

Agenda – Tri-Board SEAC Meeting

May 27, 2026 – 5:00 p.m.

Algonquin and Lakeshore Catholic District School Board

151 Dairy Avenue, Napanee, Ontario

Public Meeting – 5:00 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 – April 22, 2026 (Pages 3-9)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Student Mental Health Supports – NDSS – Laura Conboy, Mental Health Lead and Ricki Barrett, Adolescent Care Worker – NDSS

7. CORRESPONDENCE

7.1 **Waterloo Region District School Board** – Letter to Minister of Education regarding Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors, dated April 27, 2026. For your information. (Pages 10-11)

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of the Anishinaabek and Haudenosaunee.

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7.2 Waterloo Region District School Board – Letter to Minister of Education regarding Support for Funding Priorities for Students with Special Education and Mental Health Needs, dated April 27, 2026. For your information. (Pages 12-13)

7.3 Waterloo Region District School Board – Letter to Minister of Education regarding concerns being raised by other boards across Ontario regarding the current state of special education funding and the protection of student rights under the Ontario Human Rights Code, dated April 27, 2026. For your information. (Pages 14-16)

7.4 Upper Grand District School Board – Letter to Minister of Education regarding Funding Support for Students with Special Education and Mental Health Needs, dated May 13, 2026. For your information. (Pages 17-18)

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Gillam (Pages 19-23)

10. NEXT MEETING DATE

June 10, 2026

11. ADJOURNMENT

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

April 22, 2026

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 B. Sheahan, Epilepsy South Eastern Ontario J. Barker, Lennox & Addington Resources for Children H. Clark, Autism Ontario</p> <p>Regrets:</p> <p>G. Eaton-Smith, Learning Disabilities Association of Kingston K. Hill, Member-at-Large L. Clouthier, Easter Seals Ontario</p>
Invitees:	Staff:
	<p>Present:</p> <p>S. Gillam, Superintendent of Education, Learning for All 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 A. Todd, Vice-Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator</p> <p>Regrets:</p> <p>D. Thompson, Principal of Educational Services</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	<p>S. Jurkowski, Principal J. Cumming, Speech and Language Pathologist H. Dean, Speech and Language Pathologist J. Burrows, Student Support Counsellor C. Bouchie, Student Support Counsellor</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:

“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 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 March 25, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Closing the Gaps-Math Modifications – Principal Susanna Jurkowski presented system-level work focused on gap-closing supports for students with modified IEPs in Math. District data from September 2022 to September 2024 was reviewed, indicating that the number of Math modifications in the Limestone District School Board remains high compared to provincial context, despite some recent decreases.

Use of Modifications and Monitoring of Progress

It was noted that most Math modifications are intended to be temporary. Data showed that some students working at Level 2 and Level 3 continue to receive modified programming, highlighting the importance of consistent monitoring and timely decision-making when students achieve modified goals, including whether modifications should be adjusted or removed.

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Importance of Math Pathways

A sense of urgency was emphasized regarding the long-term impact of Math pathways on student success. Research was shared indicating that limited access to senior secondary Math courses significantly reduces students' post-secondary options, reinforcing the need for early and consistent gap-closing practices.

District Math Support Document – Purpose and Goals

Staff shared a collaboratively developed district Math support document, created by Special Education and Program teams, to guide consistent practice across the system. The purpose of the document is to:

- Support students in working toward grade-level expectations wherever possible.
- Maintain future academic pathways, especially into secondary school.
- Create consistency in modified IEP processes.
- Clarify when and how modifications should be added or removed.
- Support clear communication with families.

Feedback, Resources, and Implementation

Feedback from School Support Teams revealed questions and inconsistencies related to Math modifications, which informed the development of a Math Modifications FAQ document. Staff also shared a range of centralized gap-closing Math resources and instructional strategies. Implementation to date has included sharing this work at Administrator and Operations meetings.

Next Steps

Next steps include targeted Math professional learning for School Support Teams, increased focus on students with Math modifications during school visits, regular review of Math data at school-based team meetings, and continued collaboration between departments to support student achievement.

6.2 Sharing about Exceptionalities – Jen Cumming, Speech and Language Pathologist (SLP) and Hannah Dean, Communicative Disorder Assistant (CDA) shared a presentation outlining the role and delivery of Speech and Language Services within the board. It was explained that services are provided by speech-language pathologists and communicative disorder assistants, with teams typically supporting multiple schools and prioritizing students in Junior Kindergarten to Grade 3.

Access to Services and Identification

It was noted that no formal diagnosis or Ministry identification is required for students to access speech and language services. The team is often among the first educational services involved with students and families, particularly when there has been no prior connection with community agencies or health-care providers. While some students may later receive formal diagnoses or identifications (e.g., autism, speech or language impairment, intellectual–developmental disability), these are not prerequisites for service.

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Areas of Service and Intervention

The presentation outlined three core areas of support:

- Speech (e.g., articulation, fluency, voice)
- Oral language (receptive and expressive language)
- Complex communication, including support for minimally speaking or non-speaking students through augmentative and alternative communication (AAC)

It was noted that referrals are encouraged for minimally speaking students, as early intervention focuses on foundational communication skills such as joint attention, turn-taking, and engagement.

Service Delivery and Capacity Building

In addition to assessment and intervention, the team provides Tier 1 whole-class programming, small-group learning opportunities, educator and educational assistant capacity-building, and collaboration with community partners. A classroom-based learning visit focused on understanding multiple forms of communication and AAC was described, along with anonymized case examples illustrating referral pathways, intervention models, and increasing student communication and participation over time.

Student Support Pathways and Community Collaboration

Anonymized case examples were shared to demonstrate how students with speech delays, oral-language needs, and complex communication profiles are supported through screening, assessment, targeted intervention, and collaboration with community agencies when appropriate.

6.3 Stop Now and Plan (SNAP) for Schools – Wendy Fisher, Educational Services and Safe Schools Lead, and Julie Burrows and Chelsea Bouchie, Student Support Counsellors shared a presentation on SNAP for Schools, an evidence-based program designed to support self-regulation, emotional awareness, and problem-solving skills in students aged 6–11. The program is grounded in cognitive behavioural therapy principles and teaches students to pause and think before acting by understanding the connection between thoughts, feelings, and behaviours.

The presentation highlighted the importance of early intervention and prevention, noting that the development of self-regulation skills can reduce later risks associated with behaviour challenges, peer conflict, aggression, and risk-taking behaviours. Research associated with SNAP indicates improvements in classroom behaviour, student engagement, and social interactions within and beyond program settings.

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Curriculum Alignment and Core Skills

SNAP for Schools aligns with the Ontario Health and Physical Education curriculum, where social-emotional learning (SEL) is embedded across grades. Shared areas of focus include emotion identification and management, stress management and coping, self-awareness, healthy relationships, and problem-solving.

The program supports students in:

- Recognizing emotions, body cues, and thoughts
- Using structured strategies to respond to challenging situations
- Practicing self-control and problem-solving in real-life school contexts

Service Delivery and Collaboration

The presentation outlined how Student Support Counsellors implement SNAP in collaboration with classroom teachers to ensure consistent language and reinforcement of skills across classrooms and school environments. Supports focus on skill development rather than behaviour management alone and emphasize consistency, repetition, and shared responsibility for student learning.

It was noted that SNAP is currently being implemented in elementary schools across the district, with educators participating in pre- and post-data collection to support future analysis of program impact.

Program Structure and Skill Development

SNAP sessions follow a consistent and predictable structure that includes check-ins, review of previous learning, introduction of new skills, discussion of common school scenarios, role-play practice, reflection, and calming activities before returning to class. The structured format supports student engagement, safety, and readiness to apply skills.

An overview of the SNAP session sequence was provided, addressing topics such as body cues, managing emotions, challenging unhelpful thoughts, joining in with peers, responding to peer pressure, problem-solving, and dealing with bullying. The use of learning logs, visual tools, and repeated practice was highlighted as central to building and reinforcing skills.

Application Beyond the Classroom

Examples were shared illustrating how students have applied SNAP strategies in classrooms, on the playground, at home, during sports, and in the community. Students were described as recognizing SNAP strategies in themselves and others, supporting peer problem-solving and appropriate self-regulation beyond formal program sessions.

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6.4 Special Education Plan – Consultation Plan – Superintendent Scot Gillam shared that in accordance with Regulation 306, the Board (LDSB) is required to maintain a Special Education Plan that provides a high-level overview of special education programs, services, and organizational structures. This plan is distinct from the more detailed monitoring and operational updates regularly presented to the committee and is typically updated in early summer for posting on the Board website each September.

The Ministry of Education recently identified that the Board’s Special Education Plan did not clearly outline a formal consultation process or opportunities for ongoing public feedback, as required under the regulation. While the Board has conducted multiple reviews and consultations related to special education, this consultation process was not explicitly documented within the plan.

To address this requirement, steps are underway to implement a formal consultation mechanism. A Special Education feedback form will be added to the Board website alongside the Special Education Plan, allowing members of the public to provide input. The form will include guidance directing school-specific concerns to schools as a first point of contact, while also allowing for broader feedback related to the Special Education Plan.

It was noted that this information will be brought forward for inclusion in the committee’s May minutes, shared with the Ministry, and incorporated into the Special Education Plan. Moving forward, an annual summary of feedback received, and general themes will be reported to the committee each September, aligning the process with established practices used for accessibility planning.

7. CORRESPONDENCE

7.1 Kawartha Pine Ridge District School Board – Letter to Minister of Education regarding the impact of Bill 33, Supporting Children and Students Act 2025 and its potential impact on school boards, dated March 3, 2026. Provided for information in the Agenda Package.

7.2 Thames Valley District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors, dated March 31, 2026. Provided for information in the Agenda Package.

7.3 Huron-Superior Catholic District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors, dated April 2, 2026. Provided for information in the Agenda Package.

7.4 Hastings and Price Edward District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors, dated April 13, 2026. Provided for information in the Agenda Package.

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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

May 27, 2026 – Tri-Board SEAC Meeting to be held at Algonquin and Lakeshore Catholic District School Board, 151 Dairy Avenue, Napanee. Information to follow.

11. ADJOURNMENT

MOVED BY: Member-at-Large Erin Clow that the meeting adjourn. Carried.

The meeting was adjourned at 6:55 pm.

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Waterloo Region District School Board

51 Ardelet Avenue
Kitchener, ON N2C 2R5
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April 27, 2026

The Honourable Paul Calandra
Minister of Education
Ministry of Education
438 University Avenue, 15th Floor
Toronto, Ontario
M5G 2K8
minister.edu@ontario.ca

Dear Minister Calandra,

Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors

On behalf of the Waterloo Region District School Board (WRDSB) Special Education Advisory Committee (SEAC), I am writing to express our support for the concerns outlined in correspondence from the Durham District School Board dated February 19, 2026, regarding the provincial proposal to replace elected school board trustees with provincially appointed supervisors.

Our Committee recognizes the important role that locally elected trustees play in representing community voices and ensuring accountability within Ontario's publicly funded education system. Trustees serve as a critical link between families, communities, and school boards, helping to ensure that local needs, including those of students receiving special education support, are understood and reflected in board decisions.

SEAC committees work closely with school boards to advocate for students with special education needs and their families. As such, we value governance structures that support strong local engagement, transparency, and responsiveness to the diverse needs of communities across Ontario.

We believe that maintaining locally elected trustees contributes to a system that promotes collaboration, accountability, and meaningful community participation, all of which are essential in supporting student success and well-being.

Thank you for your attention to this matter and for your continued commitment to supporting students with special education needs across Ontario.

Sincerely,

Roberta Thompson

SEAC Chair, Waterloo Region District School Board

Cc. Chairs of Ontario Special Education Advisory Committees

WRDSB Trustees

Catherine Fife, MPP Waterloo – cfife-gp@ndp.on.ca

Mike Harris Jr., MPP Kitchener—Conestoga – mike.harris@pc.ola.org

Aislinn Clancy, MPP Kitchener Centre – aclancy-co@ndp.on.ca

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Minister of Education
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minister.edu@ontario.ca

Dear Minister Calandra,

Re: Support for Funding Priorities for Students with Special Education and Mental Health Needs

On behalf of the Special Education Advisory Committee (SEAC) of the Waterloo Region District School Board, we are writing to express our support for the priorities outlined in the recent correspondence submitted by the Special Education Advisory Committee of the Simcoe County District School Board regarding funding support for students with special education and mental health needs.

SEAC appreciates the Ministry of Education's continued commitment to supporting students across Ontario and acknowledges the recent funding announcements. However, as school boards continue to respond to increasing complexity in student needs, sustained and responsive funding remains essential.

The Waterloo Region District School Board serves one of the fastest-growing regions in Ontario. Rapid population growth, changing demographics, and increased demand for specialized services have placed growing pressures on schools and support systems. Similar to the concerns identified by the Simcoe County District School Board SEAC, we continue to see significant increases in the complexity of student needs, particularly in areas related to special education, mental health, developmental disabilities, and behavioural support.

We support the priorities identified in the Simcoe County District School Board SEAC letter, including:

- Ensuring funding models reflect current demographic and enrollment data
- Sustained investment to address the increased complexity of student needs following the COVID-19 pandemic
- Continued progress toward meeting accessibility goals under the Accessibility for Ontarians with Disabilities Act (AODA)

- Adequate funding to support partnerships with community agencies providing mental health and therapeutic supports
- Continued investment in specialized staffing and Special Incidence Portion (SIP) funding to support students with complex needs

These priorities reflect challenges experienced across many Ontario school boards, including in Waterloo Region. Adequate and responsive funding is essential to ensure school boards can continue to provide inclusive, accessible, and supportive learning environments for all students.

The Waterloo Region District School Board SEAC appreciates your attention to these matters and your continued commitment to supporting Ontario's students with special education needs. We welcome ongoing dialogue and collaboration to ensure funding frameworks reflect the evolving needs of students and families across our communities.

Thank you for your time and consideration.

Sincerely,

Roberta Thompson

SEAC Chair, Waterloo Region District School Board

Cc. Chairs of Ontario Special Education Advisory Committees

WRSDB Trustees

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April 27, 2026

Honourable Paul Calandra
Minister of Education
Ministry of Education
438 University Avenue, 15th Floor
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Dear Minister Calandra,

I am writing to you on behalf of the Waterloo Region District School Board (WRDSB) Special Education Advisory Committee (SEAC). We want to add our voice to the concerns being raised by other boards across Ontario regarding the current state of special education funding and the protection of student rights under the Ontario Human Rights Code.

Students with special education needs are rights holders, not just recipients of a service. The Ontario Human Rights Code is very clear: every student with a disability has a right to an education free from discrimination and to receive meaningful accommodation. When the supports they need are delayed or simply don't exist, it calls into question whether they are actually accessing the education they are entitled to.

While school boards have a legal duty to uphold these rights, the current funding model makes it incredibly difficult to do so. Our system is under immense strain. We are trying to support more students with increasingly complex needs, but the resources haven't kept pace. This gap between what we are required to do and what we are actually funded to do is a major concern.

Across our region, families continue to experience significant and persistent barriers that limit this access. These include:

- Delays in accessing essential supports such as Speech and Language Pathology services
- Increasingly complex classroom environments without corresponding supports
- Gaps between identified needs and available resources
- Over-reliance on external services with long waitlists creates inequitable access

These aren't just abstract problems; they are systemic pressures that make it harder and harder for boards to meet their human rights obligations.

We are also worried about how the loss of local democratic governance is affecting our most vulnerable students.

Elected Trustees play a critical role in ensuring public accountability, transparency, and community voice within the education system. Trustees are accessible to families, participate in public decision-making, and provide an essential mechanism for concerns, particularly those related to special education, to be heard, understood, and acted upon.

The replacement of Trustees with a provincially appointed Supervisor significantly alters this dynamic. While we recognize the intent of provincial intervention, the current model does not provide the same level of transparency, responsiveness, or opportunity for meaningful engagement with families and advisory bodies such as SEAC.

From our perspective, this shift has created barriers to:

- Open and public dialogue on decisions impacting students with special education needs
- Direct engagement between SEAC and decision-makers
- Community trust in how decisions are made and implemented

While MACSE provides provincial advice, it cannot replace the critical role of local governance. Without elected Trustees and meaningful access to decision-makers, the system risks losing the transparency and responsiveness required to uphold the rights of students with disabilities.

When decisions affecting these students are made behind closed doors without a clear way for the public to weigh in, students' needs, especially the need for specific accommodations can easily be overlooked. This isn't just a governance issue; it's a human rights issue. Equitable education depends on a system that is transparent and actually listens to the families it serves.

As a SEAC, we are guided by both lived experience and community voice. We see firsthand the impact of these gaps on students and families. We also recognize that school boards require adequate, stable, and responsive funding models, alongside strong governance structures, to meet their legal and ethical responsibilities, and to do what they love: educate all students and set them up for success.

We respectfully call on the Ministry to:

- Ensure that funding models align with the actual needs of students, not projected averages

- Support integrated service delivery models that allow boards to provide in-house supports, reducing reliance on external waitlists
- Recognize special education as a human rights obligation, not a discretionary service
- Reinstate and protect the role of elected Trustees as a cornerstone of accountability and community engagement
- Ensure that SEACs have direct and meaningful access to decision-makers, including any appointed Supervisors
- Engage meaningfully with SEACs and communities as partners in identifying and addressing systemic barriers

A publicly funded education system must be one where all students can access learning in a way that respects their rights, identities, and potential and where the structures governing that system reflects the values of transparency, accountability, and inclusion. We remain committed to working collaboratively with the Ministry to support solutions that are equitable, sustainable, and grounded in human rights.

Thank you for your attention to this important matter.

Sincerely,

Roberta Thompson

SEAC Chair, Waterloo Region District School Board

Cc. Chairs of Ontario Special Education Advisory Committees

WRDSB Trustees

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Bryan May, MP Cambridge – bryan.may@parl.gc.ca

May 13, 2026

Honourable Paul Calandra
Minister of Education
5th Floor 438 University Ave
Toronto, ON M7A 2A5

VIA EMAIL: minister.edu@ontario.ca

Subject: Funding Support for Students with Special Education and Mental Health Needs

Dear Minister Calandra,

The Upper Grand District School Board's Special Education Advisory Committee (SEAC) is writing to formally express our full support for the funding priorities recently outlined by our colleagues at the Simcoe County District School Board (SCDSB). We recognize that the challenges highlighted by SCDSB are not isolated and are further emphasized in the recent Auditor General report on special education in Ontario. They represent a systemic need for a more responsive and modernized special education funding model in Ontario.

In particular, the UGDSB SEAC wishes to emphasize the following:

- **The 2025 AODA Mandate:** With the 2025 deadline for the *Accessibility for Ontarians with Disabilities Act* rapidly approaching, our schools require urgent, dedicated capital investment. Physical accessibility (elevators, washroom modifications, and sensory spaces) is a human right, and boards will face significant challenges to meet these legal obligations within current facilities' budgets.
- **Inter-Ministerial "Wrap-Around" Support:** We strongly echo the call for increased funding for community partners (such as those funded by the Ministry of Health and MCCSS). In particular, our Care and Treatment Education Partners Dufferin Child and Family Services, Canadian Mental Health Association Waterloo Wellington and Wyndham House.
- require stable and adequate funding to remain viable and cost-effective. When community mental health and therapeutic agencies are underfunded, the burden shifts to the school system. For students to succeed, the "bridge" between healthcare and education must be financially reinforced.
- **Special Incidence Portion (SIP) Sustainability:** While recent updates are noted, the funding must keep pace with the increasing complexity of student needs post-pandemic. High-quality, specialized staffing is the backbone of special education, and the funding must reflect the true cost of hiring and retaining these experts.

The UGDSB SEAC remains committed to ensuring that every student, regardless of their needs, has the resources required to flourish. We urge the Ministry to consider these shared priorities as you develop future funding formulas.

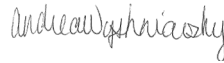
We would welcome the opportunity to discuss how these regional pressures affect the students of Upper Grand and look forward to your response.

Sincerely,



[Laurie Whyte \(May 14, 2026 10:15:44 EDT\)](#)

Laurie Whyte
Chairperson, SEAC



Andrea Wyshniowsky
Vice-chairperson, SEAC

cc: Hon. Doug Ford, Premier of Ontario
Hon. Mike Schreiner, MPP, Guelph
Hon. Joseph Racinsky, MPP, Wellington-Halton Hills
Hon. Sylvia Jones, MPP, Dufferin-Caledon
Hon. Matthew Rae, MPP for Perth-Wellington
Ontario Public School Boards' Association
School Board chairs
Chairs of Ontario Special Education Advisory Committees
Board of Trustees, UGDSB
Peter Sovran, Director of Education and CEO, UGDSB
Brent McDonald, Associate Director and Chief Operating Officer, UGDSB

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

05/27/2026

A. Ministry Updates:

Putting Student Achievement First Act, 2026

The *Putting Student Achievement First Act, 2026*, received Royal Assent on May 7, 2026.

The amendments made by this Act will move Ontario towards a more accountable, consistent and modern model of high-quality education delivery that better serves students, families, and educators.

The amendments focus on three key areas: strengthening governance and accountability; ensuring more consistent and effective learning experiences; and modernizing the education system. The following key changes have been made:

Strengthening Governance and Accountability

Amendments to the *Education Act* provide that:

- In English-language District School Boards, the Act establishes two specialized roles: Chief Executive Officer (CEO) and Chief Education Officer (CEdO).
 - The position of Director of Education must be referred to as the Chief Executive Officer (CEO) by the school board and Minister approval is required to terminate the CEO. Authority to hire the CEO remains with the board of trustees. The Minister intends to establish CEO and CEdO qualifications in future regulations.
 - The CEO is, by virtue of office, an ex officio member of the Board. The Act enables future regulations stipulating when motions or resolutions of the Board may require the confirmation of the Chair, CEO (or other officials) for them to have effect, and when such confirmation may not be granted. Now that the Bill has passed, the Minister intends to make a regulation to establish these parameters.
- The Minister has authority to make regulations respecting school board trustee honoraria, and to make mandatory policies to set limits on the ability to claim discretionary expenses, including membership fees. Now that the Bill has passed, the Minister intends to issue such policy direction (see below "For Immediate Action") and to require Boards to comply with it.

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- The Act enables regulations to improve transparency and oversight over school board subsidiaries, such as transportation groups, foundations, and other temporary organizations, and their use of public funds.
- The Act enables regulations to allow the Minister to support the budget approval process when there is a decision-making impasse at school boards. Now that the Bill has passed, the Minister intends to make regulatory amendments to set budget rules for English-language District School Boards.
- The Act also strengthens Ministerial power to oversee, redirect or cancel capital projects where necessary, and allows the Minister to intervene by selecting a third party to take control of the management of a capital project. The Minister also has authority to make mandatory policies and regulations respecting capital projects, including consequences for noncompliance. Now that the Bill has passed, the Minister intends to make regulations and policies to address capital process and compliance matters.
- The Minister has authority to establish mandatory policies regarding school board public communications. Now that the Bill has passed, the Minister intends to make a policy and require boards to comply with it.

Amendments to the *School Boards Collective Bargaining Act, 2014* provide that:

- The Council of Ontario Directors of Education (CODE) is designated as the central employer bargaining agency for all English-language school boards and a committee within CODE will oversee and direct its bargaining activities. The Minister also has authority to make regulations and orders to facilitate the effective governance of the committee within CODE (including its composition and its role). Now that the Bill has passed, the Minister intends to make such regulations.
- The Ontario Catholic School Trustees' Association (OCSTA) is designated as an observer to central bargaining to ensure denominational issues are only addressed locally.

Ensuring More Consistent Learning Experiences

Amendments to the *Education Act* provide that:

- The Minister has authority to establish policies respecting the use of educational materials and authority to establish policies for the assessment of student achievement. Now that the Bill has passed, the Minister intends to make such policies, including policies providing for more consistent secondary student assessments by requiring components related to both attendance and participation and formal written examinations.
- School boards are no longer required to conduct a school climate survey.

Limestone District School Board

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Modernizing the Education System

Amendments to the *Education Act*, the *Child Care and Early Years Act*, and the *Ontario College of Teachers Act* provide that:

- The Languages of Instruction Commission of Ontario will be dissolved and replaced with a streamlined dispute resolution mechanism.
- The Act provides families with the option to receive the Ontario Education Number (OEN) from birth and enhances data collection to improve overall planning and service delivery in the child care and early years sector.
- The Act clarifies regulation-making authority of the Ontario College of Teachers regarding accreditation of teacher education programs in support of the government's announcement that Initial Teacher Education programs will be shortened from a two-year, four-semester model – to a three-semester, one-year model.

Most of the amendments came into force upon Royal Assent. As mentioned above, the Minister will be creating additional policies and regulations to support implementation ahead of the 2026-27 school year.

Interim Expense Policy Requirements

Pursuant to the amendments made by Bill 101, the Minister is issuing the following policies and guidelines under paragraph 3.7 of subsection 8 (1) of the *Education Act* governing school board expense policies.

Effective immediately, all school boards must have and implement an expense policy that includes the following:

1. The board will not incur or reimburse expenses for board members to pay membership fees in a Trustee Association or similar professional association.
2. The board will not incur or reimburse expenses for board members to attend or participate in a discretionary event or activity. This includes registration fees and travel, meal, accommodation and hospitality expenses.

A discretionary event or activity is any of the following events or activities in cases where a member's attendance or participation is not essential to a board's core business operations and for which expenses are incurred by choice rather than operational necessity:

- Professional development activities
- Professional associations' or sector organizations' events or activities
- Education-related symposiums, conferences and conventions

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Where a school board fails to comply with these requirements, it may be subject to enforcement measures, such as a reduction in the school board's administration expense limit under Core Education Funding, or other oversight measures.

B. Educational Services Updates:

Mental Health Week – May 4- 8, 2026

Thanks to Mental Health Lead Laura Conboy and the Communications Department, LDSB delivered a robust Mental Health Week campaign during the first week of May. Each day featured a specific theme, accompanied by a social media post that included a mental health fact. Schools across the district participated in a wide variety of activities, guided by the information and resources shared by Laura and the Communications team.

National Accessibility Week and Red Shirt Day of Action

LDSB is proud to join Easter Seals in recognizing National Accessibility Week and promoting Red Shirt Day of Action. This year, National Accessibility Week takes place from June 1–5, 2026, with Red Shirt Day of Action on Wednesday, June 3, 2026.

Families from across KFL&A are invited to participate in the Walk for Accessibility on Sunday, May 31, 2026. This event is an opportunity to come together and make a meaningful difference in our community. Whether you are walking for a child in your life, supporting an important cause, or raising awareness about the need for greater accessibility, you will be contributing to a collective effort to create a more inclusive future.

The walk will take place at J.R. Henderson Public School, beginning at 10:00 a.m. Please see the link below for more information.

[Walk – Red Shirt Day of Action for Accessibility and Inclusion](#)

Neurovibes Update

Neurovibes 2026 was a great success, with nearly 300 people in attendance. Approximately 15 community agencies and supporters were also present, offering information and resources to support families and individuals.

Shelley Moore inspired attendees with a message about the importance of coming together to ensure everyone feels seen and can see themselves reflected in their environment.

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Professional Development

The final Intensive Support Teacher (IST) meeting took place on Tuesday, May 12, 2026. A sincere thank you to the Educational Services leadership team for their ongoing support of our special education teachers and support staff throughout the school year.

District Track and Field Championships

On June 9, 2026, additional all-ability, para-athletic track and field events will be integrated into the District Track and Field Championships at the Invista Centre. Please note that the rain date is June 10, 2026.

Track events will begin promptly at 12:00 p.m., followed by field events, which will take place on the centre field this year. Events include:

- Run, Walk, and Wheel races (100 m and 400 m)
- Ball/disc throw
- Long jump/broad jump and long roll

On-Line to Success-Ontario Program (OLTS-Ontario)

Registration is now open for the OLTS–Ontario 2026 summer cohort, beginning in July 2026.

OLTS–Ontario is a transition program designed for Grade 12 students (graduating in 2026 or entering Grade 12 in fall 2026) who have learning disabilities, ADHD, ASD, anxiety, depression, or other mental health conditions and are planning to attend college or university. The online program supports students in preparing for the transition to postsecondary education while developing a deeper understanding of their learning profile and personal strengths.

This information has been shared with secondary schools. Further details are available at the following link: [RARC OLTS-Ontario Program Page](#).

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