infant and early years (0-6 years) mental health and well-being. This pathway aims to guide young children and their caregivers to, through, and out of care--ensuring they are matched with the right service, at the right time, and in the most appropriate format. This work connects with our multi-year [Mental Health and Addictions Strategy](#), and is reflected in our [2024-2025 Action Plan](#).

As part of this work, LDSB is one of eight organizations confirmed to be a Central Hub Agency. Central Hub Agencies can administer [Ages and Stages Questionnaires \(ASQs\)](#), identify developmental areas needing support (communication, gross motor, fine motor, problem-solving, and personal-social), and create Developmental Support Plans (DSPs) for students and families when there is a waiting period for further assessment.

The ASQ-3 and ASQ:SE-2 are validated screening tools that explore developmental and social-emotional domains for children up to 6 years of age. The screeners are completed by caregivers and scored by trained facilitators. The results are discussed with caregivers and collaboratively, next steps are determined. Early childhood screening has many benefits including access to early intervention services, and academic and social benefits.

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Pilot Implementation of ASQ and DSP at Bayridge and Sydenham Family of Schools

Bayridge Secondary School and Sydenham High School family of schools have been selected as pilot sites for the administration of ASQs and DSPs. ASQ/DSP training will be provided to the Educational Services Leadership Team, all Special Education Coordinators, and school-based Student Support Teachers (SSTs) and Student Support Counsellors (SSCs).

Following the training, staff will be able to support:

- Interpret ASQs completed by community partners.
- Encourage families to complete ASQs for students aged 6 and under, when appropriate.
- Score ASQs completed by families and create a DSP, which may include referrals to community service providers.
- Provide feedback about ASQ implementation to the Mental Health Lead and Special Education Coordinators.

Prepared by: Scot Gillam, Superintendent of Education, Learning for All