

Agenda – SEAC Meeting

September 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 – June 11, 2025 (Pages 3-8)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 **Summer Learning Updates** – Principal Deborah Thompson, Vice Principal Nicola Dillard, Mental Health Lead Laura Conboy, and Educational Services and Safe Schools Lead Wendy Fisher

6.2 **IEP Rollout Update** – Special Education Coordinator Jessi Lalonde

6.3 **SEAC Topic Selection for the 25/26 School Year** – Superintendent Scot Gillam

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7. CORRESPONDENCE

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

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

10. NEXT MEETING DATE

October 15, 2025

11. ADJOURNMENT

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

June 11, 2025

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor, Regrets	Present: A. Martin, Member-at-Large (Queen's University) Z. Rogers, Community Living Kingston H. Simson, Learning Disabilities Association of Kingston E. Clow, Member-at-Large K. Hill, Member-at-Large H. Clark, Autism Ontario Regrets: C. Lord, Epilepsy South Eastern Ontario L. Clouthier, Easter Seals Ontario J. Barker, Lennox & Addington Resources for Children
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	C. Young, Superintendent of Corporate and Staff Services P. Carson, Manager of Financial Services D. Thompson, Principal

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1. WELCOME

Co-Chair Andrea Martin called the meeting to order and welcomed everyone to the meeting.

Co-Chair Andrea Martin read the Acknowledgement of Territory:

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Superintendent Scot Gillam introduced Deborah Thompson to SEAC members as the incoming Principal of Educational Services for the 2025–2026 school year. She will be succeeding Principal Mike Blackburn, who will transition to an Associate Superintendent role in September 2025

2. ADOPTION OF THE AGENDA

MOVED BY: Member-at- Large Erin Clow 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 April 16, 2025, and May 22, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Presentation: Special Education Budget Review – Craig Young, Superintendent of Corporate and Staff Services and Paula Carson, Manager of Financial Services shared an in-depth report on the Special Education Budget for the 2025-2026 school year.

6.2 Educational Services Monitoring and Operational Plan 2024-2025 Update – Principal Michael Blackburn and Vice Principal Nicola Dillard delivered a comprehensive presentation updating the 2024-2025 Educational Services Monitoring and Operational Plan, and emphasized the alignment with the Mission Statement, which was co-created by SEAC:

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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.

Principal Blackburn and Vice Principal Dillard reviewed the four foundational principles from the Monitoring and Operational Plan:

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

Additionally, the Monitoring and Operational Plan lists eight specific key areas of focus for capacity building and support:

- Universal Design for Learning
- Executive Functions
- Assistive Technology
- Relationship Based Approaches
- Accessibility
- Neuroaffirming Practices
- Multi-tiered Systems of Support
- Modification/Accommodations

Strategic Alignment with LDSB Goals

The Educational Services Department focused its efforts throughout the year on aligning its goals with the broader Limestone District School Board (LDSB) Strategic Plan.

Goal #1

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Increase/ensure educator and staff ability to foster growth in student learning and achievement	Enhance the capacity of in-school teams and Educational Services staff to meet the needs of diverse learners	Implement focused and strategic professional learning plans for staff groups

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Actions Taken

- Delivered professional learning for Educational Assistants (EAs) focused on:
 - Applied Behaviour Analysis (ABA)
 - Universal Design for Learning (UDL)
 - Accommodations and Modifications
- Provided targeted professional learning for classroom teachers to support programming for students with complex needs.

Goal #2

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Create positive cultures that support student engagement and well-being	Promote culturally responsive, identity affirming and inclusive practices	Embed and refine processes and practices which support strengths-based and neuro-affirming approaches

Actions Taken

- Expanded system-wide knowledge and understanding of neuro-affirming practices through targeted professional learning.

Goal #3

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Meaningfully and effectively collaborate with communities and families	Promote partnerships, value voice, and reduce systemic barriers	Intentionally and authentically involve families and community partners

Actions Taken

- Created structures to access and respond to family and student voice.

Goal #4

LDSB Strategic Plan Goal	Educational Services Goal	Strategy
Align Board resources to support improved student achievement, learning and well-being	Effectively implement school-based models of support that are flexible, responsive and inclusive	Equitably allocate resources within school-based multi-tiered systems of support

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Actions Taken

- Provided resources to schools to implement universal supports.
- Supported the implementation of school-based referral pathways to supports and services.

Next Steps

- Ongoing Data Discovery
- Professional Learning Plan 2025-2026
- Ministry Grants
- Student and Family Voice
- In-School Team Support/Coaching
- Individual Education Plan (IEP) Transition

6.2 Special Education Audit Overview – Principal Michael Blackburn provided an overview of the Special Education Benchmarking Report – 2023-2024.

Purpose

To evaluate LDSB's performance in Special Education through an internal audit conducted by the Ontario East Team.

Key Strengths Identified

- **High Identification Rates:** LDSB consistently identifies exceptionalities such as learning disabilities, autism, and multiple exceptionalities, with a focus on year-over-year consistency.
- **IEP Coverage:** Achieved 100% IEP coverage for all identified special education students by 2022–2023, demonstrating a strong commitment to inclusion and tailored support.
- **SEA Fund Management:** Improved Special Equipment Amount (SEA) fund utilization, reducing over-allocation from 9.4% in 2021–2022 to 5% in 2022–2023.
- **Student Support Access:** Maintains a favorable student-to-counselor ratio (135.44:1 in 2022–2023), enhancing access to social services.
- **Resource Efficiency:** Demonstrates moderate per-teacher spending and efficient resource allocation compared to regional peers.
- **Inclusive Education:** Prioritizes inclusive education with most students integrated into general classrooms, with limited use of fully or partially self-contained classes.

Challenges Identified

- **Funding Deficit:** LDSB operates with a persistent special education funding shortfall, increasing from 17.54% in 2021–2022 to 20.16% in 2022–2023. This deficit highlights funding challenges despite LDSB's prioritization of special education programs.
- **Rising Costs:** Per-student spending rose significantly from \$5,076 in 2021–2022 to \$9,028 in 2022–2023, indicating higher investment but also reflecting higher costs.

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- **Staffing Ratios:** High student-to-psychologist (727:1) and student-to-educational assistant (15:1) ratios indicate limited access compared to other boards.
- **Regional Comparison:** While LDSB aligns with the median for special education metrics, it often falls below the regional average in enrolment, staffing, and funding adequacy.

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

September 10, 2025

11. ADJOURNMENT

MOVED BY: Member-at- Large Erin Clow, that the meeting adjourn. Carried.

The meeting was adjourned at 6:48 pm.

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Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

09/10/2025

A. Ministry Updates:

Celebrating Ontario Day

An amendment to *RRO 1990, Reg. 304* was made to require school boards to recognize "Ontario Day" on June 1 each year (or, when June 1 is a Saturday or Sunday, on the preceding Friday). Ontario Day will be an instructional day to provide students with the opportunity to learn about and celebrate key milestones in Ontario's history and the contributions Ontarians have made to Ontario and Canada's broader social, economic, political and cultural fabric. No professional activity day or examination days are to be designated on the day identified as Ontario Day. No test required under *the Education Quality and Accountability Act, 1996* or financial literacy assessment required to graduate secondary school shall be scheduled on the day identified. For the 2025-26 school year, school boards are required to acknowledge in writing to the Ministry, through their regional office, that Monday June 1, 2026, is the day that Ontario Day will be observed. Effective the 2026-27 school year, this information will be automatically included in all school year calendars. The Ministry of Education will provide guidance for school board implementation, including criteria for the selection of Ontario milestones for learning and celebration. School boards should endeavour to inform their school communities of planned activities for this day.

Prevalent Medical Conditions e-Learning Module

On August 11, 2025, Ophea launched a new e-Learning module on *PPM 161: Supporting children and students with prevalent medical conditions* (anaphylaxis, asthma, diabetes, and/or epilepsy) in schools. The module was developed in partnership with Asthma Canada, Canadian Paediatric Society (Diabetes at School), Epilepsy Ontario, Food Allergy Canada, and the Lung Health Foundation, to support school boards in fulfilling their responsibility to provide annual training and resources on prevalent medical conditions, and to assist school staff in meeting their duty to participate in this essential training. The module covers key responsibilities, relevant policies, and strategies for fostering a supportive and inclusive environment for students with medical conditions. It also offers practical guidance on the daily management of these conditions, as well as recognizing and responding to medical incidents and emergencies in the school setting. This e-learning module is intended for all school staff, including educators, administrators, and support staff.

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B. Educational Services Updates:

Learning Disabilities Association of Canada (LDAC) National Virtual Conference

The LDAC 2025 National Virtual Conference is taking place on November 22, 2025. The LDAC Conference is an opportunity to learn about practical, actionable strategies for supporting students with learning disabilities and ADHD. This year's speaker is Dr. Karen MacMillan – *Collaboration Between Educators and Families to Support Students with LD*.

This year's event is built for:

- Classroom teachers
- Learning support and resource staff
- Literacy and assessment specialists
- Administrators shaping inclusive education policy
- For more information use this link: <https://conference.ldac-acta.ca>

Summer Updates

Limestone District School Board (LDSB) received two Responsive Education Programs (REPs) for the summer of 2025. The first REP supported Summer Mental Health Supports. Funds were used to provide Adolescent Care Worker and Social Work services during the summer months, provided educators an opportunity to complete the Mental Health Lit Course, and to support multiple training opportunities which included ASIST training, and BMS and Y training for Educational Assistants. The funds were additionally used to support psychiatry supports over the summer months and to support a Fall Student Mental Health Symposium. REP funds further supported Summer Learning for Students with Special Education Needs. This included Education Assistant (EA) support at three Read-A-Lot camps and dedicated teaching time for a Learning Program Support (LPS) teacher at Summer School. The funding enabled transitional meetings so that EAs and Early Childhood Educators (ECEs) could meet with students before school began. Lastly, the funds will cover some Short-Term EA support for September.

Individual Education Plan (IEP) Update

As reported last Spring, LDSB is moving to an Aspen supported IEP Data has been migrated from the previous IEP provider and things are ready to transition to the new platform beginning on September 3, 2025. A comprehensive support plan has been in place since early 2025 so that teachers and support staff will be able to complete IEPs prior to the October 16, 2025, deadline.

PSSP Collaboration Day

On September 5, 2025, 50 PSSP staff gathered for a day of collaborative learning, led by Laura Conboy and Wendy Fisher. Vocal empowerment coach Jahmeelah (Jam) Gamble led staff through an engaging morning focused on advocacy, understanding what we need to feel confident and supported, and recognizing how well-being fuels our ability to speak up for students and families. In the afternoon, staff

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received presentations from The Willow Network and LDSB's Human Rights and Equity Team. Staff were given time for reflection and small group discussion centered around boundaries and personal well-being.

SST/IST/LPS Supports

Educational Services Coordinators have kick started the new year by offering learning sessions for Student Support Teachers (SST) on Friday, September 5, 2025, and will be bringing in LPS teachers on Tuesday, September 9, 2025, and Intensive Support Teachers (IST) on Tuesday, September 16, 2025.

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

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