

Agenda – SEAC Meeting

May 22, 2025 – 5:00 p.m.

Algonquin & Lakeshore Catholic District School Board
151 Dairy Avenue, Napanee, Ontario

LDSB SEAC Meeting – 5:00 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

No update at this time. Presentation presented by the Hastings and Prince Edward District School Board.

7. CORRESPONDENCE

None at this time.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

[See Yourself in Limestone](#)

8. ASSOCIATION UPDATES

8.1 **Autism Ontario May Updates** – Information from Haley Clark was sent in a separate email to all SEAC Members.

9. OTHER BUSINESS

9.1 **Administrative Report: Superintendent's Report** – Superintendent Scot Gillam (Pages 10-11)

10. NEXT MEETING DATE

Wednesday, June 11, 2025

11. ADJOURNMENT

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

[See Yourself in Limestone](#)

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

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

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 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.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

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.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

- 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.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

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

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

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.

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

- 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.

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

05/22/2025

A. Ministry Updates:

2025-2026 Budget

It is anticipated that school boards will receive their budgets for the 2025-2026 school year on or about May 16, 2025. Information will be shared with SEAC at the June SEAC meeting.

B. Educational Services Updates:

Life Beyond School

The Life Beyond School event took place on Tuesday, May 13, 2025, at the Extend-A-Family Building. Many community partners were present to share information on topics such as DSO Housing, Passport Funding, Ontario Disability Support Program (ODSP), and St. Lawrence College. Participants enjoyed presentations from SLC students and a current secondary school student. Additionally, there were over 22 exhibitor tables where students and their families could gather information about their transition plans after finishing secondary school.

Wheel, Walk and Roll Event

This year's Elementary District Track and Field Championships will take place on June 3, 2025, at the Invista Centre. A Wheel, Walk and Roll event and some all-abilities field events will be integrated as part of the day. Track events will start promptly at 12 pm, with field events to follow. Field events will be free access, station-based, and no sign-up is required.

We are encouraging schools to incorporate the following events scheduled for the District Track and Field Championships into their school and classroom track activities. This will promote meaningful participation and help prepare students for District track activities:

- Wheel, Walk and Roll
- Distance Jumping/Rolling (Choice of jump or roll: Free standing, adaptive long or triple jump)
- Distance Throwing (Choice of object: Ball, frisbee, etc.)

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

National Accessibility Week, Red Shirt Day of Action and the IPP Fun Fair

LDSB will be celebrating National Accessibility Week from Monday, May 26 to Friday, May 30, 2025, culminating in the Red Shirt Day of Action for Accessibility and Inclusion. LDSB will support Red Shirt Day of Action on Wednesday, May 28, 2025. This year, a Walk for Accessibility and Inclusion will take place on Sunday, May 25, 2025, starting at JR Henderson Public School. Information was shared with the system earlier in May.

LDSB will also be supporting the Inclusive Play Project's second annual Fun Fair on Saturday, June 7, 2025, at Shannon Park. All are welcome to come and enjoy the day and to continue to add to the over \$1.5 million raised to construct a fully inclusive playground in the Kingston area.

Final Student Support Teacher (SST) and Intensive Support Teacher (IST) Meetings

The final SST and IST meetings took place earlier this month. These monthly meetings are an integral part of ensuring that school-based supports are used efficiently and effectively in elementary schools. A huge thanks to the entire Educational Services Team for supporting this learning each and every month. This important work is due to their concentrated efforts in supporting these critical positions in LDSB schools.

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

Limestone District School Board

Limestone District School Board is situated on traditional territories of the Anishinaabe and Haudenosaunee.

[See Yourself in Limestone](#)