

Regular Board Meeting Minutes – April 15, 2026

PRIVATE SESSION

Roll Call:

Trustees:	Staff:
G. Elliott (regrets) B. Godkin R. Hutcheon (regrets) T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) J. Morning (approved virtual) J. Neill (approved absence) S. Ruttan C. Scott M. Comeau (Student Trustee) (regrets) R. Kolosov (Student Trustee) (regrets) S. Ismail (Student Trustee) (regrets)	K. Burra, Director of Education M. Crothers, Communications Consultant
Guests:	Recorder:
	S. Mitton, Executive Assistant to the Director and Trustee Liaison

1. CALL TO ORDER

Vice-Chair Lloyd called the meeting to order.

2. RESOLVE INTO COMMITTEE OF THE WHOLE AND PRIVATE SESSION

MOTION: To move into Private Session.

MOVED BY: Trustee Godkin and seconded by Trustee Scott. Carried.

3. DECLARATION OF CONFLICT OF INTEREST

Vice-Chair Lloyd asked Trustees if they had a conflict of interest to declare with any of the agenda items. There were no conflicts declared.

4. ACTION ITEMS

- 4.1. Regular Board Meeting Minutes (Private) – March 11, 2026
- 4.2. Education, Policy, and Operations Committee Minutes (Private) – April 1, 2026

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MOVED BY: Trustee Godkin that the minutes listed in Action Items, Private Session, as distributed, be approved. Carried.

5. FOR INFORMATION

- 5.1. Safe Schools Update – Director Burra provided a Safe Schools update.
- 5.2. Property Update
- 5.3. Labour Update
- 5.4. Personnel Update
- 5.5. Legal Update – Director Burra provided a Legal and Property of the Board update.
- 5.6. OPSBA Update

6. REPORT TO PUBLIC SESSION

Vice-Chair Lloyd called for a motion for the Board to rise and report.

MOTION: That the Board rise and report.

MOVED BY: Trustee Godkin. Carried.

PUBLIC MEETING

Roll Call:

Trustees:	Staff:
G. Elliott B. Godkin R. Hutcheon T. Lloyd (Vice-Chair) J. Maracle K. McGregor (Chair) (approved virtual) J. Morning J. Neill (absent) S. Ruttan C. Scott M. Comeau (Student Trustee) R. Kolosov (Student Trustee) S. Ismail (Student Trustee)	K. Burra, Director of Education M. Blackburn, Associate Superintendent M. Crothers, Communications Consultant S. Gillam, Superintendent of Education P. Gollogly, Associate Superintendent S. Hedderson, Associate Superintendent A. McDonnell, Superintendent of Education T. McKenna, Associate Superintendent S. McWilliams, Superintendent of Human Resources S. Sartor, Associate Superintendent of Education C. Young, Superintendent of Business Services
Guests:	Recorder:
Mathew Katz, Incoming Student Trustee Victoria McCourt, Incoming Student Trustee Audrey Bateman, Incoming Student Trustee Laura Gillam, LDSB Research Analyst Ellyn Clost-Lambert, LDSB Research Analyst	S. Mitton, Executive Assistant to the Director and Trustee Liaison

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Chair McGregor welcomed everyone to the Board Meeting and called the roll. She provided the Land Acknowledgement: “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.”

7. ADOPTION OF THE AGENDA

*MOVED BY: Trustee Godkin and seconded by Trustee Scott that the agenda, as presented, be approved.
Carried.*

8. DECLARATION OF CONFLICT OF INTEREST

Chair McGregor asked that if Trustees have a conflict of interest, could they please identify the item number. No conflicts were declared.

9. PRESENTATION/DELEGATION

None at this time.

10. PRIVATE SESSION REPORT

Vice-Chair Lloyd stated: “During the Private Session following the adjournment of the April 1 EPOC meeting, Director Burra provided a Safe Schools and Personnel Update. There was no other business conducted, or motions passed in Private Session.

Earlier this evening during Private Session, the Private Session minutes were approved from the March 11, 2026, Regular Board Meeting and the April 1, 2026, EPOC Meeting. Director Burra provided a Safe Schools, and a Legal and Property of the Board Update. There was no other business conducted, or motions passed in Private Session. I move this report.”

*MOVED BY: Trustee Lloyd and seconded by Trustee Godkin that the Private Session report be received.
Carried.*

11. APPROVED ABSENCES

Chair McGregor stated that a letter was received from Trustee Neill requesting a medical leave of absence from March 13 to August 31, 2026. She put forward the following motion:

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MOVED BY: Trustee McGregor and seconded by Trustee Scott that the Board of Trustees accept Trustee Neill's request for a medical absence from March 13 to August 31, 2026, and that his absences for the March Board Meeting and April EPOC Meeting are changed to reflect this leave. Carried.

12. APPROVAL OF MINUTES

Chair McGregor asked for Vice-Chair Lloyd to address this agenda item. Vice-Chair Lloyd ask for a motion to approve the following minutes:

- 12.1. Regular Board Meeting Minutes – March 11, 2026
- 12.2. Education, Policy, and Operations Meeting Minutes – April 1, 2026

Chair McGregor requested to separate the minutes from the March 11, 2026, Board Meeting, to change her approved virtual attendance to an approved absence due to connectivity issues.

MOVED BY: Trustee Godkin and seconded by Trustee Elliott that the Regular Board Meeting minutes from March 11, 2026, be amended to reflect Trustee McGregor's approved absence, and be approved. Carried.

MOVED BY: Trustee Godkin and seconded by Trustee Scott that the minutes from the April 1, 2026, EPOC Meeting, as presented, be approved. Carried.

13. REPORTS FROM OFFICERS

13.1. Chair's Report

Chair McGregor stated: "I would like to begin my report this evening by thanking everyone who took the time to share their feedback through the 2026-2027 Budget Survey. We know that completing surveys requires thoughtful consideration and time, and we are truly grateful to those who participated. The feedback received plays an important role in shaping decisions and helping to inform the development of the budget for the upcoming school year. Trustees will be reviewing this information as we head into budget season.

In early May, Limestone will be inviting families to participate in the Family Engagement and Climate Survey. This optional survey is anonymous and explores a range of topics, including feeling connected to school, family involvement, safety and bullying, communication, before- and after-school programming, and how technology is being used in schools. The feedback shared through this survey helps schools and the board better understand what is working well, where there may be opportunities for improvement, and what barriers may make engagement more challenging for some

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families. This input supports continued efforts to strengthen communication, support student well-being, and enhance school experiences across the system. The Board will be hearing more this evening on the Family Engagement and Climate Survey, which I am looking forward to learning more about.

As Trustees are aware, earlier this week the provincial government announced new legislation that will have governance implications for School Boards. We will await further information as the legislation progresses through the approval process and as additional regulatory direction is provided.

Before closing, I would also like to take a moment to welcome our newly elected 2026-2027 Student Trustees. Congratulations to them on their successful campaigns and thank you to all students who put their names forward and shared their voices through this important process. I am looking forward to having them join the Board in the next school year and to the perspectives and leadership they will bring.

As we move through the spring months, it continues to be inspiring to see the learning and growth taking place across Limestone. From classrooms and school communities to outdoor spaces and co-curricular activities, there is a great deal to celebrate. This is an exciting time of year, and we appreciate the continued dedication of students, staff, and families in supporting learning both inside and outside of the classroom.

That concludes my report.”

13.2. Director’s Report

Director Burra stated: “Good evening, Trustees and the viewing public. I have a number of updates for this evening’s meeting.

We are still eagerly awaiting provincial budgetary information. The hope was that this information would be released shortly after MPPs returned to Queen’s Park a few weeks ago. The longer the delay, the greater the challenge for us in preparing for the 2026-27 school year. This information is vital for our planning purposes in preparing for the next school year. I know financial services will do the best they can to unpack the funding and the local implications in Limestone, and allow us to continue planning once the information is made available. That being said, further delays do create some challenges for our staffing processes.

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As Trustees are aware, there were demonstrators along Portsmouth this afternoon/evening prior to our meeting. This is a testament to the importance of education for children, youth, and families. The stakes are significant in our work and education matters. Across the province there are concerns tied to funding, staffing in schools, violence, and special education, among many others, we can expect to see more demonstrations, particularly as the province and labour groups prepare for the next round of bargaining. This also sets some of the context as we enter budget season and further preparation for 2026-2027.

With recent government announcements and the introduction of new legislation, we have now received the government's plan for governance changes moving into the future. While these changes will be significant, we all await additional details through regulations which will provide much more detail regarding the changes outlined earlier this week and the planned timeline for any transitions, as well as any regulatory consultation process.

I have a few highlights of recent events to share with Trustees this evening.

First, a few points of celebration. At the 2026 FLASF held toward the end of March at the Queen's Faculty of Education, Limestone students from Calvin Park, LCVI, and KSS won all five of the 'best in fair' awards. All of these students, Grades 8 to 12, will be attending the National Science Fair in Edmonton at the end of May.

As a second point of celebration, Limestone students accounted for almost 300 participants in the 2026 Kingston Kiwanis Music Festival, out of 1,162 total participations (over one quarter overall officially from schools), primarily through bands, ensembles, and the Sistema choir at Molly Brant ES. Other Limestone students participated in the festival beyond the 300 officially representing their schools. Limestone groups performed strongly, with six bands rated platinum and two rated gold. The festival ran from March 26 to April 11, and the culmination will be the Highlights Concert on April 28 at the Isabel Bader Centre for the Performing Arts.

In terms of upcoming events, this Friday on the PA day we are very excited to be holding a Collaborative Care Initiative event with KCHC with some of our elementary schools, Educational Services staff, and other community partners. This is very exciting, collaborative, community work to focus efforts on improving access to services for students and families in need.

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There is another exciting, upcoming event Trustees may also want to note. The Limestone District School Board and Queen's University are hosting another Neurovibes Evening- A Night Exploring Neurodiversity on April 29, 2026, on Queen's campus at the Biosciences building. This free evening event, is open to students, staff, and family members. The evening will provide attendees with opportunities to learn more about neurodiversity, neurodiverse-affirming practices, and supports within our community. There will be a range of speakers from the LDSB and Queen's, community partner displays, and more. And, on the following day, there will be focused professional learning for some staff focused on supporting students with special education needs and neurodiversity.

As Trustees are aware, we did collect voice from members of the Limestone community as part of our annual budget process. This information will be shared with Trustees as part of our budget process moving further into this spring. As you will hear more about this evening, more voice will be collected from families in early May with the launch of a Family Engagement and School Climate Survey.

This evening there are four reports on the agenda: a Student Census update, the upcoming Family Engagement and School Climate Survey I mentioned a moment ago, a verbal update on graduations, and a Student Achievement Plan update.

Thank you. That concludes my report, Chair McGregor.”

14. REPORTS

14.1. OPSBA Report

Chair McGregor provided an update on recent proposed legislative changes, noting that the legislation would prohibit School Boards from paying certain membership fees, resulting in reduced funding. She indicated that the Board is awaiting further information regarding the implications of this change, though early indications suggest the impact may be negative.

Chair McGregor announced that Limestone DSB has stepped forward to host the Eastern Regional Meeting after the original plan could not proceed. The meeting will be held in the boardroom on Saturday, May 2, and Trustees are encouraged to attend, with virtual access available for those unable to participate in person. In addition, Trustees were advised of the upcoming Labour Relations Symposium taking place the following Thursday and Friday in Toronto, which a number of Trustees are expected to attend.

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14.2. Student Trustees' Report

Student Trustee Comeau stated: "Before the April student Trustees report, I would like to introduce to you the new incoming Indigenous, Rural, and Urban Student Trustees for the 2026-2027 term.

Victoria McCourt is the incoming Indigenous Student Trustee. She is in Grade 11 at Frontenac Secondary School. She is a registered band member of the Mohawks of the Bay of Quinte where her mom grew up. Victoria feels that having a voice to represent Indigenous students, their issues and concerns is important. She would like to see more opportunities to get Indigenous students and youth together outside of academics. Victoria would love to see more traditional workshops and events. Victoria feels its important for our youth to feel proud of who they are, their Indigenous identity, and not feel ashamed or that they have to hide it.

Audrey is the incoming Rural Student Trustee. She is currently in Grade 11 at Sydenham High School. She values inclusivity and connection both in and outside of school. She loves meeting new people and is always excited to take on new challenges. She feels driven to make high school a more hands-on experience by creating more opportunities for engagement and giving back within the school community.

Mathew Katz is the incoming Urban Student Trustee. He is a Grade 11 student at Frontenac Secondary School. As a Student Trustee, Mathew is looking forward to working with students to make LDSB better. He is passionate about climate change and anti-racism, and hopes to make a difference on these issues during his time as Student Trustee. Ultimately, Mathew hopes to use the position of Student Trustee to amplify students' perspectives and create tangible and positive changes. Thank you Victoria, Audrey, and Mathew for your introductions and attendance to this meeting. We're excited to see the positive change you will bring in the board. Now I will read the April Interschool Council (ISC) report.

The meeting began with a personalized land acknowledgment written and presented by Rachel Kolosov.

Then we split up school representatives into two groups to brainstorm ideas on how we can make sure this year's work in Interschool Council won't be lost next year. Ideas brought up include, having a shared Google Classroom which is kept between terms and to have one group chat which is kept between terms.

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Then representatives split into groups again to share ideas they had planned for spring and summer events within their schools. Ms. Barrow also provided a reminder to stay mindful in avoiding summer spirit days which may appropriate Hawaiian culture.

After that discussion, InterSchool Council had Laura Conboy and Melissa West as speakers to help students improve and build mental health initiatives in their schools. This discussion covered many topics and allowed students to share their lived input and experiences with stressors in schools alongside helping representatives build the process for starting or improving mental health clubs in their schools. Students came up with many ideas to work on including, fighting the stigma against reaching out to Adolescent Care Workers and having ISC partner with the Mental Health Team to promote mental health events occurring in Limestone. Laura and Mellisa also shared the work they did with the Mental Health Symposiums earlier this year. Including the toolkit they developed for improving student engagement, which will continue to help students with improving mental health initiatives in their schools.

Finally, we had a student from Kingston Secondary School (KSS) join the meeting who presented an initiative he started at his school to recycle inhalers. One medical inhaler can disperse 30Kgs of carbon dioxide into the atmosphere when thrown away. To improve his high school's carbon footprint, Carson partnered with "go zero" and bought an inhaler recycling box for KSS then "go zero" picks up to recycle the inhalers properly. Carson brought this idea to Interschool Council to encourage other schools in Limestone to fundraise and buy inhaler recycling boxes from "go zero" for their own schools to help eliminate the carbon footprint of our board.

This concludes my Student Trustees report."

14.3. Reports for Action

None at this time.

14.4. Reports for Information

14.4.1. See Yourself in Limestone: Student Census 2025 Update

Superintendent McDonnell presented a Student Census update and introduced Laura Gillam and Ellyn Clost-Lambert, LDSB Research Analysts, who supported the presentation. Trustees were directed to the "See Yourself in Limestone Student Census Update" report included in the agenda package. The presentation provided an overview of the 2025 Student Census, with a focus on participation and response rates.

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Trustees were reminded that the voluntary and confidential online student census was administered in November 2025 to students in Grades 4 to 12, with age-appropriate versions for Grades 4 to 6 and Grades 7 to 12. Students completed the census during class time. Data collection was followed by extensive data cleaning and validation, which has now been completed, and data analysis is currently underway with support from the Technical Advisory Committee (TAG).

It was reported that 9,414 students participated in the census, representing approximately 60% of enrolled students in Grades 4 to 12. Approximately 29% of participating students identified as having special education needs, consistent with board-wide proportions. In addition, approximately 70 students accessed built-in translation tools, marking the first use of this feature.

Response rates for the 2025 census were reported as 86% for Grades 4 to 6, and 62% for Grades 7 to 12, for an overall completion rate of 69%, down from 76% in 2020. When grouped by panel, response rates were 85% for Grades 4 to 8 and 51% for Grades 9 to 12, with secondary participation declining from the previous census.

Upcoming next steps were outlined, including continued data analysis through spring and summer 2026, followed by the phased release of reports between winter 2026 and spring 2027. Decisions regarding reporting timelines and data presentation will be determined in collaboration with TAG. Trustees were advised that a general update reflecting the information shared would be communicated to families and the community following the meeting.

Chair McGregor opened the floor for questions.

14.4.2. Family Engagement and School Climate Survey

Superintendent Gillam invited Laura Gillam and Ellyn Clost-Lambert, LDSB Research Analysts, back to present on the Family Engagement and School Climate Survey. They provided an overview of the development and purpose of the Family Engagement and Climate Survey. Following consultation with the Parent Involvement Committee in spring of the previous year, families expressed interest in broader engagement. As a result of further discussion, the Kindergarten to Grade 3 component was removed, and the Board committed to a survey focused on families of students in Grades 4 to 12.

It was explained that the survey serves two purposes. Traditionally, school climate surveys support district and school-level planning and are required under the Education Act and PPM 145 to assess school climate and prevent bullying and harassment in schools. This year, additional emphasis has been placed on gathering family engagement data to better support the work of the Parent Involvement Committee and School Councils, which have identified gaps in information needed to support effective family engagement.

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Described were two core components of the survey: engagement and climate. The engagement section focuses on communication, inclusion, participation in school activities, and responsiveness to families, aligned with the Board's Strategic Plan. The climate section fulfills legislative requirements and gathers information on safety, belonging, and school response to student needs. Additional areas include before and after-school programming, responsible use of artificial intelligence, and other emerging priorities. Consultation sessions were held with parent and School Council representatives to identify key information needs and ensure the survey results are accessible, meaningful, and actionable. Feedback emphasized the importance of clear, usable data that supports school-level planning without requiring extensive interpretation.

Draft versions of the survey were shared with administrators, labour partners, and board committees in late March, with feedback accepted until the end of the current week. Following final revisions, both paper and online versions will be prepared for distribution. The survey is scheduled to launch on May 1 and remain open for a defined period.

It was clarified that this survey is distinct from a census, with only high-level demographic data collected. Responses will be grouped to protect anonymity, and no individuals or families will be identifiable. The intent is to support informed decision-making at the school and system levels. Results will be shared later in the fall or winter with Trustees, the Parent Involvement Committee, and individual School Councils.

Chair McGregor called upon Trustees for any questions.

14.4.3. Graduation Schedule

Director Burra provided a verbal update on the 2025-2026 Graduation Schedule. He reminded Trustees that there are fewer than 50 instructional days remaining in the 2025-2026 school year, noting this period marks the beginning of graduation season. Upcoming celebrations include Grade 8 transition ceremonies and secondary school graduations, which traditionally occur on the day prior to the June PA Day.

Trustees were advised that there is no expectation they attend all graduations, as several ceremonies often occur simultaneously, even within the same family of schools. The primary objective is to ensure representation by Trustees and Senior Staff at all secondary school graduations. Trustees were encouraged to prioritize their time accordingly.

Director Burra also highlighted a recent memorandum issued by the Minister of Education to all school boards concerning graduation ceremonies. This memo has been circulated across the system and emphasizes that graduations must be apolitical and focused solely on celebrating students, without providing a platform for politically divisive or controversial topics.

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Schools, particularly secondary schools, have been reminded of expectations to review graduation-related content, including yearbook submissions, class poems, and valedictory speeches, to ensure appropriateness and compliance with Ministry expectations. While this review process may lead to differing viewpoints, boards have a responsibility to uphold the Ministry's direction and maintain the celebratory nature of ceremonies.

Finally, Director Burra noted that the memorandum also reinforces expectations regarding staff professionalism, including conduct on social media. Divisive, racist, homophobic, or hate-based comments made online are considered serious matters and may result in consequences from both the government and regulatory bodies such as the Ontario College of Teachers. Trustees were reminded that graduation schedules will be distributed shortly.

Chair McGregor thanked Director Burra and called upon Trustees for questions.

14.4.4. Student Achievement Plan

The Director explained that the Provincial Student Achievement Plan is being brought forward at this time to meet the Ministry requirement that boards publish the plan on their websites by April 30. This presentation provided Trustees with an overview of the information that will be posted publicly. The plan reflects work undertaken over the past several years and aligns with the Limestone District School Board Strategic Plan, including updated Education Quality and Accountability Office (EQAO) data and changes arising from previous legislation.

Trustees were reminded that the Student Achievement Plan focuses on three provincial priority areas: core academic skills, preparation for future success, and student engagement and well-being. The core academic skills section emphasizes literacy and mathematics results in Grades 3, 6, 9, and 10, including Ontario Secondary School Literacy Test (OSSLT) outcomes. The preparation for future success section includes data on course-taking patterns, student perceptions of readiness for next steps, and participation in expanded learning opportunities. The student engagement and well-being section includes quantitative and qualitative data on mental health programming and attendance, primarily in Grades 1 to 8, noting some misalignment with recent provincial proposals emphasizing secondary attendance.

It was noted that Limestone's data continues to be embedded in the Board's strategic planning framework and is regularly shared with staff, students, and families. Trustees were reminded that the plan will be accompanied by a public-facing summary and a video, similar to the approach used when EQAO results were released in the fall. As required, the board will also invite public feedback following the publication of the plan.

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Trustees were advised that the reporting timeline has shifted from previous years, with the publication deadline extended from March 31 to April 30. Following publication, families and community members will have an opportunity to provide input, consistent with consultation expectations tied to both the Strategic Plan and the Student Achievement Plan.

A visual overview of how the Student Achievement Plan data will appear publicly was shared, showing Limestone results alongside provincial comparisons across the three priority areas. A more detailed review of literacy results highlighted that Limestone now exceeds provincial results in elementary literacy and is within one percentage point of the province in OSSLT outcomes. It was noted that Limestone's rate of improvement is trending faster than the provincial average.

Associate Superintendent Sartor outlined the literacy improvement strategy, including continued implementation of the Early Reading Screener from Kindergarten through Grade 8, targeted professional learning in evidence-based writing instruction, tiered literacy supports for students requiring intensive intervention, and the use of short cycles of learning to inform responsive instruction. In addition, visible learning teams in Grades 7 to 12 are continuing to focus on high-impact instructional and assessment practices to support ongoing student achievement growth.

Associate Superintendent Hedderson presented mathematics achievement results. He remarked that Limestone continues to see improvement, with results now exceeding the province in Grade 3, aligning in Grade 6, and improving in Grade 9.

Key mathematics strategies were reviewed, including mandatory daily fluency practice, implementation of the board's math instructional progression to support equitable outcomes, and the use of data-informed short cycles of learning. Highlighted was the consistent use of concrete, visual, and digital approaches to strengthen conceptual understanding, along with continued capacity-building for educators and administrators, particularly in assessment years.

Associate Superintendent McKenna shared an update on student preparation for future success. The four-year graduation rate has increased to 89%, placing Limestone close to the provincial average. The percentage of students earning 16 credits by the end of Grade 10 has improved to 80%, aligning with the province. Participation in senior math and science courses has increased to 53.7%, with continued growth anticipated.

Progress was also reported in experiential and pathway-focused programming. Participation in at least one job-embedded skills program, such as Specialist High Skills Major (SHSM), Dual Credit, or Ontario Youth Apprenticeship Program, has increased to 29%, slightly exceeding provincial levels. Student perception

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data indicates approximately 60–61% of students feel prepared for their next steps, compared to a provincial rate of 64%.

Associate Superintendent McKenna outlined next steps within the implementation of assessment, evaluation, and reporting practices, with a continued focus on visible learning strategies, student success teams, close monitoring of achievement at the school level, and ongoing support for SHSM, co-op, and experiential learning pathways to further improve student outcomes.

Superintendent Gillam presented the final section of the Student Achievement Plan focused on student engagement and well-being. Trustees were advised that suspension rates in Limestone remain higher than the provincial average. Attendance rates show a slight decline, consistent with provincial trends, though it was noted that there are discrepancies between Ministry data and internal dashboard data. A deeper analysis of attendance data will be brought forward later in the spring to explain these variations.

It was noted that three groups are disproportionately represented in both suspension and attendance data: male students, students with special education needs, and students from lower socio-economic communities. This data provides an opportunity to further examine systemic barriers affecting attendance and behaviour, and to inform targeted supports.

Superintendent Gillam reported a slight increase in the number of students who are able to identify mental health supports and services available to them. Key focus areas continue to include strengthening relationships among school staff, students, families, and community partners, recognizing that strong relationships support improved engagement, attendance, and access to help when needed.

Attendance continues to be monitored as a critical indicator through school-based student success teams, particularly for students identified as at risk. Alternative and re-engagement programs continue to be refined to support students on short and long-term suspensions, with an emphasis on early intervention and prevention.

Efforts to increase student engagement include expanding experiential learning opportunities and continuing student mental health symposiums, which were launched at the secondary level and are now extending to Grades 7 and 8. Mental health literacy modules in Grades 6 to 8 and Grade 10 continue to be implemented, alongside a sustained focus on universal Tier 1 mental health supports so students clearly understand how and where to access assistance across all schools. The presentation concluded by sharing the video on the Student Achievement Plan.

Chair McGregor thanked the team for their presentation and called upon Trustees for questions.

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15. UNFINISHED BUSINESS

15.1 Election of the OPSBA Representative

Vice-Chair Lloyd assumed the Chair for this item. Trustees were reminded of Trustee Godkin's motion, included in the agenda package, which was to defer the election of the OPSBA representative until the April 15, 2026, Board Meeting when further information from OPSBA was available.

Trustee Godkin proposed that, in light of current information, no election take place at this time and that the current representative continue in the role. Director Burra advised that, in keeping with Board by-laws and the upcoming municipal election, it would be appropriate for the appointment to extend until mid-November, allowing the incoming Board to revisit the decision following its inaugural meeting. The following motion was put forward:

MOTION MOVED BY: Trustee Godkin and Seconded by Trustee Hutcheon: That the current OPSBA representative remains in position until the municipal election takes place and following the inaugural Board Meeting held on November 15, 2026.

The motion was put to a vote and carried. Trustee McGregor will remain as OPSBA representative until November 15, 2026. It was confirmed that the originally deferred motion was effectively resolved by this decision.

The Board then sought nominations for the OPSBA alternate position for the remainder of the term. Trustee Hutcheon put her name forward, with no other nominations received. Trustee Hutcheon was acclaimed as the OPSBA alternate and was congratulated by the Chair.

16. NEW BUSINESS

None at this time.

17. CORRESPONDENCE

None at this time.

18. NOTICE OF MOTION

None at this time.

19. ANNOUNCEMENTS

None at this time.

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20. COMMITTEE MINUTES FOR INFORMATION

- 20.1. Indigenous Education Committee Meeting Minutes – February 10, 2026
- 20.2. Special Education Advisory Committee Meeting Minutes – February 11, 2026

21. FUTURE BOARD MEETING SCHEDULE

May 20, 2026

22. ADJOURNMENT

MOTION MOVED BY: Trustee Godkin and seconded by Trustee Lloyd that the meeting adjourn. Carried.

The Meeting Adjourned at 7:43 p.m.

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