



COMMITTEE OF THE WHOLE PUBLIC REPORT

Tuesday, June 18, 2019, 6:45 p.m.

**Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario**

TRUSTEE MEMBERS: Donna Blackburn, Erica Braunovan (Chair), Rob Campbell, Chris Ellis, Lyra Evans, Mark Fisher (electronic communication), Wendy Hough, Jennifer Jennekens, Keith Penny, Sandra Schwartz, and Lynn Scott.

STUDENT TRUSTEES: Samantha Lin.

STAFF: Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director), Mike Carson (Chief Financial Officer), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish, Olga Grigoriev, Eric Hardie, Shawn Lehman, (Superintendents of Instruction), Michele Giroux (Executive Officer), Christine Kessler (System Principal), Amy Hannah (System Principal), Karyn Carty Ostafichuk (Manager of Planning), Katrine Mallan (Manager of Board Services), Pamela LeMaistre (Manager of Human Resources), Ian Baxter (Assistant Manager of Planning), Halcian Joseph-Clost (Strategic Analyst), Sharlene Hunter (Communications Coordinator), John MacKinnon, Audio-Visual Technician, Sue Baker (Senior Coordinator, Board Services).

NON-VOTING REPRESENTATIVES: Brent Smith, Ottawa-Carleton Elementary Operations Committee (OCEOC); Rupi Bergamin, Ottawa-Carleton Secondary School Administrators Network (OCSSAN); Rob Kirwan, Special Education Advisory Committee (SEAC).

1. Call to Order - Vice-Chair of the Board

Vice-Chair Braunovan called the meeting to order at 6:47 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Thanks to student trustees for leading the practice to acknowledge that meetings are taking place on unceded Algonquin Territory.

2. Approval of Agenda

Moved by Trustee Hough,

THAT the agenda be approved.

Carried

3. Briefing from the Chair of the Board

Chair Scott advised that Friday, 21 June 2019 is National Indigenous Peoples Day. On this day, the OCDSB celebrates the contributions and cultures of First Nations, Inuit and Métis peoples and reflects on the ongoing commitment to learning truths and actioning reconciliation.

Chair Scott advised that at a Special Board meeting on 10 June 2019, the Board approved its 2019-2020 operating budget of \$980.25 million and capital budget of \$82.8 million. The budget is aligned with the Boards' three proposed strategic priorities and makes new investments of \$3.5 million in a Culture of Innovation, \$4.4 million in a Culture of Caring, \$305,000 in a Culture of Social Responsibility. Highlights of the budget include an \$8.2 million investment in Wi-Fi infrastructure to ensure appropriate network connectivity is provided for students and staff and the addition of 29.0 FTE teachers to meet needs resulting from enrolment growth and to respond to priority areas including English language learners and support for students with special education needs.

Chair Scott reported that, on 13 June 2019, the District hosted the annual community recognition awards at the Confederation Education Centre. Trustees and staff were honoured to recognize all volunteers who help support the work of the District and congratulated the following award winners:

- Chair's Award Helen Crawford: John McCrae Secondary School;
- Community Partnership Award: Doug Kendall and Grant Dillenbeck, Frederick Banting Secondary Alternate Site;
- Distinguished School Council Award: Nancy Solange Parra-Dean, Alta Vista Public School;
- Volunteer of the Year Award: Kathy Laffin, D.Roy Kennedy Public School and Don and Patricia Amundrud, Regina Street Alternative School;
- Community Award: Sylvia Qi, West Carleton Secondary School; and
- Excellence in Equity Community Award: Sachiko Okuda, Gloucester High School.

Chair Scott announced that the International Baccalaureate (IB) Organization has designated Merivale High School an IB World School. Merivale High School will begin the IB program in September 2019.

Chair Scott acknowledged that Communications Coordinator Sharlene Hunter has accepted the position of Manager of Communications at the Ottawa Catholic School Board. Chair Scott thanked Ms. Hunter for her efforts on behalf of the Board.

4. Briefing from the Director

Director Williams-Taylor advised that June is pride month and the OCDSB community has a rich culture and history of celebrating persons of diverse sexual and gender identities every day. Throughout the month of June, staff and students will participate in events and activities in schools across the District to celebrate uniqueness. Ottawa's annual Capital Pride Parade will take place on Sunday, 25 August 2019, and a proud OCDSB contingent of students, staff, trustees, and community members will take part. She encouraged everyone to join OCDSB friends and colleagues.

Director Williams-Taylor advised that she had the pleasure of attending the annual Cappies Gala which took place at the National Arts Centre on 9 June 2019. Cappies award winners are selected by high school student critics and the evening featured and showcased talented students from the National Capital region. Director Williams-Taylor extended congratulations to Earl of March Secondary School, Sir Wilfred Laurier Secondary School, Colonel By Secondary School, Merivale High School, A.Y. Jackson Secondary School, and Sir Robert Borden High School for outstanding efforts in the performing arts.

Director Williams-Taylor noted that on Thursday, 6 June 2019, a number of Black Ottawa high school students took part in a ceremonial march towards the next chapter of their educational goals. The Walk of Excellence marks the importance of education to Black communities. The march was coordinated by staff and community partners. It began at Lisgar Collegiate Institute and ended at the University of Ottawa.

Director Williams-Taylor advised that the Ontario Public School Boards' Association (OPSBA) has awarded the 2019 Jack A. MacDonald Award of Merit to Osgoode High School student Hannah Burrows in recognition of her sound academic record and outstanding community service and leadership. The award will be presented to Ms. Burrows at the Board meeting on 24 June 2019.

Director Williams-Taylor announced that Sam Sharp, a student at West Carleton Secondary School, has been awarded the prestigious Loran Award. Sam is co-president of her school's student council. She has worked with initiatives supporting tornado relief in her community, Leadership Camp, and Relay for Life.

5. Delegations

There were no delegations.

6. Matters for Action:

6.1 Report 19-064, Special Education Plan 2019 and Special Education Report 2019 (P. Symmonds, ext. 8254)

Your Committee had before it Report 19-064 seeking approval of the Special Education Plan 2019 and the Special Education Report 2019.

Superintendent Symmonds and System Principal Hannah advised that the Special Education Plan is an annual report for the 2018-2019 school year. It provides detailed information about how the District carries out its legal responsibilities for the provision of special education programs and services. A comprehensive review of the document has been undertaken by staff and the Special Education Advisory Committee (SEAC) with a focus on improving the clarity and ease of use of the plan and aligning it with legislative requirements.

Trustee Campbell thanked staff for their work and noted his appreciation for the ongoing improvements to the plan and report.

Moved by Trustee Campbell

1. **THAT the 2018-2019 Special Education Plan, attached as Appendix A to Report No. 19-064, be approved; and**
2. **THAT the 2019 Special Education Report, attached as Appendix B to Report No.19-064, be approved.**

Carried

a. Appendix A 2018-2019 Special Education Plan

Provided for approval.

b. Appendix B 2019 Special Education Report

Provided for approval.

6.2 Report 19-067, Adoption of OCDSB Education Development Charges Amending By-Law (M. Carson, ext. 8881)

Your Committee had before it Report 19-067 seeking approval for the adoption of an amendment to the Education Development Charges (EDC) by-law, for implementation within the jurisdiction effective 29 June 2019.

Chief Financial Officer Carson, Manager Carty Ostafichuk and Assistant Manager Baxter advised that the Board approved a new EDC by-law on 26 March 2019 based on rates that were in force under the previous by-law, pending a Ministry review of the policy framework surrounding the charges. On 29 March 2019, the Ministry announced amendments to

Ontario Regulation 20/98 to remove the existing freeze on EDC rates. Staff is now recommending the adoption of an amending by-law to ensure that adequate revenues are collected over the period of the by-law to meet future obligations. The revised EDC rates are \$787.00 per new residential dwelling unit and \$0.58 per new square foot of non-residential gross floor area. The non-residential charge will be phased in over a three-year period. If approved, the by-law would be implemented five days following Board approval.

Moved by Trustee Blackburn,

1. THAT the Board confirm that an additional public meeting under section 257.63 (3) of the *Education Act* is not required prior to the adoption of the Ottawa-Carleton District School Board's Education Development Charges Amending By-law No. 02-2019;
2. THAT the Board approve the Ottawa-Carleton District School Board Education Development Charges Amending By-law No. 02-2019 (attached as Appendix B to Report 19-067), and authorize staff to undertake steps regarding its implementation effective 29 June 2019; and
3. THAT the Board set the rates of \$787.00 per new residential dwelling unit and \$0.58 per new square foot of non-residential gross floor area, to be implemented in accordance with the schedules contained in Appendix B to Report 19-067.

During discussion, and in response to queries, the following points were noted:

- The shortfall resulting from the temporarily frozen EDC rates in place since 1 April 2019 is approximately \$100,000, and is expected to increase as the non-residential charge is phased in over the next three years;
- The new rates were specified in the extensive background study that was used by the four area school boards during consultation with community partners; and
- Some religious charities who are exempt from paying EDCs are those who are exempt from taxation under Section 3 of the Assessment Act. Expanding religious charities to include those who are not currently exempt would require a change to the background study. Organizations requesting an exemption are considered on a case by case basis. To date, no exemptions have been granted.

Moved by Trustee Blackburn

1. **THAT the Board confirm that an additional public meeting under section 257.63 (3) of the *Education Act* is not required prior to the**

**adoption of the Ottawa-Carleton District School Board's
Education Development Charges Amending By-law No. 02-2019;
and**

- 2. THAT the Board approve the Ottawa-Carleton District School Board Education Development Charges Amending By-law No. 02-2019 (attached as Appendix B to Report 19-067), and authorize staff to undertake steps regarding its implementation effective 29 June 2019;(Attached as Appendix A) and**
- 3. THAT the Board set the rates of \$787.00 per new residential dwelling unit and \$0.58 per new square foot of non-residential gross floor area, to be implemented in accordance with the schedules contained in Appendix B to Report 19-067. (Attached as Appendix B)**

Carried

- 6.3 Report 19-070, New Fernbank Elementary School - Approval of Opening Grade Structure, Program, and Attendance Boundary (M. Carson, ext. 8881)

Your Committee had before it Report 19-070 seeking approval for the opening grade structure, program, and attendance boundary for a new elementary school to be opened in the Fernbank development area, and other associated changes.

Manager Carty Ostafichuk advised that a new elementary school in the Fernbank area is highest on the District's list of capital priorities. Construction cannot begin until the Ministry issues a call for capital priorities and funding is approved. Under the proposed plan, the new school would be a dual-track kindergarten to grade 6 facility, offering both an English program with Core French (ENG) and an Early French Immersion (EFI) program. The attendance boundary would be comprised of that portion of the John Young Elementary School boundary located west of Terry Fox Drive and the Carp River. John Young Elementary School is overcrowded at 134 percent with eleven portable classrooms on site. The area would be bounded by Hazeldean Road to the north, Iber Road and Robert Grant Avenue to the west, Fernbank Road to the south, and Terry Fox Drive and the Carp River to the east. When capital funding is provided for the opening of a second elementary school in the Fernbank development area, the attendance boundary would be reduced to a more sustainable longer-term size. An opening date of September 2021 is planned. The proposed plan also includes a revision to the MFI program boundaries in the Fernbank development area. The proposed plan was presented to the community on 23 May 2019 at a public consultation meeting.

Trustee Scott expressed appreciation to Planning staff for their work and noted that the working group and public consultation meetings were cordial. A group of parents residing in the Trail West area expressed interest in having their children directed to the new Fernbank school rather than John Young Elementary School. It was agreed by the working group that the students should remain at John Young Elementary School.

Moved by Chair Scott

- 1. THAT the opening grade structure, program offering, and attendance boundary for the new Fernbank elementary school be approved as outlined in Appendix D of Report No. 19-070, to be implemented upon its opening; (Attached as Appendix C)**
- 2. THAT the revised attendance boundary for John Young Elementary School be approved according to Appendix D of Report No. 19-070, to be implemented upon the opening of the new Fernbank elementary school; and (Attached as Appendix C)**
- 3. THAT upon the opening of the new Fernbank elementary school, a boundary revision be approved that redirects a portion of the Bridlewood Community Elementary School Middle French Immersion program boundary to A. Lorne Cassidy Elementary School, beginning with grade 4 and adding one grade per year thereafter, as outlined in Appendix E of Report No. 19-070. (Attached as Appendix D)**

Carried

6.4 Report 19-068, 2019-2023 Strategic Plan (M. Giroux, ext. 8310)

Your Committee had before it Report 19-068 for discussion and approval of the 2019-2023 Strategic Plan.

Director Williams-Taylor advised that the presentation tonight is the culmination of almost a year's worth of work. She thanked the staff leadership team for their investment in this work as well as Michelle Dagnino and Jorge Hurtado of Lura Consulting for the facilitation of discussions to synthesize a great volume of thoughts into the formation of a plan. Director Williams-Taylor noted that the Board members' direction, questions, and insistence on a plan that reflects the realities of our students and school communities has motivated and inspired the work. Staff has drawn on multiple modalities for input from the community to understand what worked in the previous strategic plan, how our communities' perspectives and realities have changed, and what to consider in the development of a new plan that will be a "driver for positive change". In addition to excellence in instruction, well-being is also a key factor in success for students and staff. A sense of value, belonging and

autonomy are necessary contributors to well-being, and meaningful and relevant work are key factors for engagement and success for students and staff.

Director Williams-Taylor noted that the 2019-2023 strategic plan, "Building Brighter Futures Together", is based on three drivers: a culture of innovation, a culture of caring, and a culture of social responsibility. The cultures will foster strategic actions to promote imagination, integrity, responsibility, high performance, and a wholesome sense of self-worth in classrooms, staff rooms, officers, schools, and school communities. The goals for each culture signal complexity in delivery as the District collaborates on emerging actions to deliver on the goals and achieve the desired outcomes. The strategic plan is agile and iterative. Annually, the District will consider successes and measure impacts to adjust actions going forward.

With the aid of a PowerPoint presentation, Executive Officer Giroux and Strategic Analyst Halcian Joseph-Clost recalled that the planning process began in June 2018, and included a comprehensive community consultation, focus group meetings, and research. The plan was designed with the understanding that student learning, well-being, and equity are the core areas of the District's work. The plan was available for community feedback between 7 May and 7 June. The feedback was reviewed by staff and informed the refinement of the draft plan. The following three objectives were identified as the means to realizing transformational change in the OCDSB:

- A Culture of Innovation: We will build a learning community where innovation and inquiry drive learning;
- A Culture of Caring: We will advance equity and a sense of belonging to promote a safe and caring community; and
- A Culture of Social Responsibility: We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

The feedback to the plan was positive and guided revisions to both the language and structure of the draft plan. Throughout the development process, there was considerable discussion regarding the architecture of the strategic plan. The new plan had to build on the current strategic plan and carry forward key priorities. The Exit Outcomes continue to be foundational to the work and need to be emphasized. Creating a culture of innovation is intended to support the creation of engaging innovating, experiential, and exciting learning for students by addressing teaching practices and how and what is taught to meet the needs of students. A culture of caring seeks to extend actions taken to address well-being and equity in the District. A culture of social responsibility seeks to focus on the breadth of experiences students gain during their school life including

equipping them to be strong and socially responsible members of society. Goals, strategies, outcomes and key performance indicators are also included in the plan. The plan will be monitored and measured using a variety of key performance indicators (KPIs). A dashboard demonstrates the connection between KPIs and desired outcomes for each of the three culture statements.

Moved by Trustee Campbell,

THAT the Strategic Plan 2019-2023, attached as Appendix A of Report 19-068, be approved.

Trustee Campbell expressed appreciation to staff for their work. He noted that the strategic plan is high level and aspirational along with a monitoring and measurement framework. The plan also provides room for agility.

During discussion, and in response to queries, the following points were noted:

- The Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) includes achievement data and a well-being component. All schools are required to set well-being goals;
- The KPIs will be used in measurement reports and annual progress reports. Additional KPIs may be added; and
- Trustee Hough suggested that the Board partner with universities to undertake research on the efficacy and scalability of innovative practices.

An amendment moved by Trustee Lyra Evans,

THAT the heading of "Culture of Social Responsibility" be changed to "Culture of Social and Environmental Responsibility".

During discussion of the amendment, the following points were noted:

- The icon for "Culture of Social Responsibility" reflects the environment;
- Progressive stewardship of the environment is one of the goals of this culture;
- Short and simple titles for each culture are preferable; and
- Adding the environment to the title narrows the meaning of the culture of social responsibility.

Trustee Lyra Evans encouraged the members to remember the students who marched out of school because of a lack of action on the environment.

An amendment moved by Trustee Lyra Evans,

THAT the heading of "Culture of Social Responsibility" be changed to "Culture of Social and Environmental Responsibility".

Defeated

Trustee Lyra Evans advised that she has spoken with members of Indigenous communities with respect to the District's acknowledgement that it is meeting on unceded Algonquin territory. She submitted that the District should admit historical fault and work with Indigenous communities to make the system less colonial.

An amendment moved by Trustee Lyra Evans,

THAT the land acknowledgement on page one of the plan be revised to read:

"We acknowledge that our District is on the unceded and unsundered territory of the Algonquin or Anishnaabe people, and the colonial history of the school systems in Canada. We will work with the traditional stewards of this land on reconciliation and decolonization."

During discussion of the amendment, the following points were noted:

- Several members expressed concern that the statement may not reflect the voice of the Indigenous community, including First Nations, Métis, and Inuit people, and that they should be consulted prior to changing the acknowledgement on the first page of the strategic plan;
- If the statement were to change during the life of the strategic plan, the plan could be amended;
- Trustee Hough suggested that the statement be part of the plan under the heading of Culture of Caring or Culture of Social Responsibility following consultation with the Indigenous community;
- The acknowledgement statement was not included in the draft plan that was presented to the Indigenous Education Advisory Council; and
- The final wording of the statement should be confirmed prior to printing and framing the strategic plan.

Moved by Trustee Ellis,

THAT the following amendment be referred to staff to seek clarification and report to Board on 24 June 2019:

An amendment moved by Trustee Lyra Evans,

THAT the land acknowledgement on page one of the plan be revised to read:

"We acknowledge that our District is on the unceded and unsundered territory of the Algonquin or Anishnaabe people, and

the colonial history of the school systems in Canada. We will work with the traditional stewards of this land on reconciliation and decolonization.”

Carried

During discussion of the motion to approve the plan, and in response to queries, the following points were noted:

- There should be less importance placed on having a final, framed strategic plan hanging on the wall;
- The strategic plan is a living document that should be posted on the District's website. Explanations for any changes could be added to demonstrate transparency;
- The focus on changing the culture and putting students at the centre will drive the Board forward over the next four years;
- It is hoped that future staff reports will link to the strategic plan to help the Board focus on issues of importance; and
- With respect to why some groups are not seeing themselves represented in the plan, Executive Officer Giroux advised that staff would go back to the feedback data to see if a reason can be determined.

Moved by Trustee Campbell

THAT the Strategic Plan 2019-2023, attached as Appendix A of Report 19-068, be approved. (Attached as Appendix E)

Carried

7. Report from Statutory and Other Committees

7.1 Audit Committee, 22 May 2019

Moved by Trustee Schwartz,

THAT the Audit Committee Report, dated 22 May 2019, be received.

Carried

There were no recommendations in the report.

7.2 Advisory Committee on Equity, 23 May 2019

Moved by Trustee Ellis,

THAT the Advisory Committee on Equity Report, dated 23 May 2019, be received.

Carried

There were no recommendations in the report.

8. Matters for Discussion:

8.1 Report 19-063, Learning Disabilities Specialized Intervention Program (LD SIP) Monitoring Results (P. Symmonds, ext. 8254)

Your Committee had before it Report 19-063 providing information on the program monitoring results for the Learning Disabilities Specialized Intervention Program (LD SIP), in accordance with Memo No. 18-080, Learning Disabilities Specialized Intervention Program (LD SIP) Update. Additional information regarding implementation was also presented for discussion.

During the discussion and in response to questions the following points were noted:

- To qualify for the program a student would have a diagnosis of a learning disability (LD) or a specific LD in reading and or math. The school team, in collaboration with the parents, may determine to make a referral for the LD SIP following a review of the progress of other interventions. A referral committee evaluates the referral and provides an opinion to the Identification, Placement and Review Committee (IPRC). The IPRC makes the decision to place the student in LD SIP, a partially integrated program;
- Students in the LD SIP program have a half day of intensive support with a learning support teacher (LST);
- Two additional LD SIP classes were added for the 2019-2020 school year during academic staffing to address student needs;
- There are no comparative measures for LD students in small classes without LD SIP interventions;
- Initial analysis of the financial implications of the program indicates LD SIP is similar in cost or more expensive than the previous model. The cost increase is a result of the need to add additional classes and teaching staff to accommodate the students' integration. Staff acknowledged the need for a cost benefit analysis;
- There is variability within the number of annual LD SIP program referrals and LSS review enrollment patterns annually. As the program continues and LSS have more data they can begin to develop a profile of the ideal student and determine whether or not the program is sized appropriately;
- The previous model was congregated and included students from grades four through eight. The students proceeded along an adaptive program pathway with limited opportunities to complete an Ontario Secondary School Diploma (OSSD). Research suggests that the

congregation of LD students may not support students to the best of their abilities across the entire curriculum. Staff anticipate the longitudinal data will help support this hypothesis. The long term outcomes of LD SIP need to be fully understood;

- LSS has begun to develop the next phase of monitoring and understand that, in order to achieve a robust analysis, five years of data is required. Staff are interested in longitudinal measures of academic achievement and staff well-being and will continue to leverage the partnership with the University of Ottawa. LSS continue to consult with the LD Steering Committee and the Special Education Advisory Committee (SEAC);
- One of the challenges with LD SIP program is finding time for teacher collaboration between the congregated and integrated parts of the day;
- Students have expressed challenges with the voice to text software in the integrated portion of the day due to the noise level within the regular classroom. The learning resource teacher (LRT) and LD SIP teacher must be aware of these types of issues in order to introduce compensatory strategies or assistive technology to ensure student success;
- There is a wide range of need among LD students and many are well served in the regular classroom and do not require LD SIP. Learning Support Services (LSS,) when making the decision to introduce LD SIP at grade five, considered the maturity level of the student as well as language development and language readiness. There are many other supports available to LD students that begin in grade one. Language Learning Disability (LLD) classes are offered across the District to students who experience lagging language skills. LSS realizes that early intervention leads to the greatest change in academic trajectory. LSS are strategic in the supports it offers to ensure the needs of students with learning disabilities are met;
- The LD SIP is a part of a suite of supports for LD students that evolved from the LD program review. There is a risk when students are moved from their community school to attend a specialized program class. The multi-disciplinary teams which include speech-language pathologists, social workers, psychologists and the classroom teacher begin with a variety of tiered interventions and supports in the regular classroom. A very small percentage of students require intensive support and LSS aims to provide those supports in the student's community school;
- Most students are accessing a second year of LD SIP. At present, there are no clearly defined exit criteria;

- In order to further qualify the program's efficacy, LSS needs more time to assess the students who have completed LD SIP at various points after the program and cross reference that with students with LD intervention;
- The University of Ottawa Study referenced in the report is not yet available publicly and is part of larger project by Dr. Maria Rogers;
- The measures used by Dr. Rogers were standardized and normed. Staff cautioned preliminary interpretations and conclusions as to the success of the integrative setting;
- LSS continues to learn how they can best support students with learning disabilities to be successful and to feel confident and capable in the regular classroom. LSS also aims to build the capacity of the teaching staff;
- LSS is reviewing ways to enhance the integration teacher's ability to meet the needs of the student during the integration part of the day. LSS also hopes to better support the social-emotional growth of students with LD to ensure they experience success in the regular classroom;
- Mr. Kirwan shared that the Learning Disabilities Association of Ottawa-Carleton (LDAO-C) were concerned with the low percentage of students receiving LD SIP compared to the total number of students with LD; and
- Trustee Scott indicated that the LDAO-C comments be reviewed cautiously as numbers were based on the entire enrolment in the District and not on the number of students in grades five through eight in which the LD SIP program serves.

9. Information Items:

9.1 Report from OPSBA (if required)

There was no report from the OPSBA representatives.

9.2 New Ministry Initiatives Update

There were no new Ministry updates.

a. Memo 19-083 Audit and Accountability Fund (M. Carson, ext. 8881)

Memo No. 19-083, Audit and Accountability Fund, was provided for information. The funding is available for up to ten school boards to undertake independent line-by-line reviews of operations and service delivery with a goal of finding administrative efficiencies. The deadline for applications is 28 June 2019.

9.3 OSTA Update (if required)

There was no OSTA update.

10. New Business - Information and Inquiries

There was no new business.

11. Adjournment

The meeting adjourned at 9:44 p.m.

Erica Braunovan, Chair