



**ALGOMA DISTRICT SCHOOL BOARD  
SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C.)**

**MINUTES OF MEETING  
Sept. 9, 2025  
Sugar Maple Room/Teams  
12:00 Start Time**

**Present:** V. Simon (Member-at- Large) A. Gauthier (Thrive CDC), S. Kitts (North Shore Tribal Council), C. Snider (Algoma Family Services), M. Barbeau (Community Living Algoma)

**Trustees:** H. Whitley, S. Evans

**Staff:** B. Vallee (Superintendent), Krista Lappage (System Administrator)

**Regrets:** M. Tuomi (Autism Ontario), P. Mick (Member-At-Large) C. Phillips (Recording Secretary), K. Viita (System Administrator),

**Guests:**

Meeting called to order. With the absence of Chair Mick, Superintendent Vallee will facilitate the remainder of the hybrid meeting.

- 1. Welcome –** Welcome back to all SEAC members. Note that today's meeting is being live streamed.
- 2. Round Table -** Introduction of members, staff, and/or guests.
- 3. Approval of Agenda and Minutes**
  - Approval of Agenda. Moved by S. Kitts. Seconded by M. Barbeau. All in favour.
  - Approval of Minutes (June 9 ,2025). S. Kitts. Seconded by M. Barbeau. All in favour.
- 4. Correspondence:** No correspondence received.
- 5. Presentation/Discussion: Special Education Planning & Programming (B. Vallee/K. Lappage)**
  - Presentation introduced the members of ADSB's system support team for special education and their respective roles.
  - The Special Education Program Team consists of the Superintendent, System Administrators, and Special Education Special Assignment Teachers.

- The Special Education Multi-Disciplinary team includes staff focused on Language Development, Learning Disabilities, ASD/Behaviour and Early Years. A brief description of each area of focus and the work that staff do was also provided.
- School-based special education services include Resource Teachers (3 types, including Special Education Resource Teachers (SERT), Specialized Programming Teachers (SPT), and Learning Support Teachers (LST); Itinerant Teachers (Blind/Low-Vision and Deaf/Hard-of-Hearing), and a complement of Educational Assistants assigned as a resource to support students in regular classrooms.
- School-based special education services also include staff assigned to specialized classrooms. These include Structured Learning Classrooms (SLC), Practical Learning Classrooms (PLC), Developmental Education Classrooms (DEC), Community Education, DARE and LEAD, as well as section 23 classroom teachers. An EA complement is also allocated to schools as a resource for specialized classrooms.
- B. Vallee also introduced five priorities that the special education department will be focusing during the upcoming school year.

## **6. Member Organization Updates**

### **North Shore Tribal Council (Sherri Kitts)**

- Very busy with start-up and transitions; trying to make sure all students are registered and settling into school.

### **Algoma Family Services (Clint Snider)**

- Busy with the start-up; lots of referrals are starting to come in.
- Lots of great activities taking place at the Hub, now looking at the establishment of a virtual hub to reach a broader catchment area.

### **Member-At-Large (Velma Simon)**

- Starting into the fall session at CICE program at Soo College. There have been some budgetary changes; do have a waitlist.
- Would like to connect with Transitions staff to talk about the program as an option for students after secondary school.

### **Thrive (Amanda Gauthier)**

- Nothing to Report

### **Community Living Algoma (Margaret Barbeau)**

- Summer Employment program wrapped up – increased access to the program this year with 16 businesses involved, and 30 job coaches, which has allowed for more students to be in the summer employment program.
- 6 interns starting up in Project SEARCH, which is a partnership with ADSB, CLA and Sault Area Hospital.

## **7. Report from the Board (Trustees)**

- H. Whitley reviewed the June 24<sup>th</sup> meeting, which was focused on the budget. The work that staff do to ensure that we are maximizing the use of the funds that we receive, while remaining fiscally responsible, is amazing.

- Several trustees attended the OPSBA conference in June. Great PD and workshops on the role of the trustee and the governance model.
- S. Evans spoke about the recent media coverage regarding trustees that has been coming from Minister Calandra. Our board is very focused on their governance role and providing voices of the community as part of the advocacy that happens around the table for students and the system.

## 8. Report from Administration (B. Vallee, K. Viita)

- **Transitions:** Transitions across many levels (e.g. entry to school, divisional changes, change in school, and/or change in panel) taking place during the month of August and into September. These include formal system-level transition programs as well as school-based processes.
- **Professional Development Day (September 2nd):** The first Professional Development Day of the 2024-2025 school year took place on Tuesday, September 2nd. Staff participated in a range of operational training (e.g. fire safety, traumatic events response, mental health emergency procedures). A portion of the morning was also set aside for professional learning regarding our *Safe Practices for Staff Working with Students with High Needs* guideline. Time was also provided for staff to complete Safety Plans and begin their work on Behaviour Management Plans for students that require this level of support. Reminder that the agenda for each PD Day is posted on the ADSB website two weeks before the scheduled date.
- **Summer Symposium.** Teachers had the opportunity to participate in two days of professional learning on August 27<sup>th</sup> and 28<sup>th</sup>. The Keynote Speaker was Kevin Lamoureux who spoke about *Reconciliation in Education: Supporting Relationships and Belonging for All Students*. Special Education topics offered during the symposium included *Inclusion in a Kindergarten Classroom: A Case Study, Using Assistive Technology to Support the Writing Process, Inclusion Beyond the Specialized Classroom, Trauma-Informed Practice, Developing Class Profiles*, and a session on differentiating between *Needs, Supports, Strategies and Resources*. Approximately 270 teachers participated in the two-day session.
- **Empower Reading Training:** Empower training sessions for participating resource teachers (e.g. SERTs, SPTs, LSTs) have been scheduled for the week of September 8<sup>th</sup> - 12<sup>th</sup>. Training from SickKids has shifted to an on-line model, so staff participate in training on-site in their schools. Scheduled times include
  - New Empower Teachers (PRIM) - Wed, September 10<sup>th</sup> & Thurs, September 11<sup>th</sup> (2 days)
  - Empower Teachers "Bridge" Training (INTER to PRIM) - Wednesday September 10<sup>th</sup> (8:30-11:30)
  - Empower Teachers "Bridge" Training (PRIM to INTER) - Wednesday, September 10<sup>th</sup> (12:30-3:30)
  - Empower Teacher "Refresher" Training - Thursday, September 11<sup>th</sup> (8:30-11:30)
- **Formal Assessments:** Amanda Naccarato (Special Education Special Assignment Teacher) is in the process of completing report shares from last spring and summer this week. Our assessment process for the 2025-2026 school year begins next week with 35 assessments scheduled for the month of September. This block of assessments is based on the round of referrals submitted in June. We anticipate providing assessments for the majority of referrals by the December break, although a few may need to

take place in January. December is generally the intake period for our next round of referrals.

- **Summer Programming:** A wide range of summer programming took place this year. Members of our multi-disciplinary team supported the *Summer Learning Program*, and SERT support was provided as a resource to the *Summer School* program for secondary students. We were also able to provide a two-week school readiness program for some of our incoming JKs presenting with high needs during the month of August. This programming focused on developing familiarity with school routines, including a daily bus ride supported by our staff. Many of our specialized classrooms, including DARE, Community Education, and SLC classes also offered specific transition programs for their students during the last few weeks of August to transition into the school year. Schools were also able to provide individual transition programming for students with special education needs facilitated by SERTs and other school-based staff.
- **Meeting Times/Dates:** B. Vallee spoke to members about the existing meeting time. Our SEAC has historically scheduled its meetings between 12:00-1:30. Meetings have taken place on Tuesdays between 12:00 and 1:30 for the past 8 or 9 years, previous meetings were scheduled for Mondays from 12:00-1:30. However, if SEAC members would prefer to schedule SEAC meetings for a different day of the week, or a time later in the day, this is always their choice. There was unanimous agreement among the membership that the current day of the week and time of day is the preferred meeting time and will continue for the upcoming school year.

**9. Next Meeting:** October 7<sup>th</sup>, 2025

**10. Motion to adjourn:** Moved by V. Simon. Seconded by C. Snider.

**Meeting adjourned at 1:01 p.m.**