

Agenda – SEAC Meeting

November 12, 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 – October 15, 2025 (Pages 3-9)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Educational Services Monitoring and Operational Plan 2025-2026 Update – Principal Thompson and Vice Principal Dillard

6.2 Child and Youth in Care (CYIC) Update – Superintendent Gillam

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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. (Page 10-11)

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Gillam (Pages 12-13)

3NEXT MEETING DATE

December 10, 2025

10. ADJOURNMENT

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 15, 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>C. Lord, Epilepsy South Eastern Ontario J. Barker, Lennox & 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	<p>E. Clost-Lambert, Research Analyst L. Gillam, Research Analyst J. Ferguson, Empower and Literacy Lead</p>

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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 September 10, 2025, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 2026-2029 – Multi Year Accessibility Plan – Superintendent Scot Gillam shared an update on the 2026-2029 Multi Year Accessibility Plan. The following key points were presented:

Multi-Year Accessibility Plan (2025-2026 Goals)

- Systemic/Physical and Attitudinal: School and playground audits to identify barriers.
- Information and Communication/Tech: Expand captioning options for meetings and produce digital accessibility videos.
- Physical: Track work orders through Facility Services to ensure all orders with an accessibility component are monitored, followed up on, and addressed, as well as working on our own LDSB Accessibility Standards with Facility Services.
- Systemic: Develop K–12 Education Accessibility Standards.
- Attitude: Gather staff and student voices for committee input and consult for the 2026–2029 Multi-Year Accessibility Plan.

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Consultation Plan for 2026-2029 Multi Year Accessibility Plan

- Consultation plan shared with Accessibility Committee (Sept 2025).
- Results to be shared in November 2025.
- Incorporate information into the 2026-2029 Multi-Year Accessibility Plan and bring to
- Final plan presented to SEAC and Trustees in February 2026.

Maintenance and Facility Upgrades

- Maintenance Work: Painting (including contrast painting), parking lot painting, door access improvements, power door operators/swipe access, fire alarm upgrades (including strobe devices), playground structure improvements, and top-up of Engineered Wood Fiber (EWF) in playgrounds.
- Capital Construction – Interiors: Installation and upgrades of elevators, millwork, accessible classroom sinks, and universal washrooms.
- Capital Construction – Exteriors: Upgrades to parking lots (including accessible spaces and signage), improved site access, installation of accessible pathways, and addition of concrete curbs.

6.2 Student Census Update – Research Analysts, Ellyn Clost-Lambert and Laura Gillam, provided an update on the Student Census, including changes since the last meeting and new resources now available for staff, students, and families. The following summarizes the update:

Survey Audience Change

- The census will now be conducted only for students in Grades 4–12 (previously K–12).
- There will be two surveys: one for Grades 4–6 and one for Grades 7–12, completed in schools with educator support.
- The K–3 family survey will not be conducted this time; instead, a family engagement and climate survey will be offered later in the year.

Timeline Adjustment

- The launch of the census survey has been moved to the week of November 24, 2025, to allow more preparation time.

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New Resources

- A Student Census Educator Guide – This digital resource, available on the myLDSB site, provides educators with comprehensive information about the Student Census. It is designed to help educators understand the census, support students in the classroom, and introduce the census to students before they complete it.
- A Student and Family Guide – This is available on the LDSB website, providing details about the survey, its purpose, accessibility considerations, and sample questions.

Accessibility and Support:

- The census includes features to support multilingual learners and students with accessibility needs (e.g., built-in audio, translation options, glossary of terms, flexible completion).
- Support staff and coordinators have been briefed to assist students as needed.
- Students may choose their adult helper for the survey to ensure comfort and confidentiality.

Additional Information:

- All survey questions and rationale are available for preview online.
- A dedicated phone line is available for census support, addressing technology access and other accessibility issues.
- The Grade 4–6 survey reading level has been lowered to Grade 3, and rollover definitions are embedded for key terms.
- Pilot schools are testing accessibility features, and feedback is being incorporated.

6.3 Learning Disabilities Presentation – Special Education Coordinators, Jessi Lalonde and Matt Aylsworth, along with Empower and Literacy Lead, Jo Anne Ferguson, provided an in-depth presentation regarding Learning Disabilities. The presentation covered the Learning Disability (LD) cognitive profile, executive functioning, classroom supports, tiered interventions in LDSB, and advocacy.

Understanding Learning Disabilities

- Learning disabilities were defined and the importance of communication and self-advocacy for students with LD was highlighted.
- Strategies for supporting students, such as using checklists, visuals, and previewing material, were shared.

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Cognitive Profiles and Assessment

- Intelligence and achievement assessments (WISC, Stanford Binet, WJ, KTEA, WIAT) were discussed to identify LD profiles.
- Comparative data on learning profiles and student achievement was presented, emphasizing discrepancies between intelligence and achievement.

Executive Functioning

- The impact of cognitive deficits on executive functions (EFs) was explained, with EFs described as the brain's "conductor."
- Key executive functions were outlined, including working memory, cognitive flexibility, goal-directed persistence, organization, response inhibition, emotional control, planning/prioritizing, time management, task initiation, and metacognition.
- Teacher strategies to support EFs, such as backward design, clear goals, visuals, co-regulation, reducing distractions, chunking lessons, and consistent routines, were provided.

Reading and Writing Models

- The "Active View of Reading" and the "Not-So-Simple View of Writing" were introduced, emphasizing the roles of executive function, working memory, and self-regulation in literacy development.

Classroom Supports and Assistive Technology

- The importance of accessible materials and instructional accommodations (e.g., text-to-speech, audiobooks, digital resources, visuals, flexible response formats) was highlighted.
- It was stressed that accommodations should supplement, not replace, evidence-based reading instruction.

Tiered Interventions

- The multi-tiered system of support was described:
 - **Tier 1:** Universal, high-quality instruction for all students.
 - **Tier 2:** Targeted, supplemental interventions for students needing additional support.
 - **Tier 3:** Intensive, individualized interventions for students with persistent challenges.
- The importance of progress monitoring and data-driven decision-making was emphasized.

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Data and Trends

- Data on LD identifications by year, grade, and gender, as well as co-morbid exceptionalities, was shared.
- Trends in LD identification and the importance of tracking student progress were noted.

Advocacy & Self-Advocacy

- The importance of advocacy for students with LD, including self-advocacy resources and templates, was discussed.
- Students were encouraged to understand their strengths and needs to become effective advocates for themselves.

Key Takeaways

- LD cognitive profiles are unique, with peaks and valleys.
- Staff were encouraged to presume competence in all students.
- Collaboration among staff was identified as essential for effective intervention.
- When students understand their strengths and needs, they are better equipped to advocate for themselves.

A copy of the LD Presentation was requested by SEAC Members to be emailed to them after the meeting, and this was done on October 16, 2025.

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.

9.2 SEAC Approval of the 2025-2026 Special Education Plan – Superintendent Scot Gillam reviewed the 2025-2026 Special Education Plan.

MOTION: Trustee Lloyd moved to accept and approve the 2025-2026 Special Education Plan.

MOVED BY: All SEAC Members. Carried.

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10. NEXT MEETING DATE

November 12, 2025

11. ADJOURNMENT

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

The meeting was adjourned at 7:00 pm.

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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.

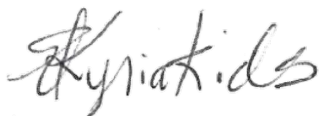
Having said that, the spring of 2018, just prior to the Provincial election that summer, was the last time that this timeline was met. Since 2019, the funding documents from the Ministry have not been provided to the school board until late April or into May, with this year not being released until 23rd. 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

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

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

11/12/2025

A. Ministry Updates:

After School Program

The Ontario government is investing \$43.9 million over three years to continue the province's After School Program (ASP), keeping more than 13,000 children and youth in underserved communities active and healthy each year. As part of the government's plan to protect Ontario, this funding will ensure the ASP can continue to provide safe, supervised activities and tutoring for students, along with nutritious snacks, at low or no cost, setting them up for success, inside and outside the classroom.

Ontario's After School Program supports children from kindergarten to Grade 12 in over 80 communities across the province. Participating students are exposed to a range of activities and resources, including sports, local arts and cultural programs and additional academic assistance.

The government works with 110 organizations across the province, including municipalities, First Nations and community-based non-profits such as YMCAs and Boys and Girls Clubs to administer the ASP. Families interested in the program can contact [a participating organization](#) for more information about eligibility requirements and services offered by their program.

B. Educational Services Updates:

System-Wide PA Day, November 14, 2025

On November 14, 2025, most LDSB staff will participate in a system-wide PA Day.

- K-6 educators and support staff will meet at Bayridge Secondary School, while
- 7-12 educators and support staff will meet at LCVI.

Both sites will feature system messages from Director Burra and Dr. ABC, a renowned author and speaker specializing in leadership, teacher education, policy, equity, and diversity and inclusion.

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Educators and support staff will have the opportunity to select two workshops from a wide range of topics, presented by central and school staff. Topics include:

- Supporting Emotional Dysregulation in the Classroom
- The Four Cs of Supporting Students
- Using Gamefield Tools and AI in the FSL Classroom
- Exploring Lexia Core 5 as a Tier 1 Intervention
- “Sorry, what was that?” Strategies for overcoming hearing challenges in the classroom
- Centres in Core French Classrooms – with and without a cart
- How to be a Super Modeller
- Safety for All: Building a Safe and Inclusive Classroom
- From Pitfalls to Possibilities: Practical Strategies for Effective PE
- Purposeful Inclusion Planning for Students with Complex Profiles
- Tier 1 Toolkit
- Accelerating Growth in Reading at the Tier 1 Level: A Grade 3 classroom Story
- Pattern Block Across the Grades
- Developing Reading Fluency with MS Teams Learning Accelerator
- Flipping the Script on Challenging Behaviours
- STEM to Success
- Land as Our Teacher
- Fetal Alcohol Syndrome (FASD) Information, Supports and Resources
- Music is Learning Superpower
- How the Third Path can be used to Guide Support for Students

Professional Learning

Educational Services staff participated in several significant professional learning sessions this fall, including:

- FASD National Conference
- AI Conference (Artificial Intelligence)
- Guidelines for Conducting Violent Threat Risk Assessment (VTRA) with Neurodivergent Students
- Intensive Skills Y Training for newly hired permanent Educational Assistants (EA)

Student Support Teachers (SSTs) met on October 23, 2025, and Intensive Support Teachers (ISTs) will meet on November 4, 2025.

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

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