

Agenda – SEAC Meeting

April 22, 2026 – 5:30 p.m.

Limestone Education Centre

220 Portsmouth Avenue, Kingston, Ontario

Virtual Link

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 – March 25, 2026 (Pages 3-8)

5. BUSINESS ARISING FROM MINUTES

6. EDUCATIONAL SERVICES UPDATE

6.1 Closing the Gaps – Math Modifications, Susanna Jurkowski, Principal

6.2 Sharing about Exceptionalities, Jen Cumming, Speech and Language Pathologist (SLP), and Hannah Dean, Communicative Disorder Assistant (CDA)

6.3 SNAP for Schools, Wendy Fisher, Educational Services and Safe Schools Lead, Julie Burrows and Chelsea Bouchie, Student Support Counsellors

6.4 Special Education Plan – Consultation Plan, Scot Gillam, Superintendent

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of the Anishinaabek and Haudenosaunee.

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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. For your information. (Pages 9-10)

7.2 Thames Valley District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors. For your information. (Pages 11-12)

7.3 Huron-Superior Catholic District School Board – Letter to Minister of Education regarding Removal of Trustees in School Boards under Provincially Appointed Supervisors. For your information. (Pages 13-14)

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. For your information. (Pages 15-16)

8. ASSOCIATION UPDATES

9. OTHER BUSINESS

9.1 Administrative Report: Superintendent's Report – Superintendent Gillam (Pages 17-20)

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

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SPECIAL EDUCATION ADVISORY COMMITTEE MEETING MINUTES

March 25, 2026

Public Meeting

Roll Call:

Trustees:	Members:
T. Lloyd K. McGregor, Regrets	<p>Present:</p> <p>A. Martin, Member-at-Large (Queen’s University) Z. Rogers, Community Living Kingston E. Clow, Member-at-Large H. Clark, Autism Ontario</p> <p>Regrets:</p> <p>J. Barker, Lennox & Addington Resources for Children G. Eaton-Smith, Learning Disabilities Association of Kingston L. Clouthier, Easter Seals Ontario K. Hill, Member-at-Large B. Sheahan, Epilepsy South Eastern Ontario</p>
Invitees:	Staff:
	<p>Present:</p> <p>S. Gillam, Superintendent of Education, Learning for All D. Thompson, 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 L. Conboy, Mental Health Lead N. Dillard, Vice-Principal of Educational Services J. Lalonde, Special Education Program Coordinator S. Labbett, Special Education Program Coordinator</p>
Recorder:	Guests:
J. Senior, Administrative Assistant	<p>C. Propper, Principal J.G. Simcoe Public School A. Smith, Intensive Support Teacher, J.G. Simcoe Public School K. Ridgerson, Intensive Support Teacher, J.G. Simcoe Public School</p>

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1. WELCOME

Co-Chair Andrea Martin called the meeting to order and welcomed everyone to the meeting.

Co-Chair Martin 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: Member-at-Large Erin Clow that the agenda be approved. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

None at this time.

4. APPROVAL OF MINUTES

MOVED BY Trustee Tiffany Lloyd that the February 11, 2026, Minutes be approved. Carried.

5. BUSINESS ARISING FROM MINUTES

None at this time.

6. EDUCATION SERVICES UPDATE

6.1 Intensive Support Teacher Team Sharing – Principal Carrie Propper, Principal of J.G. Simcoe Public School, introduced Kristin Rodgerson and Abby Smith, the school’s Intensive Support Teachers (IST). Principal Propper spoke proudly of the school’s collaborative culture and noted that the addition of 2.0 IST staffing this year has been a significant and positive change. Principal Propper emphasized that collaboration is the school’s greatest strength and credited the IST teachers for their leadership, dedication, and the positive impact they have on students and staff.

Kristin Rodgerson and Abby Smith, Intensive Support Teachers (IST) at J.G. Simcoe Public School, provided an overview of the school context, the Intensive Support Teacher model, and its impact on student engagement, inclusion, and learning.

J.G. Simcoe Public School serves approximately 220 students, with 95 students on Individual Education Plans (IEPs). Kristin and Abby explained that the school community experiences significant socio-economic challenges, including food insecurity, housing instability, trauma, and mental health

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needs. The school provides extensive nutrition supports, including weekly lunches and daily snacks, and works closely with community agencies to support students and families.

IST Model and Team-Based Approach

The evolution of the IST model was outlined, emphasizing a flexible and responsive approach to student support. The model focuses on maximizing instructional time, reducing unnecessary transitions, and supporting students within classroom environments whenever possible.

Classroom teachers remain the primary advocates for students, supported by Student Support Teachers (SSTs), ISTs, the Student Support Counsellor (SSCs), and administration. Regular weekly meetings and daily communication support coordinated planning, responsive decision-making, and shared responsibility for transitions and family communication.

Key Responsibilities of Intensive Support Teachers (ISTs)

The role of the Intensive Support Teachers was outlined and includes flexible and responsive student support; instructional and resource support for staff; development and implementation of alternative learning goals and schedules; coordination with paraprofessionals and community agencies; management of Tier 1 resources and SEA equipment; data collection and progress monitoring; enrichment opportunities for students with complex needs; and support for regulation, de-escalation, and student and staff safety.

Learning Spaces

Multiple intensive support spaces were highlighted, including the Student Resource Room, Sensory Room, and Star Zone. These spaces are designed to be flexible and responsive and support regulation, learning, therapy, and enrichment. These spaces contribute to increased time spent in classrooms and reduced hallway presence.

Student Impact and Outcomes

Case examples were shared demonstrating how individualized supports are implemented for students with complex needs, supported by systematic data collection and progress monitoring to inform next steps and celebrate growth. Outcomes included increased classroom engagement, expanded inclusion opportunities, improved attendance for some students, and a 24% increase in Grade 1 reading benchmark achievement.

Communication and Accessibility

The presentation highlighted the use of core communication boards, assistive technology, and specialized equipment to support communication and accessibility. The importance of family engagement and coordination with external agencies was also emphasized as a way to reduce barriers and support continuity of care for students and families.

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The presentation concluded with an emphasis on the importance of collaboration, trust, and shared responsibility. It was noted that at J.G. Simcoe Public School, expectations are not lowered; supports are raised, ensuring that every student is provided with meaningful opportunities to succeed.

6.2 Student-Led Mental Health Initiatives – Mental Health Lead Laura Conboy presented an overview of student-led mental health initiatives supported through Ministry summer funding that was distributed to schools in September 2025. Schools were encouraged to use the funding in ways that best met student needs, with an emphasis on student voice and leadership.

Examples from several schools were shared, including:

- **Amherst Island Public School** – Students designed and continue to lead the use of a regulation and wellness space (“Reg Room”) to support emotional regulation, reflection, and peer support.
- **Granite Ridge Education Centre** – Student-led initiatives included immunization support kits developed in collaboration with Public Health and school-wide wellness events.
- **James R. Henderson Public School** – Students formed the Belong and Believe Club, launched inclusive recess clubs, created wellness resources, and hosted a student-planned “Respect in Action” conference for peers.
- **LCVI** – Existing Wellness Club programming was expanded to include mental health promotion events, gratitude activities, and exam-stress supports.
- **Winston Churchill Public School** – Grade 5/6 student leaders facilitate weekly Wellness Club sessions for younger students focused on social-emotional learning and mindfulness.
- **LaSalle Intermediate and Secondary Schools** – Students created and distributed holiday wellness kits for all intermediate and secondary students, including community support information.

It was noted that these initiatives were ongoing and sustainable, rather than one-time events, and reflected the Board’s Mental Health Strategy in action through authentic student engagement. Additional student work will be shared at a future SEAC meeting.

6.3 Educational Services Monitoring and Operational Plan 2025/26 Update – Principal Deborah Thompson provided an update on the Educational Services Operational and Monitoring Plan, grounded in the outcomes of the previous Special Education Review and aligned with the Limestone District School Board Strategic Plan. The presentation emphasized the guiding principles that culture, supports, programming, and people matter. The four core goals of the plan were reviewed, including enhancing the capacity of in-school and Educational Services teams to support diverse learners; promoting culturally responsive, identity-affirming, and inclusive practices; valuing voice and reducing systemic barriers; and implementing flexible, responsive, and inclusive school-based models of support.

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Feedback collected in December 2025 focused on successes and highlights, turning points and difference makers, and works in progress related to implementation of the plan. A total of 56 responses were received, representing multiple Educational Services roles. It was noted that collaboration, relationships, team meetings, and support for complex learners were frequently identified as key areas of success. Turning points and difference makers most often referenced multidisciplinary teams, collaboration, engagement with parents and community services, and student success.

Areas identified as works in progress included inclusion, communication, consistency across multidisciplinary teams, consent processes, belonging, and capacity. It was highlighted that multidisciplinary teams (MDTs) were consistently identified across all categories—as a success, a difference maker, and an area requiring continued development—prompting further examination of team functioning.

Further exploration focused on what contributes to effective MDTs. Elements identified as working well included diverse professional voices, willingness to collaborate, open communication, clear action planning, regular meetings, and the involvement of Special Education Coordinators. Strategies associated with well-functioning teams included set agendas, consistent meeting schedules, clear leadership roles, use of referral pathways, documented minutes and follow-up actions, and intentional planning. Challenges identified included time constraints, scheduling, variability in participation, communication, and obtaining consent for information sharing.

Possible next steps were outlined to support consistency and effectiveness of MDTs across schools, including clearer communication regarding team composition, key elements of effective teams, practical strategies for success, sample templates for agendas, minutes, and action plans, and troubleshooting supports. It was emphasized that effective in-school and multidisciplinary teams play a critical role in prioritizing students in decision-making, developing comprehensive support plans, monitoring progress, and refining practice in support of student success.

7. CORRESPONDENCE

7.1 Durham District School Board – Letter to Minister of Education regarding Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors, dated February 19, 2026. Provided for information in the Agenda Package.

7.2 Toronto District School Board – Letter to Minister of Education regarding Provincially Appointed Supervisor not attending SEAC Meetings, dated February 25, 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

April 22, 2026

11. ADJOURNMENT

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

The meeting was adjourned at 7:20 pm.

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March 3, 2026

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

Dear Minister Calandra,

On behalf of the Special Education Advisory Committee (SEAC) for the Kawartha Pine Ridge District School Board (KPR) I am writing to express concern regarding the impact of Bill 33, Supporting Children and Students Act 2025 and its potential impact on school boards.

We understand that the Minister has indicated that the intent of the legislation is to improve oversight and accountability within Ontario's education system, however, we believe the removal of Trustees undermines the principles of equity, inclusion and local collaboration that are essential in supporting students with special education needs. These principles take on an even greater level of importance for those students with special education needs and where community services such as mental health supports, therapy providers, transportation options and health care partnerships varies widely from region to region.

We are very concerned that Bill 33 allows the Minister to assume supervision of school boards. The bypass of local governance is of greatest concern. In every school board, trustees and SEACs work together to make decisions designed to ensure that the needs of the students and families in our communities that we both serve have the best opportunity to have their needs met in their local communities. We know that for some, access is limited and we work together to minimize that impact. We do this with meaningful and robust discussion with our SEAC members who represent many families and our trustees who represent their communities. It is about meaningful dialogue and community engagement.

As a board that serves a vast area of rural Ontario and three First Nation communities, we know that some of our families rely on our school board as the only source of support services. For other areas of the board our families and children rely on the strong network of local services. The local context for this work is essential for success. We believe that local context must continue to inform decision making.

We respect the intention to promote consistency and equity across Ontario; however, we believe that the local context must be an important aspect of informed decision making. Like our local board, this province is a combination of rural, urban, large, and small communities, and no two school boards just as no two communities are the same. Decision making is best kept local to best serve the needs of our students.

We respectfully request that the Minister reconsider the removal of locally, democratically elected Trustees. Further we request that the Ministry undertake a large and broad consultation that would include SEACs, educators, stakeholders, and families.

We believe that a system that includes local partnerships, which invests in evidence-based supports, and provides additional and necessary resources would be a path to your intended goals of accountability and greater student success for all.

Thank you for your consideration of this important issue. We are concerned that the removal of Trustees may have a negative impact on all students for many years to come and we would welcome the opportunity to collaborate with the Ministry in the best interest of students.

Sincerely,

Melanie Brynaert

Melaine Brynaert
Chairperson, Special Education Advisory Committee
Kawartha Pine Ridge District School Board

- C. Hon. Doug Ford, Premier of Ontario
Hon. Dave Smith, MPP, Peterborough-Kawartha
Todd J. McCarthy, MPP Durham
Hon. David Piccini, MPP Northumberland - Peterborough South
Laurie Scott, MPP Haliburton – Kawartha Lakes – Brock
Tyler Allsopp, Bay of Quinte
Ontario Public School Boards
Chairs of all Ontario Special Advisory Committees
Ontario Public School Boards' Association (OPSBA)



March 31, 2026

The Honourable Paul Calandra Minister of Education Mowat Block,
Queen's Park Toronto,
14th Floor, 315 Front Street West
Toronto ON
M7A 0B8

Dear Minister Calandra,

Re: Removal of Trustees in School Boards under Provincially Appointed Supervisors

I am writing on behalf of the Special Education Advisory Committee (SEAC) of the Thames Valley District School Board (TVDSB) to express our profound disappointment and concern regarding the Ontario government's removal of trustees from school boards under provincial supervision. SEAC members also support recent letters sent by the Chairs of SEACs in Waterloo DSB and Toronto DSB.

Trustees play a vital role in school boards by providing accountability and transparency through public meetings. Trustees are democratically elected and serve at the will of the local community. Trustees have a significant role to play in governance as they approve strategic directions and policy. They also serve on legislated and locally established board and community committees which deepens their understanding of local needs.

Trustees act as a direct and representative voice for families and students, particularly those receiving special education supports. Trustee representation is also critical on Supervised Alternative Learning (SAL) meetings, and Suspension and Expulsion appeal panels, which disproportionately impact students with special education needs.

The appointment of Provincial Supervisors has significantly reduced community engagement and the transparency of board activities. Without public meetings--where trustees were able to share and discuss the school board's financial status, receive committee reports and recommendations, and review policy changes--the community, and particularly families of students, are excluded and ignorant of important board activities.

As the Minister reviews the activities of all school boards, it is becoming increasingly evident that the absence of trustees in boards under provincial supervision is leading to secrecy about board activities. This absence fuels rumours and fears about decisions being made without public scrutiny.

The Thames Valley District School Board SEAC is especially concerned about the lack of transparency and accountability as school boards under provincial supervision prepare their budgets for the upcoming school year. While SEAC meetings continue to be held in public, although live streaming has been eliminated, and are currently the only source of information on school board activities. This means that



budget issues related to special education are public while issues that relate to Board revenues and expenditure outside of special education are not shared. This can lead to a perception that any decisions on staffing changes or cuts are related to special education expenditures, rather than the many other issues that impact school board revenues and expenditures.

The establishment of Student and Family Support Offices has provided an important point of contact for parents and students to raise concerns and obtain information regarding board processes or policies; however, these offices are not a replacement for the advocacy provided by trustees on behalf of students and parents. As employees of the board, personnel who are managing the Student and Family Support Offices are accountable to the board itself; in contrast, trustees are accountable to their constituents.

Parents and students--particularly those who require special education accommodations--have lost an important avenue to hold teachers, schools and the board accountable for ensuring that students are receiving those accommodations appropriately.

SEAC members believe that broad public accountability, through public meetings, is critical for transparency of board activities and particularly financial reporting and budget planning.

SEAC members urge the Minister to consult broadly with parents of students, including students with special education needs, as well as SEAC members, as any changes to the governance model and role of trustees are considered.

Thank you for considering these concerns regarding the impact of the removal of trustees on students, families and community members.

Yours sincerely,

A handwritten signature in cursive script that reads "Alison Morse".

Alison Morse
Chair of SEAC

cc: Chairs of Ontario School Boards Special Education Advisory Committees
Denise Cole Deputy Minister of Education denise.cole@ontario.ca
Paul Boniferro, Supervisor, Thames Valley District School Board



April 8, 2026

**The Honourable Paul Calandra
Minister of Education
Mowat Block, Queen's Park
Toronto, ON**

Dear Minister Calandra:

Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors

On behalf of the Special Education Advisory Committee (SEAC) of the Huron Superior Catholic District School Board, I write to express our profound disappointment and concern regarding the Ontario government's proposal to expand the use of provincially appointed supervisors in place of locally elected trustees in the province's school boards.

The suggestion that trustees could be removed (or their role diminished) undermines local democratic control of education and erodes community confidence. Trustees serve as a non-partisan, direct voice of families and students, particularly those receiving special education supports. In contrast, supervisors appointed by Queen's Park lack accountability to local parents and caregivers. Furthermore, examples from other boards show that important mechanisms for transparency – posting our SEAC meeting minutes and regular trustee-parent communication - have mechanisms been curtailed under supervision, challenging families' ability to stay informed and engaged.

We also note that there is no financial savings for the Ministry or school boards by replacing Trustees with Supervisors but, in fact, costs more. The salary for 1 provincially appointed supervisor is approximately \$350,000 per year, whereas the remuneration costs for our 10 Trustees at the HSCDSB is approximately \$140,000. From our perspective, replacing Trustees with provincially appointed supervisors, who have no connection to the local community and do not understand the unique needs and culture of that community, runs contrary to PPM 170 regarding

transparency, collaboration and building trust and does so at a higher cost to school boards and, by extension, Ontario taxpayers.

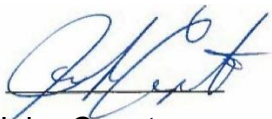
Furthermore, setting up Parent/Student Support Offices, to be staffed by current Board staff, while a great point of contact for parent/students to obtain information regarding Board process or policies, is not a replacement for the advocacy a Trustee does on behalf of students and parents. As employees of the Board, staff is accountable to the Board itself; in contrast, Trustees are accountable to their constituents. Parents and students, especially those who require special education accommodations, will lose an important avenue to hold teachers, schools and the Board accountable for ensuring that students are receiving those accommodations appropriately.

In the HSCDSB, SEAC members, including trustees and representatives from eight different associations (along with our SEAC Members At Large), work collaboratively to advise the Board on special education programs, services, and parent support. This local advocacy is vital to ensuring students with exceptional needs receive tailored supports that enable their success.

We are concerned that removing elected trustees will disconnect families from decision-making processes and weaken the advocacy structures that help protect the rights of students with special education needs. We urge the Ministry to preserve local governance and strengthen, not weaken, the voices of parents and caregivers in shaping education policies that affect their children.

Thank you for your consideration.

Sincerely,



John Caputo
Chair, SEAC
Huron Superior Catholic District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Chandra Pasma, Shadow Minister of Education (CPasma-QP@ndp.on.ca)
John Fraser, Education Critic (jfraser.mpp.co@liberal.ola.org)

April 13, 2026

Ashley Card
Chair, Special Education Advisory Committee (SEAC)
Hastings and Prince Edward District School Board (HPEDSB)
156 Ann Street, Belleville, ON K8N 3L3

The Honourable Paul Calandra
Minister of Education
Mowat Block, Queen's Park
Toronto ON M7A 0B8

Dear Minister Calandra:

Re: Provincial Proposal to Replace Trustees with Provincially Appointed Supervisors

On behalf of the Hastings and Prince Edward District School Board (HPEDSB) Special Education Advisory Committee (SEAC), I am writing to advise that our committee has reviewed correspondence issued by the Durham District School Board (February 19, 2026) and Durham Catholic District School Board (March 4, 2026), regarding the provincial proposal to replace trustees, with provincially-appointed supervisors. We share their profound disappointment and concern that such a move would undermine the local democratic control of education and diminish the voices of our most vulnerable students.

In HPEDSB, our mission is to educate and empower students with skills for success. We believe that every student can benefit from and contribute to the school community. Achieving this mission requires a governance structure that is deeply rooted in the local community, one that understands the unique needs and culture of the families we serve. The vital role of local trustees in Special Education serves as a direct, non-partisan voice for families and students, particularly those requiring special education supports.

At HPEDSB, we recognize that while instructional strategies are "good for all," they are "necessary for some". Trustees ensure that these necessary supports remain a priority by holding the Board accountable - unlike appointed supervisors who are accountable to Queen's Park, trustees are directly accountable to their constituents. This accountability is essential for parents of students with special education needs who rely on trustees to ensure the Board appropriately delivers required accommodations.

Our SEAC works collaboratively to advise the Board on special education programs and services. The removal of elected trustees disrupts this local advocacy structure, which is vital to ensuring students receive tailored supports enabling their success.

As noted by our colleagues at DDSB, replacing multiple trustees with a single supervisor often results in higher costs to the taxpayer. In our view, redirecting funds from local governance to provincially appointed salaries provides no benefit to the students in our classrooms.

The HPEDSB 2025–2030 Strategic Plan prioritizes Promoting Citizenship, Well-being, and Safe Environments. We believe that transparency and collaboration are the cornerstones of building trust within our community. We are concerned that under provincial supervision, critical transparency mechanisms such as regular trustee-parent communication, could be curtailed, as seen in other boards.

While the Ministry proposes Parent/Student Support Offices staffed by Board employees, these are not a replacement for trustee advocacy. Board staff are accountable to the Board itself, they cannot provide the same independent representation for families navigating complex special education processes.

Our committee believes that students should be educated in the most enabling, least restrictive setting that meets their needs. For this to be effective, education policies must be shaped by those who are directly impacted by them. We urge the Ministry to uphold the principles of PPM 170 by strengthening, not weakening, the voices of local parents and caregivers. Local advocacy is not a barrier to student achievement, it is a prerequisite for it. Removing trustees would silence the only direct, elected voice that families currently have in public education. Changes to democratic governance should never occur without the informed consent and input of communities most affected.

Thank you for your consideration of this vital matter.

Sincerely,



Ashley Card, Chair
Special Education Advisory Committee

- c.c. Chairs of Ontario Special Education Advisory Committees
Chandra Pasma, Shadow Minister of Education (cpasma-qp@ndp.on.ca)
John Fraser, Education Critic (jfraser.mpp-co@liberal.ola.org)
Katherine MacIver, Director of Education, Hastings and Prince Edward District School Board

Administrative Report: Superintendent's Report

Special Education Advisory Committee (SEAC)

04/22/2026

A. Ministry Updates:

Putting Student Achievement First Act, 2026

The *Putting Student Achievement First Act, 2026*, was introduced last week. According to the Ministry, the government is putting students first by proposing changes that would strengthen governance and accountability through the following means:

- Limit trustee discretionary expenses and honoraria, standardize the number of elected trustees to a maximum of 12, require trustees to pay out-of-pocket for certain external organization membership fees and improve oversight over school board subsidiaries and their use of public funds.
- Equip English-language district school boards with qualified leadership by establishing two new roles: the Director of Education would become known as the Chief Executive Officer (CEO), who would be responsible for financial and operational oversight and required to have business qualifications; and a Chief Education Officer, who would be appointed by the CEO to focus on student achievement and required to hold pedagogical qualifications, including Ontario College of Teachers membership or equivalent.
- Strengthen school board budget oversight and accountability by requiring the CEO to lead budget development, while referring budget matters to the Minister for decision when trustees are unable to reach an agreement and ensuring that the termination of the CEO requires Minister approval to help prevent reprisals and dismissals while they are carrying out their responsibilities.
- Professionalize school board bargaining by designating the Council of Ontario Directors of Education as the central employer bargaining agency for English public and English Catholic boards to ensure collective bargaining is led by professional school board staff who have expertise in the board's operational matters.
- Set clear expectations for school board communications to ensure communications on official channels are focused on important day-to-day functions.

Limestone District School Board

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

The Ministry is hoping to ensure more consistent learning experiences through the following changes:

- Mandate the use of ministry-approved learning resources in classrooms across the province to support greater consistency in delivering the new curriculum while making it easier for teachers to access high-quality materials, ensuring students have an equal chance to succeed no matter where they live.
- Prepare students for postsecondary pursuits by introducing mandatory written exams on official exam days in Grades 9-12 and providing greater clarity on how students' final marks are calculated.
- Encourage improved engagement in the classroom by requiring attendance and participation to be part of the final mark for students in Grades 9-12, with attendance worth 15 per cent for Grades 9-10 and 10 per cent for Grades 11-12.

This Act still needs to be passed by the Legislature.

B. Educational Services Updates:

Consultation Plan – Special Education Plan

According to Regulation 306, school boards must provide details of the board's consultation process regarding their Special Education Plan to the Ministry and to the public. In developing and modifying their Special Education Plan, boards must take into consideration issues and feedback from members of the community, such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

The board's Special Education Plan must describe the consultation process and must include the following materials:

- A statement of how, in accordance with Regulation 464/97 made under the Education Act, the board ensures that its SEAC is involved in the annual review of the board's Special Education Plan.
- A description of any majority or minority reports concerning the board's approved plan that have been received from members of the board's SEAC.
- The board's response to these reports.
- A statement of how members of the community, particularly parents of children who are receiving special education programs and services, are informed of the timelines and methods for providing input into the board's Special Education Plan.
- A summary of feedback received as a result of consultation with members of the community.

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The Special Education Plan must also provide information on the results of any internal or external reviews of existing special education programs and services within the board that have taken place in the previous or current school year. A list of internal and external reviews of the board's special education programs and services that are planned for the following year must also be included.

As a result, the information below will be added to the Special Education Plan for 2026/2027, and follow-up actions will be supported by the Communications Department and managed by the Principal of Educational Services and the Superintendent responsible for Special Education.

Purpose

To provide an opportunity for members of the Special Education Advisory Committee (SEAC), parents/guardians, students, school councils, trustees, and community agencies to provide advice on special education matters. Members of SEAC are consulted on sections of the Special Education Plan by offering suggestions and amendments to the Plan.

The consultation process includes:

- Presentation of sections of the Special Education Plan to SEAC.
- Sharing of each section with SEAC.
- Feedback provided by SEAC, based on input from their associated agencies.
- The public and the local community being invited to provide feedback and input through the board's website via email throughout the year.

Special Education Information and Communication

Information about Special Education programs and services is available on the LDSB website, located at: [2025-07-04-LDSB-Special-Education-Plan-2025-2026.pdf](https://www.limestoneboard.ca/2025-07-04-LDSB-Special-Education-Plan-2025-2026.pdf)

- Agendas and minutes for SEAC meetings are posted on the board website.
- Presentations are held for school councils, community agencies, and forums as requested.

Annual Review Process

The Ministry's response to the annual submission and any subsequent amendments are shared with SEAC. The Plan is a standing item on the SEAC agenda for the fall meetings. Consultation, review, and feedback opportunities are provided to the committee, and comments are incorporated.

Parents/caregivers, community members, staff, and board committees are provided with the opportunity to ask questions and submit feedback on the Plan through the board's website, through members of SEAC, and via various special education workshops and forums.

The Plan is approved on a yearly basis by the Board of Trustees during the month of October.

Limestone District School Board

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

April 2, 2026 – World Autism Day

On Thursday, April 2, 2026, Principal Thompson and Vice-Principal Todd attended the World Autism Day celebrations organized by Stride Academy at St. Genevieve School. Various organizations that support students and families through autism services were in attendance, including BGC Southeast, Maltby, KidsInclusive, Stride, and the two school boards: Algonquin and Lakeshore Catholic District School Board (ALCDSB) and Limestone District School Board (LDSB).

There were many opportunities for families to engage with service providers, including an amazing bracelet-making activity facilitated by Deborah and Allison.

Spring Mental Health and Artificial Intelligence (AI) Symposiums

Grade 7 and 8 Student Mental Health and AI Symposiums will be taking place at the following schools on the following dates:

- Calvin Park – April 22, 2026 (AM and PM)
- EISS – April 24, 2026 (PM)
- LISS – May 13, 2026 (PM)

Inclusive Play Project (IPP)

The Inclusive Play Project was recently selected as the recipient of the Spring Tim Hortons Smile Cookie campaign. Construction has begun on the IPP accessible playground, located across the street from the Rideau Heights Community Centre.

Microsoft Accessibility

Google Read and Write is being phased out this year. Microsoft Accessibility training has been initiated and will continue through the spring and into the new school year.

National Accessibility Week and Red Shirt Day

This year's National Accessibility Week takes place from June 1–5, 2026. Red Shirt Day will be recognized on Wednesday, June 3, 2026, across the country and within the LDSB.

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

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See Yourself in Limestone