

Agenda – SEAC Meeting

April 16, 2025 – 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link: <https://bit.ly/SEACMTGApr162025>

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 – March 19, 2025 (Pages 3-9)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Behaviour Analysts with LDSB – Behaviour Analysts: Jess Janssens and Katherine Coles

6.2 Ministry Work Project – Special Education Coordinator Matt Aylsworth and Transition Planning Coordinators: Donna Abbink and Maria Costa

7. CORRESPONDENCE

None at this time.

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8. ASSOCIATION UPDATES

8.1 Life Beyond School Event – Event to be held Tuesday, May 13, 2025, at Extend-A-Family Kingston. (Page 10)

8.2 Easter Seals Red Shirt Day – Walk for Accessibility and Inclusion in Kingston on Sunday, May 25, 2025, at James R. Henderson Public School. (Pages 11)

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Scot Gillam (Pages 12-14)

10. NEXT MEETING DATE

Thursday, May 22, 2025 – Algonquin and Lakeshore Catholic District School Board, 151 Dairy Ave., Napanee. LDSB SEAC to start at 5:30 pm.

11. ADJOURNMENT

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 19, 2025

Public Meeting

Roll Call:

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

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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 February 12, 2025, SEAC Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Educational Services Monitoring and Operational Plan 2024/25 Update & Elementary Special Educational Service Delivery Update – Principal Mike Blackburn started the presentation by sharing that the focus of the presentation will be on to revisit the journey, reaffirm intentions, outline goals, report on progress, and identify next steps.

Special Education Review- In 2023 our goals were 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.
- Gather student, family, staff and community partner voices to identify priorities and key areas which may impact the success of students with special education needs.

To address these goals, a survey was conducted using Thought Exchange to determine the key supports and services necessary for students with Special Education needs to succeed and reach their full potential.

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The voices of students and their families with Special Education needs were intentionally elevated and prioritized, resulting in a high response rate with 3000 respondents sharing their thoughts and ideas. Over 4000 unique thoughts were shared and rated by participants.

After months of analysis and further consultation – four key themes and areas of focus emerged to guide the planning:

- Equity of access to supports and services in a student's home school.
- Flexible and responsive support, programming and access to resource spaces that adapt and respond to a student's unique learning profile.
- Purposeful and planned inclusion supported by caring and knowledgeable staff.
- Increased and equitable access to supports/services through a reduction of siloed and identification specific service delivery.

These four key goals informed the restructuring of services at the elementary level and our department goals.

Principal Blackburn outlined the key components of the restructuring that was implemented at the start of the 2024-2025 school year, highlighting the movement of various supports and services from self-contained, itinerant, or district levels to prioritize support within schools where it is most needed. The focus was on building in-school teams to deliver supports and services within a multi-tier system of support.

As a result, the Educational Services team developed an Operational Plan to articulate our mission, purpose, key areas of focus, and goals for the 2024-2025 school year. This plan was then put into action. The Mission Statement was co-created with input from SEAC, identifying foundational principles and eight areas of focus for capacity building across LDSB. The plan built on previous department goals while aligning with the Board Strategic Plan. Significant effort was dedicated to ensuring that the voices of students, families, staff, and community partners were reflected in the goals set. The goals provide a roadmap to actualizing our mission and purpose while focusing on the necessary system and school conditions for student success. Over the last six months, considerable time and effort have been dedicated to bringing this plan to life in service of the students, with close monitoring of the impacts observed.

Monitoring and Data Collection- Supporting and Guiding Implementation:

- Service Delivery Data-Student Support Teachers (SSTs) and Intensive Support Teachers (ISTs).
- Intensive Support Team and Safe Schools Team referral data.
- System Observations-Coordination and Senior Team.

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- Mid-Year Survey-109 respondents (approximately 60%) of SSTs, ISTs, Learning Program Support (LPS) teachers and Administrators.
- Professional Learning feedback.
- Authentic collection of observations, conversations and stories.

Service Data Delivery

SSTs and ISTs provide monthly updates on the students they work with, including grade, identification, and type of support. Data collected at the end of January shows a high concentration of SSTs working with students in Kindergarten through Grade 2, likely due to early reading screening and intervention. ISTs, however, show a slight increase in Grades 2, 3 and 5. This data helps monitor cohorts over time and adjust strategies as needed.

The charts presented showed caseloads by role and exceptionality, with a notable number of students having no identification or exceptionality listed. Efforts are being made to improve data collection and support accuracy. Over 5000 students have been served by Special Education teachers in elementary schools, a significant increase compared to previous years. The final chart presented indicated the proportion of students receiving direct, indirect, or combined support, highlighting flexible and responsive support in home schools. Overall, the data suggests positive outcomes and equitable access to support for students.

Mid-Year Survey – Scope and Focus

The survey had 109 respondents, including administrators, SSTs, ISTs, and LPS teachers. It aimed to gather feedback on professional learning, implementation of strategies, collaboration between special education and classroom teachers, multi-tiered systems of support, referral pathways, and involvement of families and community partners. The survey included both quantitative and qualitative questions, with open text responses providing insights into the impact of restructuring in schools. The results highlighted greater inclusion for students and enhanced team collaboration. The information gathered will help refine strategies and better understand the needs and experiences of the school community.

Goals and Survey Results: Professional Learning and Capacity Building

The Strategic Plan Goal is to ensure educator and staff ability to foster growth in student learning and achievement. The aligned Educational Services Goal is to enhance the capacity of in-school teams and Educational Services staff to meet the needs of diverse learners.

Administrators reported significant growth in knowledge and understanding, strong school team decision-making, and collaboration. SSTs and ISTs reported varying levels of implementation and capacity building. LPS teachers reported the lowest growth, likely due to fewer professional learning opportunities.

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The survey results highlighted the benefits of restructuring, increased allocation for special education teachers and Student Support Counselors (SSCs), and regular team meetings to discuss student needs and allocate resources. The Special Education Team, including a dedicated coordinator, has experienced enhanced collaboration and tiered support.

Administrators, SSTs, and ISTs reported similar levels of growth in knowledge and understanding, implementation, and capacity building. The results indicate that previous work on modifications and accommodations has been effective, with staff ready to support implementation. Relationship-based approaches showed lower growth for student support teachers, likely due to a later start in the year. This area requires further understanding and support to foster growth and development in the system. A quote from an Administrator highlighted the benefits of wrap-around support, flexible staff, and growing teacher capacity, emphasizing the importance of inclusion and belonging for students in their classrooms.

Goals and Survey Results: Multi-Tiered Systems of Support

The Strategic Plan Goal is to create positive cultures that support student engagement and well-being, while the Educational Services Goal is to promote culturally responsive, identity-affirming, and inclusive practices. Data shows that the implementation of Multi-Tiered Systems of Support (MTSS) at the school level is a strength, with consistent practices across all three tiers. However, there is a need for capacity building at Tier 1 (classroom-based strategies) and Tier 3 (intensive support for complex learning profiles). Tier 2 (small group interventions) remains strong.

Neuro-affirming practices are identified as an area for growth, with less than 50% of administrators and special education teachers reporting growth in knowledge and implementation. Efforts are being made to embed strength-based work and culturally responsive practices into processes and professional development. A quote from an SST highlighted the importance of shifting mindsets to support students from a strength-based perspective and the need for ongoing capacity building and resource sharing.

Goals and Survey Results: Flexible, Responsive and Inclusive Learning Environments

The focus on flexible, responsive, and inclusive learning environments aligns with the Strategic Plan Goal to align Board resources to support improved student achievement, learning and well-being. The Educational Services Goal is to effectively implement school-based models of support that are flexible, responsive and inclusive.

The survey data showed positive responses across all groups, though there was some disparity within the LPS teachers. The main area for attention is inclusive models of support, with some questioning whether the system is truly inclusive. This may be connected to neuro-affirming practices and the need for Tier 3 supports for students with complex needs. The feedback highlights the benefits of the flexible and

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responsive service delivery model but also points to challenges in meeting the needs of students with complex needs and the importance of ongoing professional learning and capacity building.

System Observations

- Positive Impact of IST role and diversity of experiences between schools.
- Flexibility and responsiveness of delivery model.
- Importance of team collaboration and support for in-school teams.
- Key areas for ongoing learning and implementation support – Tier 1, neuro-affirming practices, programming and support for students with complex needs.
- An ongoing focus on authentic partnership and collaboration with families is needed.

A quote from an IST highlighted that the new model is seen as very beneficial, providing alternative and flexible learning spaces that help students who previously found it difficult to access school. It has also improved school-team communication and collaboration, with Educational Assistants (EAs), teachers, and Administrators feeling more supported. The referral process and support from the Special Education Coordinator have been effective, resulting in more students receiving wraparound care and support.

Supporting System Change

Change presents challenges for both systems and people. Our goal through monitoring and the operational plan is to acknowledge and confront barriers within the system, finding strategies to persist and support the system. We need to build on our strengths and highlight successes while confronting challenges. Mixed sentiment exists as we are in the middle of the process, warranting further exploration to understand and support stakeholders. Structural change alone is not enough; implementation with support and intentionality is crucial. We are committed to using various methods to gather information from stakeholders across the system.

Next Steps

- Continue to dig deeper into the data to answer questions and gather more information.
- Engage in responsive professional learning to identify areas of growth and implement professional learning for the system.
- Provide school-based support and bolster the knowledge and skills of people in the system through ongoing support for school teams. Build highly effective and knowledgeable school teams and support them at the system level.
- Engage in ongoing data collection, including snapshot data from surveys and service delivery, and pay attention to feedback from families, schools, and colleagues.
- Identify barriers, strategies, and successes by elevating voices and stories from the system and working with special education teachers.

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- Develop and conduct the end-of-year survey in the spring, targeting groups such as students, families, and other staff within the system.

Chair McGregor called on SEAC Members for questions regarding the Monitoring and Operational Plan 2024-2025 Update.

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

April 16, 2025

11. ADJOURNMENT

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

The meeting was adjourned at 6:52 pm.

LIFE BEYOND SCHOOL

WHEN:

Tuesday, May 13, 2025

6:00 pm - 8:00 pm

WHERE:

Extend-A-Family Kingston

**660 Bagot Street
Kingston, ON**



Entrance and parking located at the back of the building

All are welcome! Targeting students diagnosed as having an intellectual disability or autism spectrum disorder as well as parents, caregivers, community service providers and school personnel.

No registration required

CONTACT: DONNA ABBINK - ABBINKD@LIMESTONE.ON.CA

PRESENTATIONS 6:00-7:00 PM

**Ontario Disability Support
Program (ODSP)**

**Developmental Services
Ontario (DSO)**

Passport Funding Agency

St. Lawrence College

Student Experiences

BOOTHS AND RESOURCES

**Developmental and ASD
Service Agencies**

Employment Services

Recreational Services

Respite Services

Legal Services

Volunteer Services

**Community Connection and
Programs**

Social and Leisure Services

Mental Health Services

**Post Secondary Education
Programs**

Social Services

LIGHT REFRESHMENTS AND SWAG BAGS

**PRESENTATIONS WILL BE STREAMED
VIRTUALLY FOR THOSE UNABLE TO
ATTEND IN PERSON**



Live Link

Easter Seals Red Shirt Day®

Walk for Accessibility and Inclusion in Kingston

Kingston, let's walk for a great cause - Easter Seals Ontario!

Gather your family and friends at James R Henderson Public School for an uplifting event that supports children and youth with disabilities. This community-driven event is hosted in partnership with KW Inspire and the Kingston Rotary Club.

Every step taken helps provide essential mobility and accessibility equipment for kids in our community and across Ontario!



 James R Henderson Public School

 Sunday, May 25, 2025

 Linda Clouthier
lclothier@easterseals.org

Scan to Register



EASTER SEALS

Red Shirt
Day™

SEAC Meeting - April 16, 2025

Walk for Accessibility and Inclusion

Page 11

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

04/16/2025

A. Ministry Updates:

None at this time.

B. Educational Services Updates:

Purple Day: Raising Awareness

Each year on March 26, Purple Day serves as a global initiative dedicated to raising awareness about epilepsy and supporting those affected by it. The 2025 theme, "Power In Purple," emphasized the resilience and strength of the epilepsy community, aiming to turn awareness into action and foster a more inclusive and understanding society. Information and resources were shared with schools to support this initiative across the system.

Autism Acceptance Month and World Autism Day

Educational Services staff provided the system with resources to support Autism Acceptance Month and last week's World Autism Day. A shout out to ABC teacher Karen Zabel, and the staff at Rideau Heights for engaging in several inclusive activities in honour of World Autism Day on April 2nd. As SEAC members will recall, the ABC (Autism Behavioural Classroom) Class is an Education and Community Partnership Program (ECCP) class that is run with the cooperation and support of the Maltby Centre. The ABC class supports students with autism and focuses on foundational learning skills such as group instruction, literacy, essential school behaviours and functional communication.

SMHO Parent/Caregiver Webinar Series

SMHO is pleased to share the launch of a 5-part parent/caregiver webinar series focused on substance use, addictive behaviours and youth mental health.

The webinars will be hosted by parent/caregiver peer consultants from the SMH-ON team, Maseeda Majeed and Sylvie Noutie, and have been informed by the SMH-ON Parent-Caregiver Collaboration group.

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The sessions will feature a short presentation by a leading expert in addictions prevention and literacy on the following topics:

- How to talk about substance use at home
- The intersection of addictions and mental health
- Recognizing signs of substance use and behavioural addictions
- Current trends in student substance use in Ontario – What parents/caregiver need to know
- Technology overuse and problematic gaming

The webinars will also include answers to questions that parents/caregivers can provide ahead of the webinar. Parents can submit their questions at the link provided below. All webinar recordings will be uploaded to the [By Your Side Learning Hub](#).

Special Education Teacher Course

The 2025 Special Education Teacher Course is in full swing. Session 1 took place on April 3rd alongside the highly successful Neuro-Vibes event. Session 2 took place on April 10th and the focus was on Knowing the Learner/Creating Supportive and Inclusive Classrooms. Future sessions will focus on the role of special education teachers and in school teams, IEPs and IPRCS and supporting Tier 2 and Tier 3 interventions and programming to name a few. Currently, 40 LDSB teachers are registered in the course. Another big thanks to the Educational Services Leadership Team for the creation and facilitation of this amazing learning opportunity.

Infant and Early Mental Health Promotion (IEMHP)

Over the last two years, several agencies in KFL&A have been working with Dr. Chaya Kulkarni, the Director of Infant and Early Mental Health Promotion (IEMHP) out of Sick Kids, to develop, implement and evaluate a system of care pathway for infant and early years (0-6 yrs) mental health and wellbeing. This pathway aims to guide young children and caregivers to, through, and out of care, ensuring that 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

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determined. Early childhood screening has many benefits including access to early intervention services, and academic and social benefits.

The following schools will be participating as pilot sites for the administration of the ASQs and DSPs, Cataragui Woods, RG Sinclair, Truedell, Elginburgh, Harrowsmith, Loughborough, Perth Road and Prince Charles. Training will be provided to the Educational Services leadership team, including myself, Principal Blackburn, Mental Health Lead Laura Conboy, and Safe Schools Lead Wendy Fisher. The Student Support Counselors attached to the pilot schools and all Special Education Coordinators will also taking part in the training.

Accessibility Week and Accessibility Walk at J.R.Henderson

Limestone will celebrate Accessibility Week from May 26 to May 30, with special emphasis on the Red Shirt Day of Action for Accessibility and Inclusion on Wednesday, May 28th. Resources and activities will be shared with teachers and support staff so that schools can engage in teaching and learning about inclusion and accessibility. We are also encouraging staff and students to join us for the Easter Seals Red Shirt Day Walk for Accessibility and Inclusion taking place on Sunday, May 25th. Information will be shared with SEAC and with the Limestone community.

EA Allocation Process 2025-26 School Year

Educational Services has begun the process of allocating Educational Assistant support for the 25-26 school year. All LDSB schools have submitted their school profiles, and the team will spend the next few weeks allocating based on the prioritization of needs for medical and safety concerns for all the schools across the system.

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