

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

**April 22, 2026**

### Public Meeting

#### Roll Call:

<b>Trustees:</b>	<b>Members:</b>
T. Lloyd K. McGregor	<p><b>Present:</b></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 &amp; Addington Resources for Children H. Clark, Autism Ontario</p> <p><b>Regrets:</b></p> <p>G. Eaton-Smith, Learning Disabilities Association of Kingston K. Hill, Member-at-Large L. Clouthier, Easter Seals Ontario</p>
<b>Invitees:</b>	<b>Staff:</b>
	<p><b>Present:</b></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><b>Regrets:</b></p> <p>D. Thompson, Principal of Educational Services</p>
<b>Recorder:</b>	<b>Guests:</b>
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>

Limestone District School Board

The Limestone District School Board is situated on the traditional territories of the Anishinaabek 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 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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**6.3 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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