Agenda – SEAC Meeting

November 11, 2026 – 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Public Viewing: Join the Live Event

Public Meeting – 5:30 p.m.

Acknowledgement of Territory: "The Limestone District School Board is situated on the traditional territories of the Anishinaabek 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 14, 2026 (Pages 3-7)

5. BUSINESS ARISING FROM MINUTES

5.1 Welcome to new committee members

6. EDUCATIONAL SERVICES UPDATES

6.1 Special Education Plan: Programs/Placements

6.2 Monitoring and Operational Plan

7. CORRESPONDENCE

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report –Superintendent Blackburn (Pages 8-9)

9.2 Future Agenda Items

9.3 May Tri-Board SEAC date

10. NEXT MEETING DATE

December 9, 2026

11. ADJOURNMENT

SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

October 14, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor	Present: A. Martin, Member-at-Large (Queen's University) E. Clow, Member-at-Large H. Clark, Autism Ontario Z. Rogers, Community Living Kingston Regrets: G. Eaton-Smith, Learning Disabilities Association of Kingston K. Hill, Member-at-Large J. Barker, Lennox & Addington Resources for Children
Invitees:	Staff:
	Present: M. Blackburn, Superintendent of Education D. Thompson, Principal of Educational Services A. Todd, Vice-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 J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator M. Dunlap, Mental Health Lead
Recorder:	Guests:
J. Senior, Administrative Assistant	None at this time.

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 Anishinaabek 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 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 9, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

5.1 Accessibility Committee Meeting - An update was provided on the first Accessibility Committee meeting of the school year, following the accessibility presentation provided to SEAC at its previous meeting. The meeting included presentations from Facility Services, Educational Services and Communications and focused on establishing the Committee's purpose and priorities for the year. The Committee reviewed how community feedback is received, including a concern submitted through the online inquiry tool, and reviewed accessibility projects from across the system. The 2026-2027 Accessibility Plan will be reviewed at the next meeting.

6. EDUCATION SERVICES UPDATE

6.1 Special Education Plan: Professional Learning - An overview was provided of professional learning facilitated by Educational Services staff and the process used to develop the annual professional learning plan. Planning is informed by stakeholder feedback, Ministry requirements, board priorities and SEAC consultation.

Professional learning supports a range of staff and focuses on programming and instruction, system supports, student well-being and safety, inclusive practices, and community expertise. Key areas of focus include Universal Design for Learning, executive functioning, assistive technology, relationship-based

approaches, accessibility, neuro-affirming practices, multi-tiered systems of support, accommodations, and modifications.

During 2025–2026, targeted professional learning was provided to 73 Student Support Teachers (SSTs) from 50 sites, 29 Intensive Support Teachers (ISTs) from 26 sites, and 16 Learning Program Support (LPS) teachers from 11 sites. Learning focused on inclusive classrooms, effective Individual Education Plans (IEPs) and program planning, literacy intervention, accessibility tools, transition planning, collaborative problem-solving, and building capacity within schools.

Information from the Special Education restructuring data-collection project was also reviewed. Feedback identified Tier 1 training and staff capacity as an area of focus. In response, Tier 1 resources have been made available to educators through the Collaboration Hub, including classroom and school checklists, resources for administrators and in-school teams, and weekly Tier 1 tips. Resources have been developed for both elementary and secondary settings and are intended to support inclusive and accessible learning environments. It was emphasized that Tier 1 instruction continues when students are receiving Tier 2 or Tier 3 supports.

The 2026–2027 professional learning plan includes continued learning opportunities for SSTs, ISTs and LPS teachers, as well as professional learning for secondary school-to-community educators and school teams supporting Applied Behaviour Analysis (ABA) and Fetal Alcohol Spectrum Disorder (FASD) initiatives. The Special Education Teacher course will also be offered to teachers interested in moving into a special education role.

Feedback from initial professional learning sessions indicated increased confidence and clarity, practical and immediately usable Tier 1 resources, increased use of resources at the school level, and the value of opportunities for staff to learn with and from one another. Feedback from each learning session will continue to inform and adjust subsequent professional learning throughout the year.

6.2 Summer Mental Health and Special Education Funding and Support- An overview was provided of summer mental health and special education funding and supports. The Summer Math and Literacy Program provided a three-week intervention for students completing Senior Kindergarten to Grade 3, with a focus on strengthening foundational reading, writing and mathematics skills. Twelve Educational Assistants (EAs) supported the program across four LDSB sites, helping students access learning, build independence, participate in literacy and mathematics activities, and navigate routines and interactions with peers and staff.

An LPS teacher provided support to secondary students completing summer school courses for credit. Summer programming was also offered at the Sundance and Beacon Harbour facilities, with teacher support for initiatives that included outdoor activities, recreation, literacy and mathematics.

Significant support was also provided for students transitioning back to school, including students new to Limestone and those moving to a different school or transitioning between elementary and secondary settings. More than 400 students across 39 elementary and secondary schools were supported through activities such as school visits, meetings with staff, classroom tours, timetable review and opportunities to establish connections prior to the start of the school year.

Summer mental health initiatives included Student Mental Health and Wellness Symposiums, Social Worker support to help maintain continuity of care, Adolescent Care Worker (ACW) support for summer programs, and the development of manuals and resources. Staff professional learning included Applied Suicide Intervention Skills Training (ASIST), SNAP for Schools, Behaviour Management Systems (BMS), trauma-informed practice, mental health, and other specialized areas.

7. CORRESPONDENCE

7.1 Lakehead Public Schools – Letter to the Minister of Education regarding Concerns Regarding Recent Legislation, Special Education Funding, and the Impact on Students with Special Education Needs, dated October 8, 2026. Provided for information in the Agenda Package.

8. ASSOCIATION UPDATES

8.1 Autism Ontario

The nomination of Janice Pelechaty as the Autism Ontario representative to SEAC was presented for approval.

8.2 Easter Seals Ontario

The nomination of Sarina Walker as the Easter Seals Ontario representative to SEAC was presented for approval.

MOVED BY: *Member-at-Large Erin Clow that SEAC approve the nominations of Janice Pelechaty as the Autism Ontario representative and Sarina Walker as the Easter Seals Ontario representative. Carried.*

8.3 Autism Help Ontario

Information was shared about Autism Help Ontario, an online resource providing practical information related to autism assessment and diagnosis, the Ontario Autism Program, funding, school supports, therapy resources, and family navigation.

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Blackburn provided an overview of the Superintendent's Report, which was included in the Agenda Package.

9.2 Future Agenda Items- Members were reminded that suggestions for future agenda items and topics of interest are welcome throughout the year and may be submitted to the Chair or through the Administrative Assistant.

Interest was expressed in receiving an update on projects being undertaken by students in schools using the referenced funding. It was confirmed that a future presentation would be provided, with the possibility of students sharing information about their projects.

NEXT MEETING DATE

November 11, 2026

10. ADJOURNMENT

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

The meeting was adjourned at 6:30 pm.

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

11/11/2026

A. Ministry Updates:

As part of the Special Education Fund within the Core Education Fund, the Special Incidence Portion (SIP) is intended to support students with extraordinarily high needs who require additional staff and resources to address those needs. Students with high complex special education needs are students who receive special education programs and services and experience ongoing, sustained challenges across several interrelated areas. These may include medical, physical, communication, intellectual, social-emotional, and self-regulation needs, among others. Historically, the Ministry of Education collected SIP data outside of OnSIS, however, the Ministry recently announced that SIP student data would be collected through OnSIS elementary and secondary submissions.

B. Educational Services Updates:

Accessible Transportation: As part of our ongoing commitment to supporting inclusive field trip planning, we have been working with Triboard Transportation to better understand the accessible transportation options available to schools. An overview of accessible vehicles, available through the transportation providers that Triboard supports, was recently shared with schools to support their planning. The memo outlined the accessible vehicles within local fleets, identified which vehicles are typically assigned to regular routes, and highlighted those that may be available for field trip bookings. Schools were reminded that when planning field trips, staff should consider equitable opportunities for all students to participate and identify any barriers to access early in the planning process. The Accessibility Field Trip Planning document provides guidance and considerations to support this work.

Collaborative Care Initiative (CCI): We are entering our second year of the CCI project in partnership with the Kingston Community Health Centres (KCHC) with grant funding through the Community Foundation of Kingston and Area. The CCI aims to offer a support model for students aged 6-12 facing medical and academic, behavioural and/or social-emotional challenges. Through a model of child and family-centred

care, students and families participating in this initiative benefit from meaningful collaboration between themselves, the Limestone District School Board (LDSB), and KCHC.
The goals of this partnership are to:

- provide coordinated, comprehensive care
- simplify access to resources for families
- create programs that help and engage families
- improve communication across health and community services
- expand access to health services
- strengthen collaboration among health care professionals, educational staff, and caregivers/guardians
- break down barriers and reduce the siloing of services

The LDSB and KCHC leadership teams have been engaged in a collaborative review of the project priorities and processes, identifying several areas for enhancement in Year 2 to better serve students and families.

Attendance Matters: Attendance Counsellors have developed and distributed supportive resources and visual materials to schools to encourage regular attendance and offer strategies for developing positive routines and habits. These materials will enhance tiered support and intervention as part of the Student Achievement Plan and regular monitoring of student engagement at school.

Prepared by: Michael Blackburn, Superintendent of Curriculum and Program Services - ITS, Continuing Education, Special Education and Mental Health