

AUDIT COMMITTEE REGULAR MEETING Open (Public) Session

AGENDA NOVEMBER 13, 2017

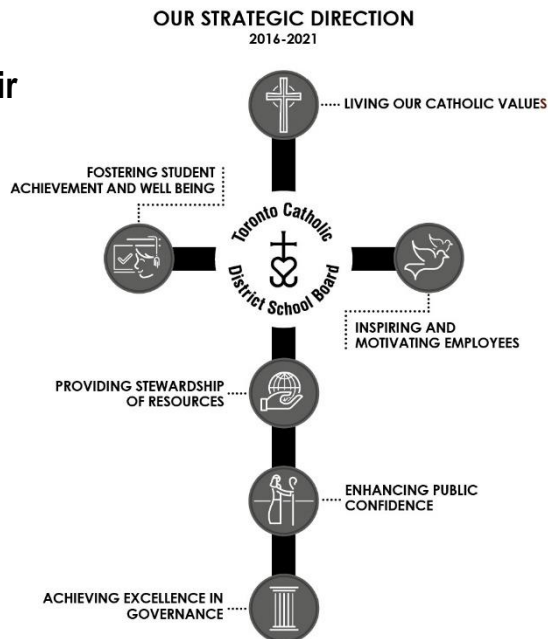
Barbara Poplawski, Chair

Michael Del Grande, Vice Chair

Maria Rizzo

Nancy Borges

Ryan Singh



MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

VISION

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Asst. Recording Secretary: Karen Eastburn, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Angela Kennedy
Chair of the Board

Summary of Terms of Reference for Audit Committee

The Audit Committee shall have responsibility for considering matters pertaining to:

(1) Related to the board's financial reporting process:

1. To review with the director of education, a senior business official and the external auditor the board's financial statements, the results of an annual external audit
2. To review the board's annual financial statements and consider whether they are complete, are consistent with any information known to the audit committee members and reflect accounting principles applicable to the board.
3. To ask the external auditor about any other relevant issues.

(2) Related to the board's internal controls:

1. To review the overall effectiveness of the board's internal controls.
2. To review the scope of the internal and external auditor's reviews of the board's internal controls, any significant findings and recommendations by the internal and external auditors and the responses of the board's staff to those findings and recommendations.
3. To discuss with the board's officials the board's significant financial risks and the measures the officials have taken to monitor and manage these risks.

(3) Related to the board's internal auditor:

1. To review the internal auditor's mandate, activities, staffing and organizational structure with the director of education, a senior business official and the internal auditor.
2. To make recommendations to the board on the content of annual or multi-year internal audit plans and on all proposed major changes to plans.
3. To ensure there are no unjustified restrictions or limitations on the scope of the annual internal audit.
4. To review at least once in each fiscal year the performance of the internal auditor and provide the board with comments regarding his or her performance.
5. To review the effectiveness of the internal auditor, including the internal auditor's compliance with the document International Standards for the Professional Practice of Internal Auditing, as amended from time to time, published by The Institute of Internal Auditors and available on its website.
6. To meet on a regular basis with the internal auditor to discuss any matters that the audit committee or internal auditor believes should be discussed.

(4) Related to the board's external auditor:

1. To review at least once in each fiscal year the performance of the external auditor and make recommendations to the board on the appointment, replacement or dismissal of the external auditor and on the fee and fee adjustment for the external auditor.

2. To review the external auditor's audit plan and confirm the independence of the external auditor.
3. To meet on a regular basis with the external auditor to discuss any matters that the audit committee or the external auditor believes should be discussed.

(5) Related to the board's compliance matters:

1. To review the effectiveness of the board's system for monitoring compliance with legislative requirements and with the board's policies and procedures, and where there have been instances of non-compliance, to review any investigation or action taken by the board's director of education, supervisory officers or other persons employed in management positions to address the non-compliance.
2. To obtain regular updates from the director of education, supervisory officers and legal counsel regarding compliance matters and that all statutory requirements have been met.

(6) Related to the board's risk management:

1. To ask the board's director of education, a senior business official, the internal auditor and the external auditor about significant risks, to review the board's policies for risk assessment and risk management and to assess the steps the director of education and a senior business official have taken to manage such risks, including the adequacy of insurance for those risks.
2. To initiate and oversee investigations into auditing matters, internal financial controls and allegations of inappropriate or illegal financial dealing.

(7) Related to reporting to the board:

1. To report to the board annually, and at any other time that the board may require, on the committee's performance of its duties.

(8) Related to website maintenance:

1. To make all reasonable efforts to ensure that a copy of Ontario Regulation 361/10 is posted on the board's website.

OUR MISSION

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AGENDA THE REGULAR MEETING OF THE AUDIT COMMITTEE

PUBLIC SESSION

Monday, November 13, 2017
6:30 P.M.

Pages

1. Call to Order
2. Opening Prayer
3. Roll Call & Apologies
4. Approval of the Agenda
5. Declarations of Interest
6. Approval & Signing of the Minutes of the Meeting held September 20, 2017 for Public Session. 1 - 5
7. Delegations
8. Presentation
 - 8.a David Johnston, representing the Toronto & Area Regional Internal Audit Team, regarding the Regional Internal Audit Team Update (See Item 13.a)
9. Notices of Motion
10. Consent and Review
- 11.

Unfinished Business

12. Matters referred/deferred

13. Staff Reports

- 13.a Regional Internal Audit Team Update (See Item 8.a) 6 - 7
- 13.b ICT Strategy Review –Project Priority List 8 - 75
- 13.c Verbal Update regarding Provincial Auditor General’s Value for Money Audit of School Boards
- 13.d Verbal Update regarding Whistleblower Policy
- 13.e Verbal Update regarding Chief Financial Officer (CFO), Chief Information Officer (CIO) and Other Vacancies
- 13.f Audit Committee Annual Agenda / Checklist 76

14. Listing of Communication

- 14.a Ministry of Education’s Engagement on Governance Supports 77 - 88

15. Inquiries and Miscellaneous

- 15.a Schedule of next Audit Committee Meeting Date:TBD

16. Updating of Pending List

17. Closing Prayer

18. Adjournment

**MINUTES OF THE REGULAR MEETING OF THE
AUDIT COMMITTEE
HELD WEDNESDAY, SEPTEMBER 20, 2017**

OPEN (PUBLIC) SESSION

PRESENT:

Trustees: B. Poplawski, Chair
M. Del Grande, Vice-Chair
A. Kennedy
M. Rizzo

External Members: R. Singh
N. Borges – by teleconference

Internal Auditors: D. Johnston
S. Finkel

Staff: R. McGuckin
D. Koenig
P. Matthews
P. De Cock
D. Bilenduke
C. Giambattista
M. Eldridge
L. LePera

S. Harris, Recording Secretary

The meeting convened with Trustee Del Grande in the Chair.

4. Approval of the Agenda

MOVED by Trustee Rizzo, seconded by Ryan Singh, that the Agenda be approved.

The Motion was declared

CARRIED

6. Approval of the Previous Minutes

MOVED by Ryan Singh, seconded by Trustee Rizzo, that the Minutes of the meeting held June 6, 2017 for Open (PUBLIC) Session be approved.

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Ryan Singh, that the meeting resolve into PRIVATE Session to discuss a legal report.

The PUBLIC Session reconvened with Trustee Del Grande in the Chair.

8. Presentations

MOVED by Trustee Rizzo, seconded by Ryan Singh, that Items 8a) and 13a) be adopted as follows:

- 8a) Regional Internal Audit Team Update – David Johnston, Toronto and Area Regional Internal Audit Team** received.

&

13a) Report regarding Regional Internal Audit Team Update received.

The Motion was declared

CARRIED

Trustee Del Grande relinquished the Chair to Trustee Poplawski.

13. Staff Reports

MOVED by Trustee Del Grande, seconded by Trustee Rizzo, that Item 13b) be adopted as follows:

13b) Financial Update Report as at June 30, 2017 that staff examine putting some of the surplus expected at the end of the year back into the classrooms that would give us our best educational outcomes with our students and to bring a report to the Corporate Services Committee meeting and to let parents know at that time of what reinvestments this Board is making within the system.

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that the Agenda be reopened to continue the debate on Item 13b).

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Del Grande, that Item 13b) be adopted as follows:

13b) Financial Update Report as at June 30, 2017 received and that staff come back with a report regarding how many high school students apply and qualify for TTC tickets, how many get and how many do not receive TTC tickets for the full school year.

The Motion was declared

CARRIED

MOVED by Trustee Del Grande, seconded by Ryan Singh, that Item 13c) be adopted as follows:

13c) Audit Committee Annual Agenda/Checklist received.

The Motion was declared

CARRIED

MOVED by Nancy Borges, seconded by Trustee Del Grande, that Item 13d) be adopted as follows:

13d) Update Report regarding Whistleblower Policy (A.39) received.

The Motion was declared

CARRIED

18. Adjournment

MOVED by Ryan Singh, seconded by Trustee Del Grande, that the meeting resolve back into PRIVATE Session.

The Motion was declared

CARRIED

SECRETARY

CHAIR



Toronto Catholic District School Board

Status Update for Audit Committee

November 2017

Status Update for Audit Committee – November 2017

1.0 Internal Audit Plan Update

The following is the status of current engagements included in the Toronto Catholic District School Board Regional Internal Audit Plan.

#	Audits	Status
1	Budget Development and Management Follow Up	<p>The objectives and scope for this engagement are to follow-up on the status of management action plans arising from the Budget Development and Management Audit completed in May 2015 and the subsequent interim follow-up engagements.</p> <p>This engagement is in progress and is scheduled for completion in December 2017.</p>
2	Monitoring and Reporting Outcomes	<p>The high-level objectives and scope for this engagement are to assess the processes for monitoring and reporting on Board outcomes.</p> <p>This engagement is in the planning phase and is scheduled for completion in January 2018.</p>



REPORT TO

AUDIT COMMITTEE

ICT STRATEGY REVIEW –PROJECT PRIORITY LIST

“The Lord is not slow to fulfill his promise as some count slowness, but is patient toward you, not wishing that any should perish, but that all should reach repentance.”

2 Peter 3:9

Created, Draft	First Tabling	Review
November 13, 2017	November 13, 2017	Click here to enter a date.

L. DiMarco, Superintendent Curriculum Leadership and Innovation; ICT
 J. Brighton, Senior Coordinator, ICT Trillium / Student Services
 J. Di Fonzo, Senior Coordinator, Technical Services

INFORMATION REPORT

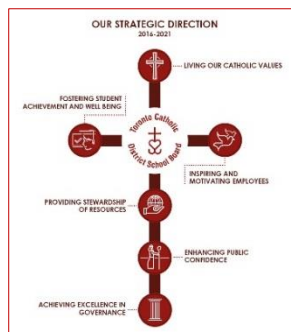
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Rory McGuckin
 Director of Education

D. Koenig
 Associate Director
 of Academic Affairs

A. Sangiorgio
 Associate Director
 of Planning and Facilities

T.B.D.
 Executive Superintendent
 of Business Services and
 Chief Financial Officer

A. EXECUTIVE SUMMARY

At the June 2, 2017 meeting of the Audit Committee, Deloitte presented the report titled “*IT Strategy Review Executive Summary*” which defined the ICT Programs for the *Future IT Strategy* for the Board. The Committee requested that Staff bring back a report showing a breakdown of the high priority ICT needs.

Attached to this report are the following appendices that will present the list of ICT projects in priority order associated with the key recommendations detailed in the final report from Deloitte titled “*IT Strategy Review – Future IT Strategy*”:

Appendix	Description
A	<p>The final report from Deloitte titled “<i>IT Strategy Review – Future IT Strategy</i>” that provides the details of the recommended ICT Programs and describes the key activities and projects.</p> <ul style="list-style-type: none">• Pages 6-9 – Defines the set of guiding principles for ICT in order to deliver on the strategy and mature the Board’s ICT function to become a Strategic Enabler.• Pages 14-16 – Summary list of the recommended ICT Programs.• Page 18 – Explanation of the criteria used in the descriptions of the recommended ICT Programs.• Page 19 – 36 – Detailed description of the recommended ICT Programs along with Deloitte’s assessment of relative Value and Effort of the related key activities and projects.
B	Spreadsheet that outlines the <u>ICT Programs</u> defined by Deloitte and the <u>required projects within that Program</u> .
C	Spreadsheet that lists the <u>projects in priority sequence</u> and the estimated start year of each project is noted along with estimated one-time and ongoing cost, value and effort and the ICT Program it is associated with.
D	<u>Cost analysis of all projects</u> detailing the estimated one-time and on-going costs. The estimated costs are organized by project priority and also by budget year.

The cumulative staff time required to prepare this report was 84 hours

B. PURPOSE

1. The purpose of this report is to outline the priority ICT needs resulting from the ICT Strategy Review as requested at the June 2, 2017 meeting of the Audit Committee.

C. BACKGROUND

1. As part of the Boards' Regional Internal Audit Plan, the RIAT in consultation with Board staff initiated efforts to update the Board's ICT Strategic Plan originally established in May 2010. This is part of the strategic renewal process to review ICT priorities and governance structures and develop a new multi-year strategic plan (MYSP) for the Board.
2. Through a procurement process conducted by the RIAT, Deloitte was engaged to conduct a current state assessment to review the organizational structure, management and governance, technology environment (i.e., infrastructure, security, application portfolio, etc.) and to provide guidance for management in the development of an updated multi-year ICT Strategic Plan.
3. The engagement with Deloitte commenced in September 2016. Over the course of the following months, Deloitte with assistance from ICT staff conducted discussion groups to engage stakeholders from the various academic and business functions of the TCDSB organization. Over 100 stakeholders participated in 11 discussion groups that were up to 2 hours in duration. The details Deloitte collected from the discussion groups along with information and documentation that was requested by the Deloitte team and provided by ICT was the basis of evidence that informed the final the reports.
4. In June 2017, after extensive review, interviews and feedback from stakeholders within the Board, the final report and 3-year ICT Strategic Plan titled "*IT Strategy Review – Future IT Strategy*" was created.
5. The ICT Programs described in the report establish objectives that need to be achieved to move the ICT function to become a Strategic Enabler that contributes to initiatives that enable modern work and learning. Deloitte noted strict adherence to the following four guiding principles in order to

deliver on the strategy and mature the Board's ICT function to become that Strategic Enabler:

- Become a Trusted Strategic Business and Learning Partner
 - Champion the adoption of processes and technologies that enable modern work and learning
 - Establish effective communication strategies to help customers understand offerings and services
 - Develop employee resource strategy that focuses on IT professional and technical competencies
6. Deloitte identified eighteen (18) ICT Programs (Appendix A pages 14-16) and described within each program the key activities or projects to be undertaken in order to achieve the objectives of the program. The ICT Programs are described in the detailed report attached in Appendix A, pages 19-36. Deloitte assigned a relative **Value** and **Effort** of High, Medium or Low to each program. The criteria used to assign this valuation is defined on page 18 of the report attached in Appendix A.
7. Staff have reviewed the ICT Programs and established an initial list of projects required to achieve the objectives of the ICT Programs defined by Deloitte. Appendix B outlines the projects within each of the defined ICT Programs. Appendix C list the projects in priority sequence and the estimated start year of each project is noted along with estimated one-time and ongoing cost, value and effort.
8. The estimated costs are summarized in Appendix D and shown as two views;
- Total costs based on project priority
 - Total costs by budget year

9. The final report by Deloitte (included as Appendix A) defines a set of ICT Programs that vary in complexity and effort. An ICT Program may have multiple projects that need to be implemented to achieve the Program's objectives and key activities. The following identify some high priority initiatives:

CIO, Governance and Organizational Restructuring

In order to position the ICT function to become a Strategic Enabler that contributes to initiatives that enable modern work and learning, a redefinition of the governance structure and organizational structure of the ICT function is needed.

This starts with the hiring of a Chief Information Officer (CIO) to create the vision and own the projects and initiatives to achieve the objectives of the ICT Programs identified by Deloitte. The CIO needs to be at Director's Council and be part of all technology conversations in the schools and departments.

See reference to Project ID A1, A2, A3, B1, C1, D2, E1, E2, G1, I1, I2 and R1 in appendices B and C.

New Student Information System (SIS)

With the purchase of Trillium SIS by PowerSchool, the Trillium SIS is being sunset. A procurement process will be undertaken to acquire a replacement solution. The new SIS solution will minimally have to replace existing functionality and provide added functionality including:

- Student case management systems for Special Services.
- Self-service web-based access for parents to stay informed about their child's progress in school.
- Web-based and mobile App functionality on multiple device platforms for access by parents, teachers and school administrators.
- A solution that integrates with other Board applications and systems.

See references to Project ID P1, K5, P8, P9, and P10 in appendices B and C.

New Enterprise Telephone System

Telephone systems in the schools and Catholic Education Centre are essential in ensuring communication to and from the schools and the parent community. A limited number of staff are using a modern voice messaging solution integrated with e-mail, however the vast majority of staff are hosted on an unsupported old voice mail system. The current telephone and voice messaging systems installed in schools and departments is based on outdated analogue and digital technology that is nearly 20 years old and must be replaced.

See reference to Project ID K4 in appendices B and C.

Technology and Infrastructure Refresh

Central funding and some additional funding from the Ministry through the Technology Learning Fund or the Innovation Learning Fund has been used to assist with the purchase of technology and infrastructure related needs, that is classroom devices for Elementary (Grade 6 recently) and Secondary schools (recently Grade 9 iPads in Math classrooms), Lego Robotics, WiFi, etc. The Ministry is discontinuing this funding after this year.

The demand to update existing devices and add more devices into the classrooms exceeds the funding level available to date. A disciplined technology replacement plan with committed funding is required in order to: continuously refresh; keep the technology and related infrastructure current; and add more devices to adequately equip the classrooms.

See reference to Project ID N1, N2, K1, K2 and P7 in appendices B and C.

D. CONCLUDING STATEMENT

This report is for the consideration of the Audit Committee.



**Toronto Catholic District School
Board (TCDSB)**

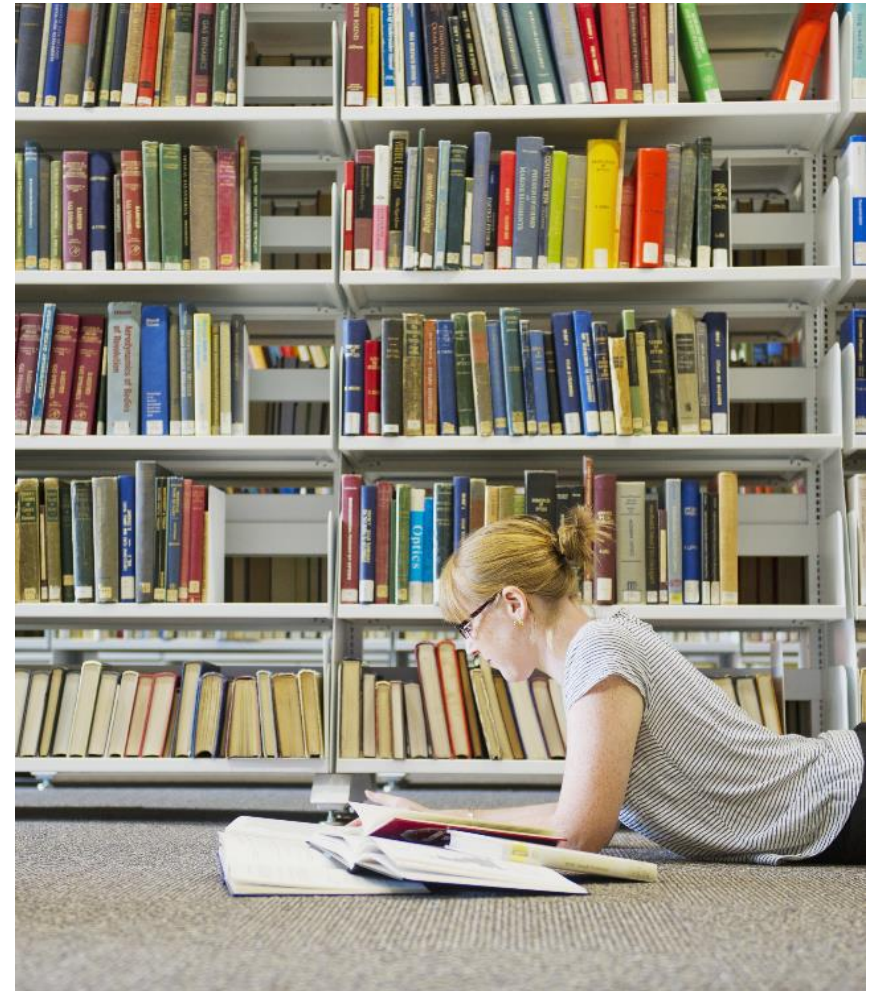
IT Strategy Review

Future IT Strategy

Final

Contents

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Project Overview	4
IT Strategy Structure	5
Potential Programs	17
Project Timeline	37
Quick Wins	41
Next Steps	42
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Background & Context

TCDSB is looking to refresh its existing IT Strategy and Roadmap for the next 3-5 years based on the updated Multi-Year Strategic Plan

Role of IT at TCDSB

**Learning
within
Schools**

**Core Business
Functions**

TCDSB's IT services acts as a pillar to its academic and business functions. IT is used to enable learning within the schools as well as an enabler for the delivery of core business services such as Finance and Human Resources for the organization.

TCDSB Information Technology

Project Objectives for TCDSB

**Refreshed Multi Year
Strategic Plan**

**Existing IT Strategy &
Customer Inputs**

**Budget, Legal and other
constraints**



Refreshed IT Strategy & Roadmap

**'Quick Wins' to obtain immediate
benefits and business value**

Project Overview

Deloitte undertook a multi-step approach to gather data, and identify relevant risks which form the basis of the overall recommendations towards TCDSB's strategic plan.

Data Gathering

**Workshops with
key individuals
from identified
functional
groups**

**Identified
Document
Review**

Deloitte took a multi-step approach to gather data with regards to the current state of IT Services and Support at the Board, consisting of workshops and meetings with the key functional groups, and a review of the current state documentation.

ICT Strategy

The gathered data was then used to identify some key findings and key risks which the Board needs to consider based on their current state. The analysis also reviewed the status of projects from the previous ICT strategy. This information along with some key trends in the education sector, were then used to identify some key recommendations for the Board to consider.

Key Findings

Key Risks

**Current status of previous
plan**

Key Education Trends

Key Recommendations in ICT Strategy

**'Quick Wins' to obtain immediate
benefits and business value &
Implementation Roadmap**

Board's IT Strategy

The IT Strategy is structured into six (6) main sections

Role of ITS in the Board

- ITS, in partnership with the Board, is a **Strategic Enabler** and contributes to the initiatives that **enable modern teaching and learning**

ITS Strategy

- Mission: To advance student and staff achievement and well-being by **leveraging relevant and enabling technologies** that motivate learners, fosters inclusion, inspires innovation and builds community

ITS Governance Model and Governing Bodies

- TCDSB ITS uses a **federated + distributed governance model**
- **Governing bodies** improve the decision-making process and streamline authority and accountability

ITS Organization Structure

- The ITS organization structure has **minimal reporting lines** to the CIO and has **empowered leadership**
- **Enterprise Architecture and PMO competencies** are critical components of the ITS organization

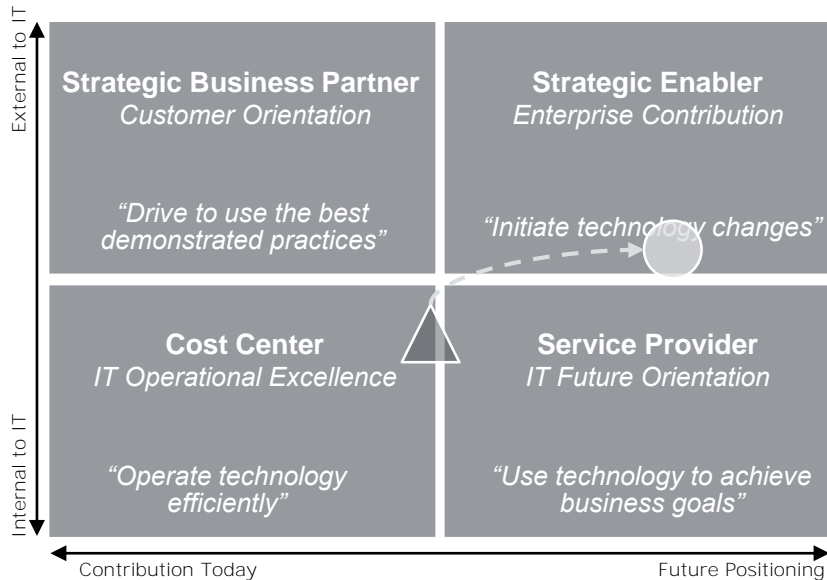
Project and Portfolio Management

- The five (5) key recommended steps will help TCDSB implement a Project and Portfolio Management strategy throughout the organization

Strategic and Quick-Win Programs

- ITS has to implement 18 recommendations towards achieving its goals and objectives

ITS, in partnership with the Board, is a Strategic Enabler / Service Provider and contributes to initiatives that enable modern work and learning







▲ Previous Role of IT ● Future Role of IT

TCDSB ICT:

- Initiates the changes and ensures technology is used in an effective manner
- Has a transparent culture
- Is integrated with the business, teaching and learning functions
- Works closely with the academic, and business functions to identify pain points and challenges; helps innovate to solve these challenges by using technology in a creative manner
- Defines potential of new IT solutions
- Tolerates some risk taking to encourage creative ideas
- Extends results through new approaches
- Applies research with assured quality
- Is focused on setting standards and processes
- Has a combination of visionary leaders and IT experts
- Manages and delivers on the IT service and solution life cycles

Being a Strategic Enabler / Service Provider, ICT's strategy is to support the Board to realize its mission, vision, and values



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Goals			
	Become a Trusted Strategic Business and Learning Partner	<ul style="list-style-type: none">• Proactive, Transparent and Accountable• Technology products and services are aligned with business and learning needs and challenges	
	Champion the adoption of processes and technologies that enable modern work and learning	<ul style="list-style-type: none">• Identify new processes and technology solutions for new and currently deployed processes, and advance the technology solutions for operational excellence	
	Establish effective communication strategies to help customers understand offerings and services	<ul style="list-style-type: none">• Effectively communicate with partners, business and academic functions to act as the primary services partner for technology serviced delivery• Client focused service and solution offerings including effective communication with clients on how to best utilize the offerings and obtain support	
	Develop employee resource strategy that focuses on IT professional and technical competencies	<ul style="list-style-type: none">• Organizational model and capacity aligns with demands• Governance methods to manage and prioritize requests• Knowledge, skills and attitudes are aligned with the Board and IT strategy• Talent recruitment and retention• Succession planning	

Delivering the strategy requires strict adherence to the guiding principles



Become a Trusted Strategic Business and Learning Partner



Champion the adoption of processes and technologies that enable modern work and learning



Establish effective communication strategies to help customers understand offerings and services



Develop employee resource strategy that focuses on IT professional and technical competencies

Guiding Principles / Enablers (who we are, how we work)



People

- Foster a culture of **collaboration, innovation, service excellence and continuous improvement**
- Efficiently utilize our **employees skills, talents and interests**
- **Build technical competencies** on current and emerging technologies
- **Facilitate leadership development** that support capacity building and succession planning
- **Develop and promote technical, soft and project management skills** to facilitate employee growth



Process

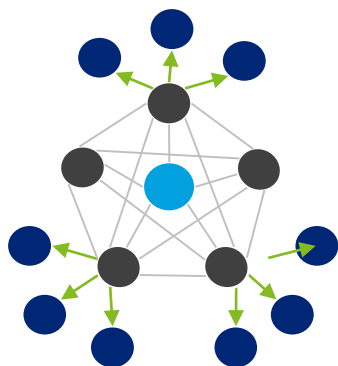
- Follow and communicate **governance and operating model that fosters delivery excellence**
- **Transparently engage, collaborate and communicate** with stakeholders
- **Actively manage the technology portfolio** by having stringent and measurable controls to ensure the identified projects are delivered with quality and within scope, timelines and budget
- **Apply project management principles** to the development and management of current and future projects
- **Achieve operational excellence across the Board** by optimizing efficiencies and actively managing technology products, services and operating processes



Technology

- Develop and deliver **quality products and services** that are architected to support cross organization integration
- Optimize technology investments to ensure **continued stewardship of the Board resources**
- Promote and deliver **environmentally responsible technology** and practices
- Develop and identify **quality solutions and products to fulfill business and academic needs**
- Review and **enhance current out of the box solutions** for Board needs, **obtain additional solutions** as needed, **retire solutions** which no longer fit Board's technology landscape
- Follow a **cloud first architecture**
- Develop an **enterprise architecture mindset**

TCDSB ICT should continue to use their federated + distributed governance model to improve decision-making and streamline authority and accountability



Federated + Distributed Governance Model

The ICT organization should follow a **federated + distributed governance model** and recognize that appropriate processes, people and relationships must be in place for effective governance

In doing this, ICT will be positioned to:

- **Enable** the development and delivery of an **unified ITS strategy and roadmap**
- **Drive standardization and consistency** of its technology processes
- Offer greater potential for **skills growth and specialization** among IT staff

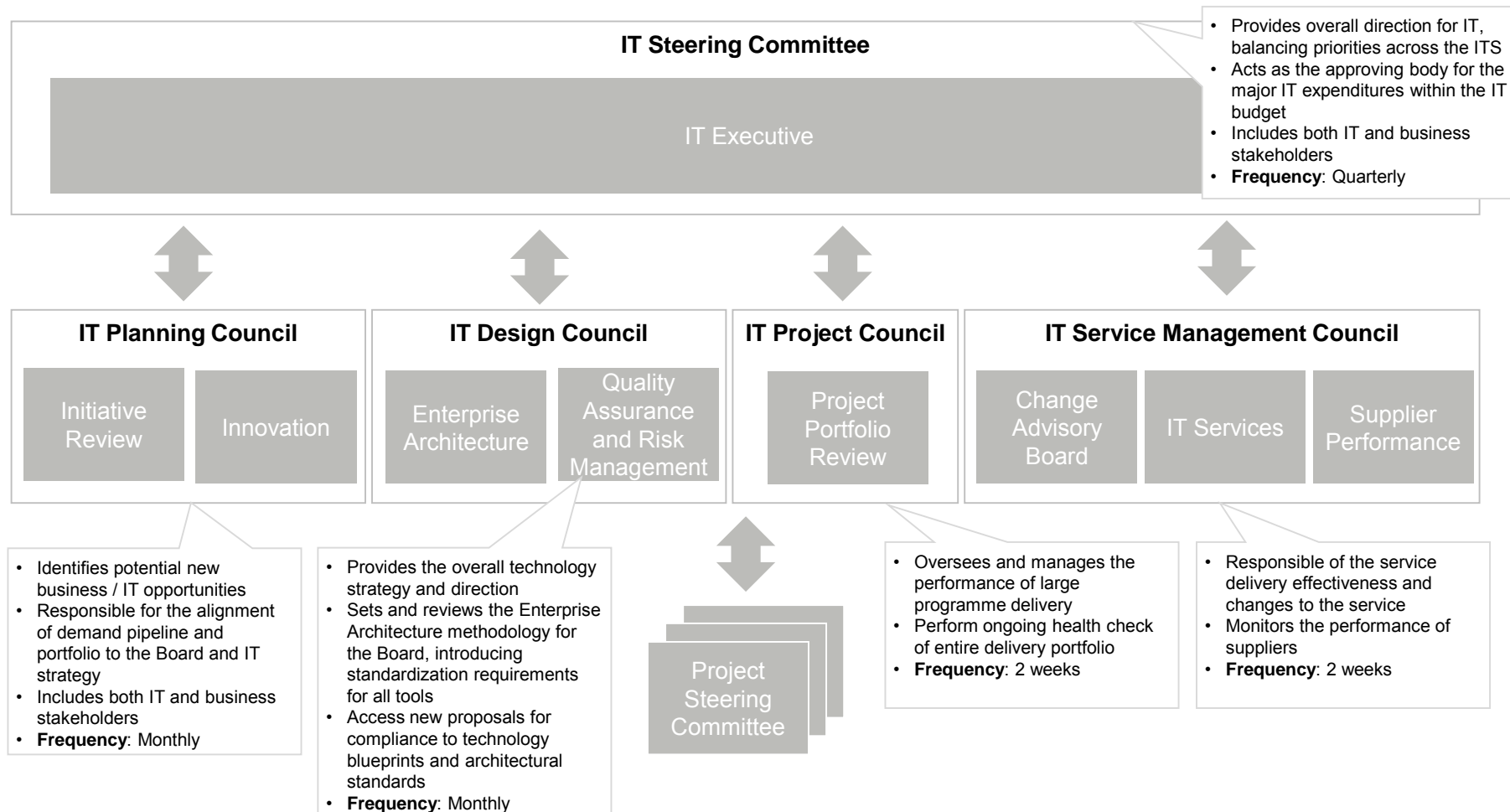
The distributed + federated model **partially aligns with the current ICT environment** and does not warrant a radical shift in operations

Rationale

The characteristics of the Federated + Distributed ICT governance model has various advantages:

- **Drives common standards** – The model facilitates the implementation of **common standards, policies and processes** across all ICT operations
- **Supportive of culture** – The model encourages **engagement and coordination** between technology personnel across all functions and continues to **support and strengthen the collaborative culture** that exists within the organization
- **Supportive of effective governance** – The model supports an effective governance regime as there is a **closer and at the same time distributed point of accountability for the ICT**

Governance specifies the decision-making authority and accountability to encourage desirable behaviors

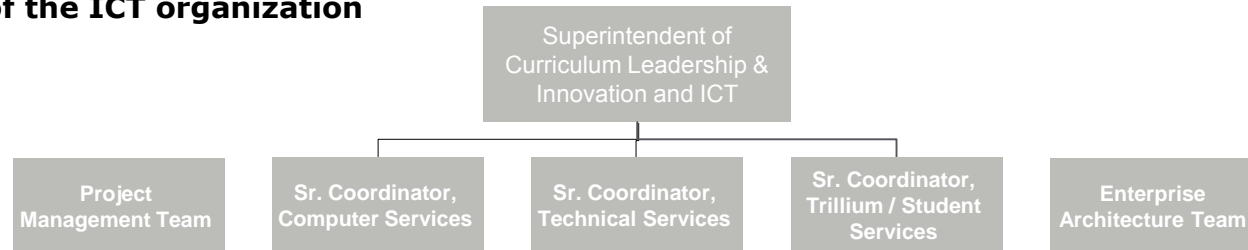


While most of the council's and committee's would be staffed with independent resources at different levels and from within different teams, they would need to work together in order to deliver on the IT Steering Committee's objectives



The ICT organization structure has minimal reporting lines to the ICT superintendent and has empowered leadership

The ICT organization structure has **minimal reporting lines** to the ICT superintendent and **provides more decision making authority** to the **superintendent's direct reports**. In addition, **Enterprise Architecture and Project Management (including Quality Assurance and Change Management) competencies are critical components of the ICT organization**



In doing this, ICT is positioned to:

- Have leadership focus on **ICT Strategy delivery**
- Offer greater potential for **leadership development**
- **Drive standardization and consistency** of its technology processes
- **Drives effectiveness and efficiencies** by **coordinating changes** in technology

The ICT Organization Structure aligns well with the **federated + distributed governance model**

Rationale

The characteristics of this ICT Organization Structure has various advantages:

- **Free Leadership to focus on ICT Strategy** – The model allows leadership to focus on the ICT strategy and overall direction for ICT within the Board
- **Supportive of Federated + Distributed Governance** – The model supports the implementation of governing bodies and processes required to enable the delivery of ICT strategy and roadmap
- **Drives common standards** – The model facilitates the implementation of **common standards, policies and processes** across all technology operations



Key Observations

- Proposed technology projects are not prioritized based on a specific criteria aligned with the board strategy, thus limiting the **ability to focus on work that drives the Board's strategy**
- There is no current Project and Portfolio management process to manage the vast number of technology projects being managed and run by the Board
- The project portfolio is not assessed periodically to evaluate contribution to the Board and IT goals and ensure continued alignment
- Lack of a holistic picture of current and future resource needs make it difficult to plan and identify key resource availability and assignment
- Some foundational components of project management are leveraged, however, the processes are not followed consistently and thoroughly thus limiting clear visibility into health of ongoing projects
- Accountability for projects is not clearly defined and communicated among business stakeholders and ITS
- Lack of a holistic project portfolio management exercise, results in a limited view of the projects taking place within the Board and the problems being solved

High Level Recommendations

- **Implement Enterprise Kanban Board (EKB):** EKB is a work management tool that an ITS organization can use to visualize its portfolio of projects and manage the flow of work through the delivery system
- **Develop the Project Portfolio Strategy:** Develop the Project Portfolio Strategy based on the ITS strategy and have specific objectives and quantifiable targets for the portfolio
- **Develop the Project Prioritization Model:** Develop the value and risk criteria used in the project prioritization process and establish thresholds and constraints
- **Develop an Employee Resourcing Strategy and Plan:** Develop an employee resourcing strategy and plan that highlights current and future resource and skills needed to best achieve the Board and ITS goals
- **Establish an IT Project Management Office (PMO):** Establish an IT Project Management Office (PMO) that initiate projects, monitor progress, measure performance, and facilitate decision making

Benefits

- These recommendations helps create value in three key ways:
 - Improve project evaluation, selection and budgeting processes
 - Improve resource allocation and resolve conflicts from interdependencies among projects
 - Establish greater controls over project execution and outcomes

Programs to “Enable ITS” to achieve the identified goals



	Program	Brief Description	Estimated Duration
A	Establish the Governance Structure	<ul style="list-style-type: none"> Establish a federated + distributed governance structure that is best suited to TCDSB ITS given its size, products and services provided, and Future Role of ITS 	3 months
B	Introduce a Tech Representative at the Director’s council	<ul style="list-style-type: none"> The Tech Representative role will be a part of the executive Board for the TCDSB and will be responsible for bringing strategic guidance for all IT planning and decision making purposes 	6 months
C	Develop the Project Portfolio Strategy	<ul style="list-style-type: none"> Develop the project portfolio strategy based on the ITS strategy and have specific objectives and quantifiable targets for the project portfolio Develop the value and risk criteria used in the project prioritization process and establish thresholds and constraints 	2 months
D	Develop a Cloud First Strategy	<ul style="list-style-type: none"> Develop the tools and methodologies to support the development of a cloud first strategy for new and current solutions, while becoming the single stop shop for all Cloud solutions 	6 months
E	Develop an Employee Resourcing Strategy and Plan	<ul style="list-style-type: none"> Develop an employee resourcing strategy and plan that highlights current and future resource / succession needs to best achieve the Board and ITS goals 	6 months
F	Establish an IT Project Management Office (PMO)	<ul style="list-style-type: none"> Establish an IT Project Management Office (PMO) that initiate projects, monitor progress, measure performance, and facilitate decision making 	3 months
G	Establish an Enterprise Architecture Function	<ul style="list-style-type: none"> Establish an Enterprise Architecture function that will provide the foundational framework to logically organize applications, infrastructure, and data into a standardized set of directives and process which enables ITS service delivery 	6 months
H	Establish an ITS Support Model	<ul style="list-style-type: none"> Establish an ITS support model that ensures support is provided efficiently and as per expectations 	3 months



Programs to “Enable ITS” to achieve the identified goals

	Program	Brief Description	Estimated Duration
I	Review the current software strategy	<ul style="list-style-type: none"> Review the current applications for rationalization and enhancement to newer versions of the same solution or different solutions to add additional functionality and capabilities Review should include SAP, eScribe, Web Portal, HCM, Trillium 	12 months
J	Develop a Document & Record Management Strategy	<ul style="list-style-type: none"> Establish a document storage and governance process, identify relevant tools to be used for document storage and retrieval 	24 months
K	Enable a Digital mobility/access anywhere strategy	<ul style="list-style-type: none"> Enhance the current mobility capabilities to beyond mobile phone and Wi-Fi delivery by enhancing applications to work on the multiple platforms and browsers (Digital workplace), and look at enhancing network access, VOIP 	12 months
L	Develop an enterprise data analytics culture	<ul style="list-style-type: none"> Increase the data collection from the different board applications, to be used as an input towards the implementation of a Business Intelligence solution for analytics and predictive modeling 	36 months
M	Introduce an Enterprise service management system	<ul style="list-style-type: none"> Introduce a Board wide system to log and track cases for the delivery of different services to the Board’s various stakeholders 	36 months
N	Implement a hardware lifecycle management policy	<ul style="list-style-type: none"> Implement a policy for the renewal of hardware assets owned by the board and deployed with the various schools, teachers and staff 	12 months
O	Implement a Disaster Recovery / Business Continuity Strategy	<ul style="list-style-type: none"> Disaster Recovery plans provide a step-by-step process for responding to disruptive events. Procedures should be easy-to-use in an effort to recover damaged IT assets. 	24 months

Programs to “Enable ITS” to achieve the identified goals



	Program	Brief Description	Estimated Duration
P	Implement a software and hardware vitality plan	<ul style="list-style-type: none"> Hardware and software vitality is an important part of the regular maintenance of the Boards infrastructure and software Maintaining vitality helps ensure the latest versions of software and firmware are deployed, and helps reduce the Board’s overall risk and increase security Review the hardware and software vitality to ensure the Board is either at the latest or latest – 1 version of the software and firmware 	12 months
Q	Implement an IT Asset Management Solution	<ul style="list-style-type: none"> The Board has a number of physical and software assets which are used to complete all its day to day activities Currently there is no software solution used to manage the assets in the lifecycles as well as track their usage across the organization Investigate and implement an IT Asset Management solution to manage the Board’s assets 	36 months
R	Implement a communication policy	<ul style="list-style-type: none"> Communicate the policies, its impact and processes to the different stakeholders 	6 months

Detailed Recommended Projects



How to read the recommendation details?

- Owner – Who within TCDSB would have overall responsibility for the implementation of the recommendation, and would have responsibility to drive the recommendation from inception to implementation
- Estimated Duration – Expected duration for the implementation of the recommendation for an **organization of TCDSB's size and IT maturity**
- Value – Business and Technical value / returns obtained as a result of implementing the recommendation
 - High – indicates a high return of value, and would help move TCDSB move forward towards its strategic goals the most
 - Medium – indicates a medium return of value, would move TCDSB forward towards its strategic goals but not as much as a high value recommendation
 - Low – indicates a low return of value, would move TCDSB forward by a smaller return compared to a medium value recommendation
- Effort – Amount of effort in terms of time and costs needed to implement the recommendation
 - High – indicates that either the cost of implementation or timeline for implementation of the recommendation is high due to there being a need for a specialized skill or resources
 - Medium – indicates that either the cost of implementation or timeline for implementation is of medium cost
 - Low – indicates that either the cost of implementation or timeline for implementation is lower or shorter compared to other recommendations and can be implemented either really quickly or with a very low cost or both
- Key Activities – Provides a summary of the possible steps that TCDSB and the recommendation owner would need to plan and take in order to implement the recommendation



A: Establish the Governance Structure

A	Establish the Governance Structure	Owner (Person, Governing Body)	Superintendent, ICT		
Details	<ul style="list-style-type: none">Establish a federated + distributed governance structure that is best suited to TCDSB ITS given its size, products and services provided, and Future Role of ITSEstablish decision-making authority and accountability through governing committees / councilsIn doing this, ITS will be positioned to:<ul style="list-style-type: none">Enable the delivery of unified ITS strategy and roadmapDrive standardization and consistency of its technology processesOffer greater potential for skills growth and specialization among ITS staff				
Estimated Duration	3 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	Medium
Key Activities					

The creation of an overarching IT governance council will need to be made for the entire overall organization in order to set a **standard for members and to ensure that there is a strategic alignment of technology with the Board's goals. Underneath this** central governance council there will be smaller governance councils for each of the different functions that will instill the objectives of the main council to their respective teams. There will also be several project steering committees to ensure that the direction and timeliness of different projects are following standards and that issues are resolved quickly.

Steps that need to be taken in order to refine the IT governance structure include:

1. Identify the roles and responsibilities for all attendees of the proposed governing bodies
2. Develop a communication plan to communicate the changes and impacts to the key stakeholders in the Board
3. Define the frequency and agenda of the meetings
4. Execute the communication plan and implement governance structures

The enhancement of the IT governance structure will require:

- The attendance of the tech representative and the leadership of both the academic and IT side to be present at the meetings of the main IT council
- The attendance of the tech representative and the leads of Technical Services as well as IT Infrastructure and Operations to be present at the sub council
- No dependencies on other projects exist

Note: Activities are based on a high level estimate and may be refined at a later date

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B: Introduce a Tech Representative at the Director’s council

B	Introduce a Tech Representative at the Director’s council	Owner (Person, Governing Body)	Superintendent, ICT		
Details	<ul style="list-style-type: none">The Tech Representative role will be a part of the Director’s council for TCDSB and will be responsible for bringing strategic guidance for all IT planning and decision making purposesThe Tech Representative will be responsible for executing the Board’s IT Vision and Strategic Roadmap as well as being an advisor to the Board with regards to IT/technology mattersThe role would be cross-functional to act as an advisor and a bridge to different academic and strategic units to ensure a strong uptake of technology as well as to ensure funding and utilization of current solutions				
Estimated Duration	6 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	Medium
Key Activities					

- In order to fill the Tech Representative role members of the organization will need to:
- Develop a business case for the reasons why the organization requires a Tech Representative (e.g. to ensure the alignment of the IT Strategy with the overall strategy of the Board, to communicate the Board’s IT Strategic Roadmap to all stakeholders)
 - Present the business case for appropriate approvals
 - Identify individuals within the organization who can take on this role or if needed the external resourcing strategy
 - Identify impacts to the organization and develop a communication strategy
 - Execute resourcing strategy and select the candidate for the role
 - Execute the communications plan

In addition to the representation at other councils such as education council, having a tech representative at the Director’s council would ensure IT is abreast of any programs (IT impacting or dependent) and is involved from program planning. In addition, it will help ensure that any new programs or projects are aligned with the strategic direction of ICT and the Board. While presence at the Director’s council can help ensure IT is playing a strategic role within the organization, there also needs to be additional involvement of IT representatives within the other governance councils and decision making processes, to ensure project prioritization, planning and funding takes into account ICT’s current budget, capacity and roadmap.

C: Develop the Project Portfolio Strategy



C	Develop the Project Portfolio Strategy		Owner (Person, Governing Body)	Project Management Office		
Details		<ul style="list-style-type: none">Develop the project portfolio strategy based on the ITS strategy and have specific objectives and quantifiable targets for the project portfolioDevelop the value and risk criteria used in the project prioritization process and establish thresholds and constraints				
Estimated Duration		2 months	Value (High, Medium, Low)	Medium	Effort (High, Medium, Low)	Medium
Key Activities						

Developing an overall project portfolio strategy, will help ITS guide the selection and direction of the projects for the various academic and business units. The following activities would need to be completed to setup the strategy:

- Establish a project scoping, estimation, monitoring and scoring methodology to be used for the project portfolio
 - Determine a project scoping methodology which will be used to scope and define the objectives of all current and future projects
 - Develop a project estimation framework, which can be used to estimate the project timeline and plan against
 - Develop a monitoring strategy to continuously collect information, track the progress of a project and report on it
 - Develop a scoring methodology which can be used to score the current and future projects and use this information to confirm staffing, resources and timelines
- Establish the throughput and delivery capacity for ITS to deliver on the Board's projects**
- Develop a project scoring methodology
- Identify the Strategic Alignment for the projects and update scoring accordingly
- Score the projects to be delivered

Gartner identifies the following products as leading IT Project and Portfolio Management solutions, which TCDSB should consider – Planview Enterprise, CA Technologies PPM, Changepoint, Microsoft Project Server

Note: Activities are based on a high level estimate and may be refined at a later date

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D: Develop a Cloud First Strategy



D	Develop a Cloud First Strategy		Owner (Person, Governing Body)	Enterprise Architecture	
Details	<ul style="list-style-type: none">Develop the tools and methodologies to support the development of a cloud first strategy for new and current solutions, while becoming the single stop shop for all Cloud solutionsThe TCDSB needs to look at the cloud as a possible solution to many of its data storage and sharing problems. Utilizing the cloud will be able to solve most of the IT Infrastructure Management issues the board faces				
	Estimated Duration	6 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)
Key Activities					

Steps to develop a cloud implementation strategy include:

1. Educate the IT staff on cloud and its related technologies
2. Educate the rest of the organizations to the advantages of using the cloud
3. Introduce IT as the one stop shop for all technology related solutions, to ensure the Board can benefit from economies of scale, and a common brokerage model
4. Develop a cloud strategy, and review the current applications and their ability to move to the cloud
5. **Make it "cloud first" for any new projects: when a new application is needed, start by considering cloud-based solutions first**
6. Move test and development to the public cloud
7. Review the IT maintenance schedule
8. Utilize the project planning team to identify workloads to migrate
9. Hire an expert provider to spearhead the project who can assist with tasks from risk assessment to strategy development
10. Plan for ongoing cloud support needs
11. Build the migration and integration project plan

Using IT as the common brokerage for all infrastructure and solution needs will ensure the Board does not have shadow IT within the Board i.e. the business does not go and purchase services directly from vendors with little attention being paid to security, enterprise architecture and achieving economies of scale.

Note: Activities are based on a high level estimate and may be refined at a later date



E: Develop an Employee Resourcing Strategy and Plan

E	Develop an Employee Resourcing Strategy and Plan		Owner (Person, Governing Body)	Superintendent, ICT, HR	
Details		<ul style="list-style-type: none">Develop an employee resourcing strategy and plan that highlights current and future resource / succession needs to best achieve the Board and ITS goalsEstablish the succession planning process that ensures that knowledge and expertise are transferred to others in the organization			
Estimated Duration	6 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	Medium
Key Activities					

Key steps to develop an employee resourcing plan:

1. Link Strategic and Workforce Planning Decisions to develop staffing needs including identifying full time v/s contractor needs
2. Analyze and identify skills and resourcing gaps
3. Identify Talent Pools: Assess competency and skill levels of current workforce
4. Develop Succession Strategies:
 - Identify retention and development/learning strategies including coaching/ mentoring and assessment/ feedback
 - Implement Succession Strategies
 - Implement development/learning strategies (e.g., planned job assignments, formal development)

As a part of the employee resourcing strategy, develop an employee growth /retention plan as well:

- Conduct a Self-assessment: A manager and employee sit down to explore his or her knowledge, skills and abilities, as well as past experiences, accomplishments and interests.
- Individualized career map: Create an individualized career map that involves identifying other positions within the organization that the employee may be interested in. The position may be a lateral move into a different job family or a **promotion. In either case, the position should capitalize on the employee's past experiences, interests and motivation while** at the same time requiring the employee to develop a certain degree of new knowledge, skills and abilities (KSAs) to give him or her something to work toward and stay engaged.
- Training plan: Develop an individual training and certification plan with employees to ensure there is continuous updation of their skills and soft skills. Track their progress on the plan and use as a part of their growth plan.

Note: Activities are based on a high level estimate and may be refined at a later date

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F: Establish an IT Project Management Office (PMO)



F	Establish an IT Project Management Office (PMO)	Owner (Person, Governing Body)	Superintendent, ICT		
Details	<ul style="list-style-type: none">Establish an IT Project Management Office (PMO) that initiate projects, monitor progress, measure performance, and facilitate decision makingIntroduce Quality Assurance (QA) and Change Management (CM) capabilities within the Project Management Office to ensure Quality Assurance and Change Management are a core part of any program or project delivery				
Estimated Duration	3 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	High
Key Activities					

In order to create this office, staff who possess key competencies in project management and staff who are interested in taking on project management responsibilities will be brought in from their respective teams. This newly created team will be informal as no changes will be made to existing departments. Some key initiatives that this group can undertake can include: creating repositories for documentation material, introducing standards and processes to enhance project management methodology and reporting metrics, and creating a detailed dashboard which outlines ongoing projects, resource allocations, budget variance, define quality assurance and change management processes.

In order to establish the PMO the following steps need to be done:

- Define roles and responsibilities for all members of the group
- Identify existing staff who have PM, QA and CM expertise and develop a communication plan for other members who would like to join the working group
- Perform an assessment of the current standards, processes, tools and templates
- Research formal tools and processes that can be used to generate specific reports
- Develop recommendations and execute PM, QA and CM standards on an ongoing basis
- Initiate vendor and service management processes as a part of the PMO activities
- Identify the need for additional resources, while trying to maintain a 1 PM for every 3-4 major programs ratio

The establishment of a Project Management Working Group will require:

- Interest of existing team members to join this group and be a part of PM, QA and CM activities
- Ability and time to take training for interested team members
- Ability and time to deliver training to interested potential team members

Note: Activities are based on a high level estimate and may be refined at a later date



G: Establish an Enterprise Architecture Structure

G	Establish an Enterprise Architecture Function	Owner (Person, Governing Body)	Superintendent, ICT
Details	<ul style="list-style-type: none">Establish an Enterprise Architecture function that will provide the foundational framework to logically organize applications, infrastructure, and data into a standardized set of directives and process which enables ITS service delivery		
Estimated Duration	6 months	Value (High, Medium, Low)	Effort (High, Medium, Low)
		High	Medium
Key Activities			

The Enterprise Architecture function can be created through existing IT personnel resources with the designated staff being given additional tasks and responsibilities i.e. undergoing an organization redesign or by recruiting additional resources. The structure of the team will consist of an Enterprise Architecture Lead, Solution Architects, Infrastructure Architects and Project Teams. **The Enterprise Architecture Lead role will be responsible for developing and managing the Board’s IT Enterprise Architecture.** This role will manage the Solution Architects and the Infrastructure Architects who will be taken from a resource pool within the Technical Services teams. These teams will then manage project teams who can be taken from the remaining IT staff and resources.

Steps that can be taken to establish this function include:

- Define roles and responsibilities for members of the Enterprise Architecture team
- Identify existing staff who have competencies required for each role
- Identify skills gaps and address through training or recruitment
- Assign enterprise architecture roles and responsibilities to identified staff resources
- Ongoing review and enforcement of the architecture processes and standards

The establishment and maintenance of an Enterprise Architecture function will require:

- Training to address skills gaps
- Capacity of existing staff to work on EA tasks with no impact on their day to day responsibilities
- Recruitment of additional resources to support EA tasks

Note: Activities are based on a high level estimate and may be refined at a later date

H: Establish an ITS Support Model



H	Establish an ITS Support Model	Owner (Person, Governing Body)	Senior Coordinators, ICT		
Details	<ul style="list-style-type: none">Establish an enhanced ITS support model that ensures support is provided efficiently and as per expectationsDevelop support plans for business v/s academic staff, and provide trainings to staff on new hardware and software technologies				
Estimated Duration	3 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	Medium
Key Activities					

Steps that TCDSB can undertake to improve the support model are as follows:

1. Identify all of the services that IT support provides to all members of the organization
2. Identify and clarify roles and responsibilities that each member of the help desk and technicians possess
3. Develop and define service level objectives (SLOs) and key performance indicators (KPIs) for all major technology services
4. Monitor performance against these objectives on a frequent basis
5. Enhance the current IT Support Model that outlines the processes, workflows, support levels, and tools used for providing support to technology service users
6. Create a budget plan and develop a roadmap and implementation timeline for this update to the model
7. Create a reporting tool that will identify key indicators (e.g. most frequent issues, calls logged per day, and resolution times)
8. Develop a communication plan to communicate the changes to the technology support model and service level objectives
9. Communicate to all stakeholders of the organization and emphasize that tickets that are not logged in the ITSM system will not be looked at and therefore not be resolved
10. Conduct training for newly issued initiatives for the IT support staff
11. Develop and implement a process for ongoing review and continuous improvement of IT services including collecting information for further analysis (using the analytics solution) to identify areas where additional support is needed

The success of this initiative will depend on:

- The ability and resources to train the support staff
- Efficient use of staffing resources to alleviate current workload and to be able to implement the new changes
- The cooperation of all members of the TCDSB to understand and adhere to the communication plan

Note: Activities are based on a high level estimate and may be refined at a later date

I: Review the current software strategy



I	Review the current software strategy		Owner (Person, Governing Body)	Superintendent, ICT	
Details		<ul style="list-style-type: none">Review the current applications for rationalization and enhancement to newer versions of the same solution or different solutions to add additional functionality and capabilitiesReview should include SAP, eScribe, Web Portal, HCM, Trillium			
Estimated Duration	12 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	High
Key Activities					

Some of the Board's solutions do not fully support the business needs for the various business units, a few of these are by design, while some are due to new features added by vendors in newer versions of the products. ITS should conduct an analysis to review the capabilities and features of the software solutions being used against the expected functionality the solutions are expected to resolve. The review should include SAP, eScribe, Web Portal, Document Management Systems, Human Capital Management Systems, etc. ITS should follow the following steps to review and update the current strategy:

1. Identify all the software solutions being used by the Board, as well as additional tools requested by the business
2. Identify the different features and capabilities of the various software solutions being used or planned for usage
3. Develop the different business needs which these solutions are designed to solve, work with the business units to identify the different functions and activities the tools are used for
4. Perform a gap analysis to identify the appropriate set of solutions which would need to be selected in order to fulfil the **business' mandate**
5. Identify and request the funding needed in order to undertake the required changes

The board is also leveraging Trillium to offer student services. As Trillium has been purchased by another vendor who has indicated a lack of interest in continuing with the development of the solution, the Board should take the following steps on an immediate basis:

1. Work with the relevant academic and business functions to identify the relevant business needs for the student information system solution
2. Conduct a market scan of potential solutions, and perform a review of the possible solutions against the requirements
3. Select and deploy the appropriate solution to replace Trillium

Note: Activities are based on a high level estimate and may be refined at a later date

J: Develop a Document & Record Management Strategy



J	Develop a Document & Record Management Strategy	Owner (Person, Governing Body)	Enterprise Architecture
Details	<ul style="list-style-type: none"> Establish a document storage and governance process, identify relevant tools to be used for document storage and retrieval 		
Estimated Duration	24 months	Value (High, Medium, Low)	High
			Effort (High, Medium, Low)
			High
Key Activities			

Steps to develop a document & record management strategy include:

1. Develop a governance process for the storage of documents and reports
2. Develop a data classification model for the different types of data generated by the organization
3. Identify the business requirements for a document management system
4. **Conduct a RFP process to identify an appropriate solution which can fulfil the Board's requirements**
5. Deploy the Document Management System via a PoC
6. Collect results from the PoC, which can then be used to update the solution offering
7. Deploy the solution for all employees

As a part of the Document Management Strategy, the Board should look to deploy additional information and communication strategies to communicate with the employees,

- The Board should identify the most commonly raised issues, which can be solved by a self service process and deploy a set of frequently asked questions
- The Board should upload process documents in a central location on the Document Management System and make it available for all employees to refer
- Create how to videos to help employees solve some frequent issues (especially with Trillium, SAP, etc.)
- Workflows can also be implemented as a part of the solution, to enable an automated approval process to be setup

Record keeping should be an essential component of the solution to ensure student records especially on special education are not lost

Note: Activities are based on a high level estimate and may be refined at a later date

K: Enable a Digital mobility/access anywhere strategy



K	Enable a Digital mobility/access anywhere strategy		Owner (Person, Governing Body)	Superintendent, ICT	
Details		<ul style="list-style-type: none">Enhance the current mobility capabilities to beyond mobile phone and Wi-Fi delivery by enhancing applications to work on the multiple platforms and browsers (Digital Workplace), and look at enhancing network access, VOIP			
Estimated Duration	36 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	High
Key Activities					

Board employees currently do not enjoy a consistent experience in accessing the various Board resources required by them to do their jobs. Most resources are accessible from Board computing devices (when they work), and are not accessible through other devices including Board provided handhelds. The Board and ITS must take the following steps to enable mobility and provide a consistent experience for the employees:

1. Review the current Wi-Fi deployment for fidelity and ease of access, ensuring it is available at all schools and all required locations within the schools and administrative offices
2. Review the bandwidth consumption at the various Board sites, identify the additional bandwidth requirements and work with the vendor to upgrade the available bandwidth. If required, the Board should consider introducing QoS to improve availability of bandwidth for critical functionality
3. Introduce VoIP based phone lines for all employees, including introducing a software based dialer on laptops versus actual physical hard phones
4. **Expand the availability and services provided by the Board's Citrix solution, to enable employees to access all Board resources even while using a non-Board device**
5. Introduce either mobile based websites or applications for employees to access relevant student and teaching data from their Board provided mobile phones when required

The Board would also need to work through an RFP process to identify the costs of implementing these solutions and budget for them as required.

Note: Activities are based on a high level estimate and may be refined at a later date

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L: Develop an enterprise data analytics culture



L	Develop an enterprise data analytics culture	Owner (Person, Governing Body)	Superintendent, ICT
Details	<ul style="list-style-type: none"> Increase the data collection from the different board applications, to be used as an input towards the implementation of a Business Intelligence solution for analytics and predictive modeling 		
Estimated Duration	36 months	Value (High, Medium, Low)	High
		Effort (High, Medium, Low)	High
Key Activities			

The Board collects a vast amount of data ranging from student scores to education delivered; in addition from a shared services perspective they also collect information on the types of challenges faced by employees to deliver their work. The Board should look at developing a data analytics culture within the organization, and can follow the following steps to achieve the same:

1. Identify the various types and sources of data being collected by the business
2. Identify additional sources of data not being currently collected, which could be used for analytics
3. Develop a metadata and big data architecture
4. Run a proof of concept to identify insights from the data already collected by the Board
5. Deploy a big data solution to analyze the different data the Board has and to develop insights to improve education

The Board should look at leveraging the analytical solution to analyze the various incoming calls to the IT Support Help Desk, create a staffing model based on high and low peaks of service demand from their customers and work to update staffing as needed, including bringing in external contractors during peak periods. The analyzed data can also help the Board identify the common areas where help is required by the employees, and create self help guides and how to videos to help employees resolve some of these issues on their own and without raising support cases

Note: Activities are based on a high level estimate and may be refined at a later date

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M: Introduce an Enterprise service management system

M	Introduce an Enterprise service management system	Owner (Person, Governing Body)	Superintendent, ICT, Governance Council		
Details	<ul style="list-style-type: none">• Introduce a Board wide system to log and track cases for the delivery of different services to the Board’s various stakeholders• Heat is an old system with limited functionality that should be upgraded so that it tracks all IT tickets• Currently the IT ticketing system is not used across the board and is therefore not able to accurately track all issues throughout the organization• Optimize the IT Service Desk				
Estimated Duration	36 months	Value (High, Medium, Low)	High	Effort (High, Medium, Low)	High
Key Activities					

The steps needed to upgrade the ITSM software to an enterprise wide solution include:

1. Identify your precise needs: The Board needs to identify the business needs from the solution including for special services
2. Evaluate service providers to identify which ones meet your needs and requirements as well as budget demands
3. Create a rough schedule: flexibility is important in reaching goals and planning out upgrades to make constant progress
4. Provide training to IT support and create training materials for end users for creating and submitting tickets

The steps needed to introduce a Board wide case management system:

1. Use a governance committee to setup a common understanding of the case management system and its leverage for all service staff including Special Education Services, HR/Payroll, Business Services, Planning and Facilities
2. Develop a plan that includes the deployment of the case management system

Steps to optimize the IT Service Desk:

1. Remove Sources of Waste to Become Effective and Efficient, examples of waste include:
 - Movement of work, information and materials: On-site visits to resolve incidents that could be resolved remotely
 - Unnecessary physical movement: printing information from one place, then re-entering it in another place
 - Reworking to correct mistakes: help desk interventions that were not done correctly or that do not solve problems
2. Try to eliminate these sources of waste by creating a value stream map which shows the flow of a process, highlighting information, inputs, outputs, controls and cycle times
3. Always start the process of value streams with the to-be state, then draft the value stream with the desired state
4. Generate recommendations and prioritize solutions and then create an improvement roadmap

Note: Activities are based on a high level estimate and may be refined at a later date



N: Implement a hardware lifecycle management policy

N	Implement a hardware lifecycle management policy	Owner (Person, Governing Body)	Superintendent, ICT		
Details	<ul style="list-style-type: none">• Implement a policy for the renewal of hardware assets owned by the board and deployed with the various schools, teachers and staff• A standardized refresh process to replace end-of-life devices and infrastructure on a 3-5 year cycle should be developed• A standard IT device catalogue should also be implemented				
Estimated Duration	12 months	Value (High, Medium, Low)	Medium	Effort (High, Medium, Low)	Medium
Key Activities					

Steps to update the device refresh plan:

1. Determine: Determine the technology awareness within the organization and perform a health check of the landscape
2. Design: Identify refresh candidates and options. Build a refresh strategy that includes how the technology is going to work, roadmaps, and risks involved
3. Develop: Once the overall refresh strategy is built, the next step is to plan for its implementation. This includes developing a detailed solution design, test planning, and building a Proof of Concept (PoC)
4. Deploy: Execute the strategy by testing and training the IT team to ensure that they know how to support the devices. Also, provide training guides for staff who will be using the devices. Rollout the new technology to the end users. Ensure to communicate that non standard devices will not receive IT support under any circumstance
5. Deliver: Decommission the old devices and capture feedback to improve solution designs in the future

Not implementing a hardware lifecycle strategy carries a high risk for the Board and introduces it to risks of poor performance, frequent breakdowns and increasing support costs.

Note: Activities are based on a high level estimate and may be refined at a later date

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O: Implement a disaster recovery / business continuity strategy



O	Implement a disaster recovery / business continuity strategy	Owner (Person, Governing Body)	Superintendent, ICT		
Details	<ul style="list-style-type: none">Disaster Recovery plans provide a step-by-step process for responding to disruptive events. Procedures should be easy-to-use in an effort to recover damaged IT assets.				
Estimated Duration	24 months	Value (High, Medium, Low)	Medium	Effort (High, Medium, Low)	Medium
Key Activities					

Steps to develop the disaster recovery plan:

- Before a detailed recovery plan can be generated a business impact analysis should be conducted to identify the IT services that support the organization's critical business activities. In addition a review of the Board's Business Continuity Plan should be done to ensure the Disaster Recovery plan is in support of the Board's BCP plan
- This project should be organized with acknowledgements to timeline, resources, and expected output
- Risk assessment should be conducted regularly and the backup site facility should be checked upon regularly
- Onsite and Offsite Backup and Recovery procedures should be reviewed, special care should be taken to review cloud based recovery options as well
- Develop of a Disaster Recovery Plan which includes the roles of staff members, communication plans, and scenario plans
- Conduct regular testing of the plan
- Maintenance and periodic inspection of the Plan through updates and review should be conducted on an ongoing basis

Update the Board's Business Continuity Plan

- ICT should take into consideration the Board's Business Continuity Plan while developing the disaster recovery plan
- Post the creation and upadation of the disaster recovery plan, ICT needs to leverage with the owners of the Board's Business Continuity Plan to update the plan and link it closely with the Disaster Recovery plan so that the two might work hand in hand in case of a disaster

Note: Activities are based on a high level estimate and may be refined at a later date

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P: Implement a software / hardware vitality plan

P	Implement a software / hardware currency plan		Owner (Person, Governing Body)	Superintendent, ICT	
Details		<ul style="list-style-type: none">• Hardware and software vitality is an important part of the regular maintenance of the Boards infrastructure and software• Maintaining vitality helps ensure the latest versions of software and firmware are deployed, and helps reduce the Board’s overall risk and increase security• Review the hardware and software vitality to ensure the Board is either at the latest or latest – 1 version of the software and firmware			
Estimated Duration	12 months	Value (High, Medium, Low)	Medium	Effort (High, Medium, Low)	Medium
Key Activities					

Steps to develop a vitality plan:

1. Conduct a application and hardware inventory exercise of all the deployed software and hardware within the Board
2. Identify the latest versions of the software's and applicable firmware's for each of the identified solutions
3. Perform a diff between the latest version features and capabilities versus the currently deployed versions
4. Analyze the information to come up with an update plan to bring the application and firmware currency to the latest acceptable solution option for the Board
5. Perform the upgrades and updates as required

Note: Activities are based on a high level estimate and may be refined at a later date

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Q: Implement an IT Asset Management Solution

Q	Implement an IT Asset Management Solution	Owner (Person, Governing Body)	Superintendent, ICT		
Details	<ul style="list-style-type: none">The Board has a number of physical and software assets which are used to complete all its day to day activitiesCurrently there is no software solution used to manage the assets in the lifecycles as well as track their usage across the organizationInvestigate and implement an IT Asset Management solution to manage the Board’s assets				
Estimated Duration	36 months	Value (High, Medium, Low)	Medium	Effort (High, Medium, Low)	High
Key Activities					

The Board should look to deploy an IT Asset Management Solution to track the various IT assets deployed by it with the various employees. This solution would need to work with the current SAP solution leveraged by the Board to track employees and their roles. The Board should take the following steps to deploy an IT Asset Management solution:

1. Identify the types of assets being leveraged by the Board in order to perform its duties
2. Identify the asset lifecycles for the various assets identified
3. Based on the identified assets and lifecycles processes, issue an RFP to identify a solution to be deployed
4. Deploy the Asset Management Solution
5. Transfer all the Asset Management data to the solution
6. Leverage the solution to track the various IT assets and assign them to the various Board employees as needed

Note: Activities are based on a high level estimate and may be refined at a later date

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R: Implement a communication policy



R	Implement a communication policy					Owner (Person, Governing Body)	Superintendent, ICT
Details	<ul style="list-style-type: none"> Current communication processes both internally and externally are leading to challenges that result in increased costs and impaired service performance. Better communication processes need to be put in place to drive productivity 						
	Estimated Duration	6 months	Value (High, Medium, Low)	Medium	Effort (High, Medium, Low)	Low	
Key Activities							
<p>Steps to develop an improved communication plan</p> <ul style="list-style-type: none"> Communicate directly with targeted staff in order to get the message across clearly and succinctly. Address why the information required is critical Send out concise messages to get the information across and use a central location on the intranet to upload and make available relevant information on commonly raised requests and tickets Require status reports from employees to determine what they have accomplished during the week. This will help monitor progress on incomplete projects. 							

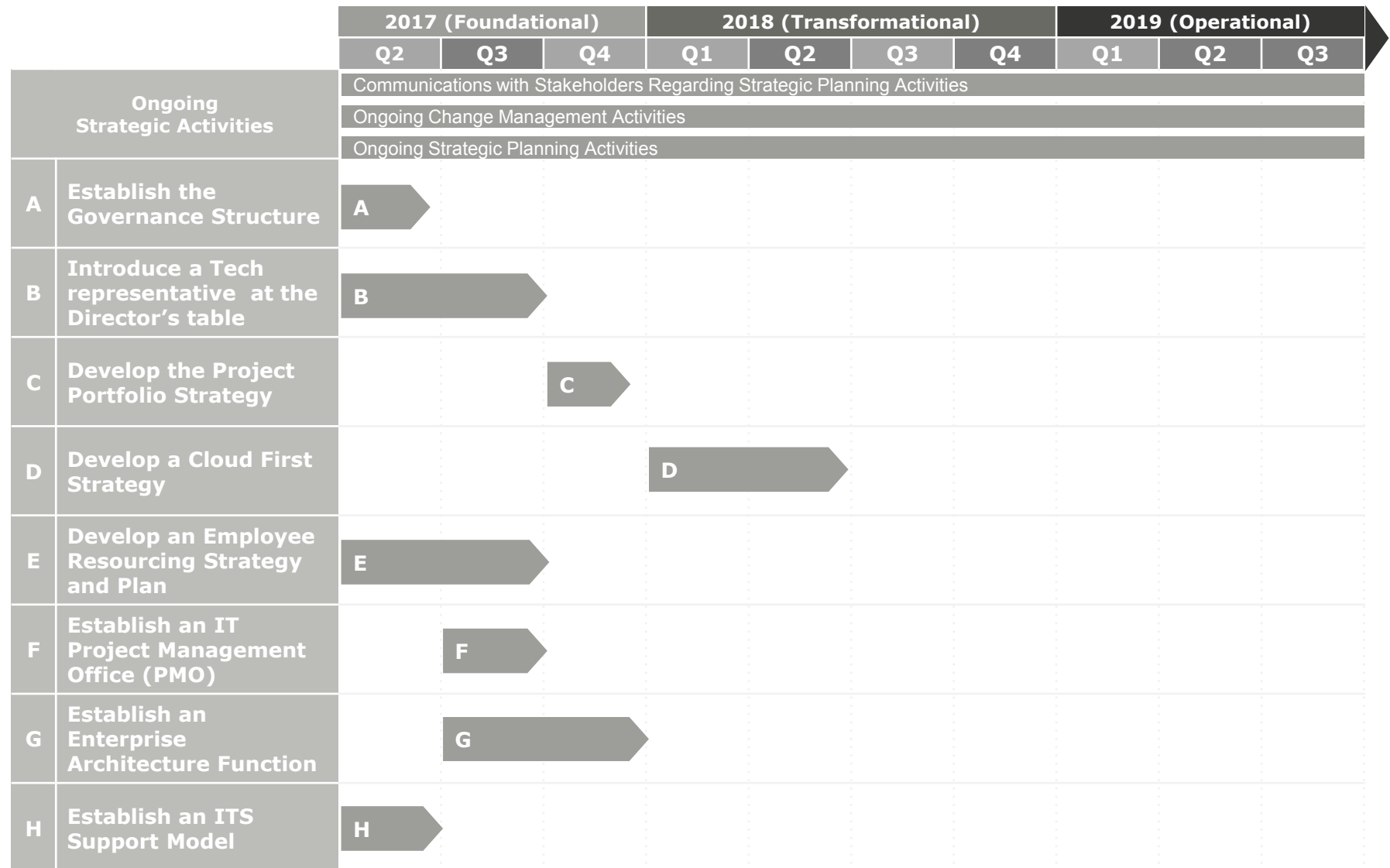
Note: Activities are based on a high level estimate and may be refined at a later date

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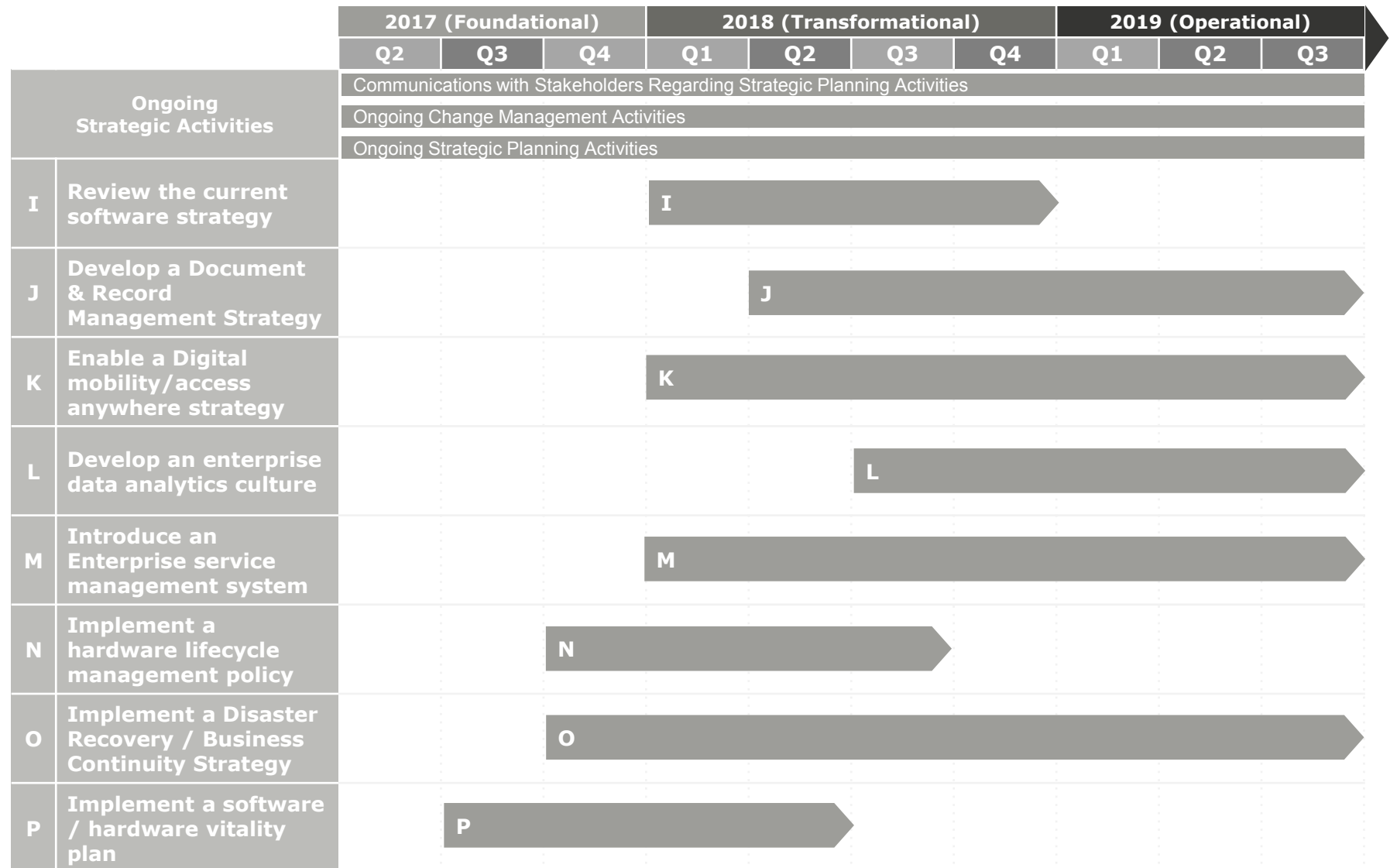
Program Timeline

And “Quick Wins”

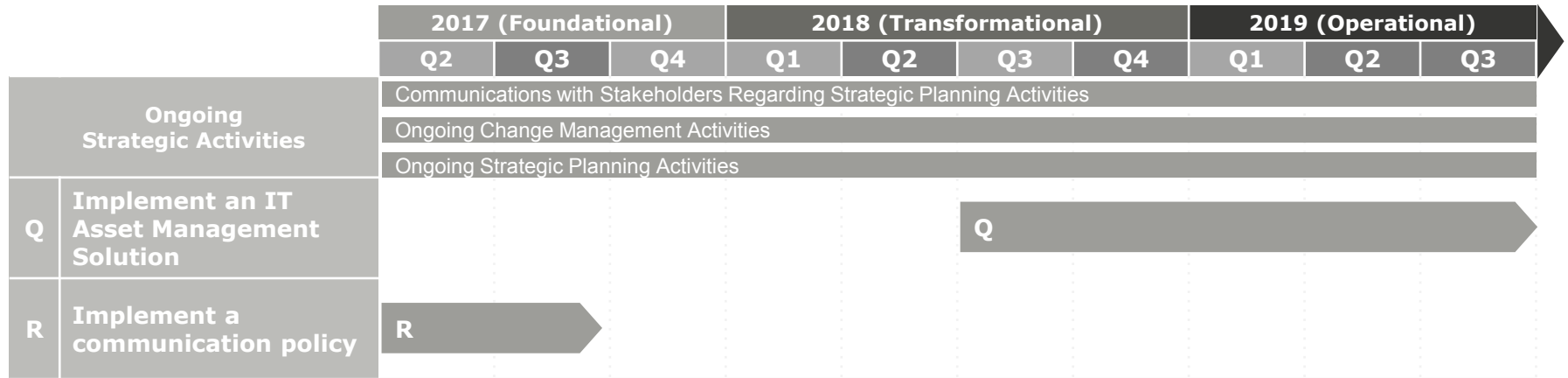
ITS Strategic Roadmap



ITS Strategic Roadmap



ITS Strategic Roadmap



Based on the roadmap and prioritization, the following initiatives were identified as the high-value “quick-wins” for the Board

Initiative	Initiative Name	Value	Effort
A	Establish the Governance Structure	H	M
B	Introduce a Tech representative at the Director's table	H	M
C	Develop the Project Portfolio Strategy	M	M
D	Develop a Cloud First Strategy	H	M
E	Develop an Employee Resourcing Strategy and Plan	H	M
F	Establish an IT Project Management Office (PMO)	H	H
G	Establish an Enterprise Architecture Function	H	M
H	Establish an ITS Support Model	H	M
I	Review the current software strategy	H	H
J	Develop a Document & Record Management Strategy	H	H
K	Enable a Digital mobility/access anywhere strategy	H	H
L	Develop an enterprise data analytics culture	H	H
M	Introduce an Enterprise service management system	H	H
N	Implement a hardware lifecycle management policy	M	M
O	Implement a Disaster Recovery / Business Continuity Strategy	M	M
P	Implement a software / hardware vitality plan	M	M
Q	Implement an IT Asset Management Solution	M	H
R	Implement a communication policy	M	L



Next Steps

1. Meet with the Board leadership on the future direction of ITS
2. Seek approval from the Board leadership and Human Resources on the changes required to the ITS organization structure
3. Communicate the future direction of ITS and the defined strategy within and outside of ITS
4. Define the governing body member roles and responsibilities and establish a federated + distributed governance structure
5. Communicate the ITS governance structure to the key stakeholders in the Board and schools (about the change and how the change will impact them)
6. Define responsibilities of new / updated roles required to deliver on the ITS strategy

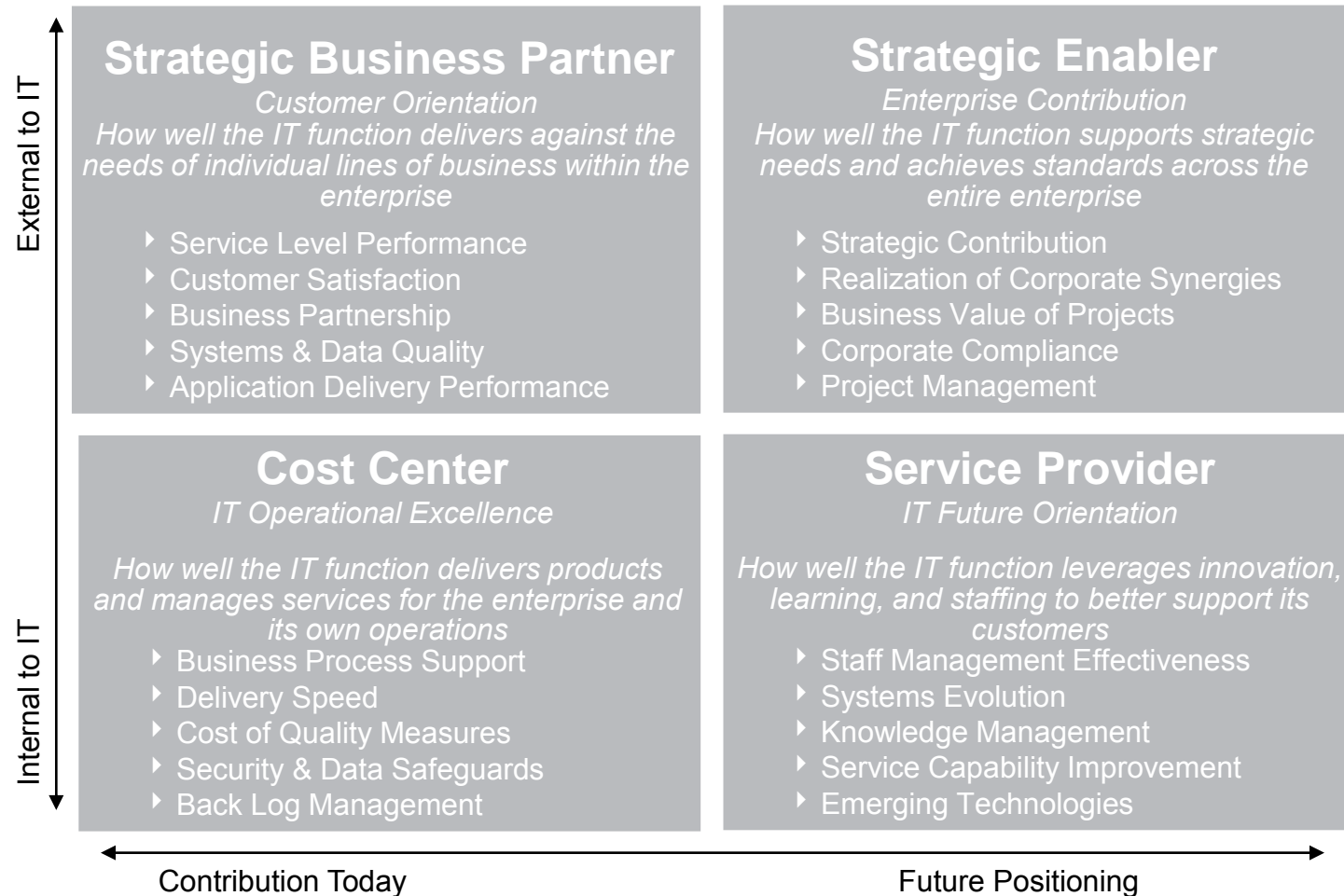
Appendix

Key Frameworks

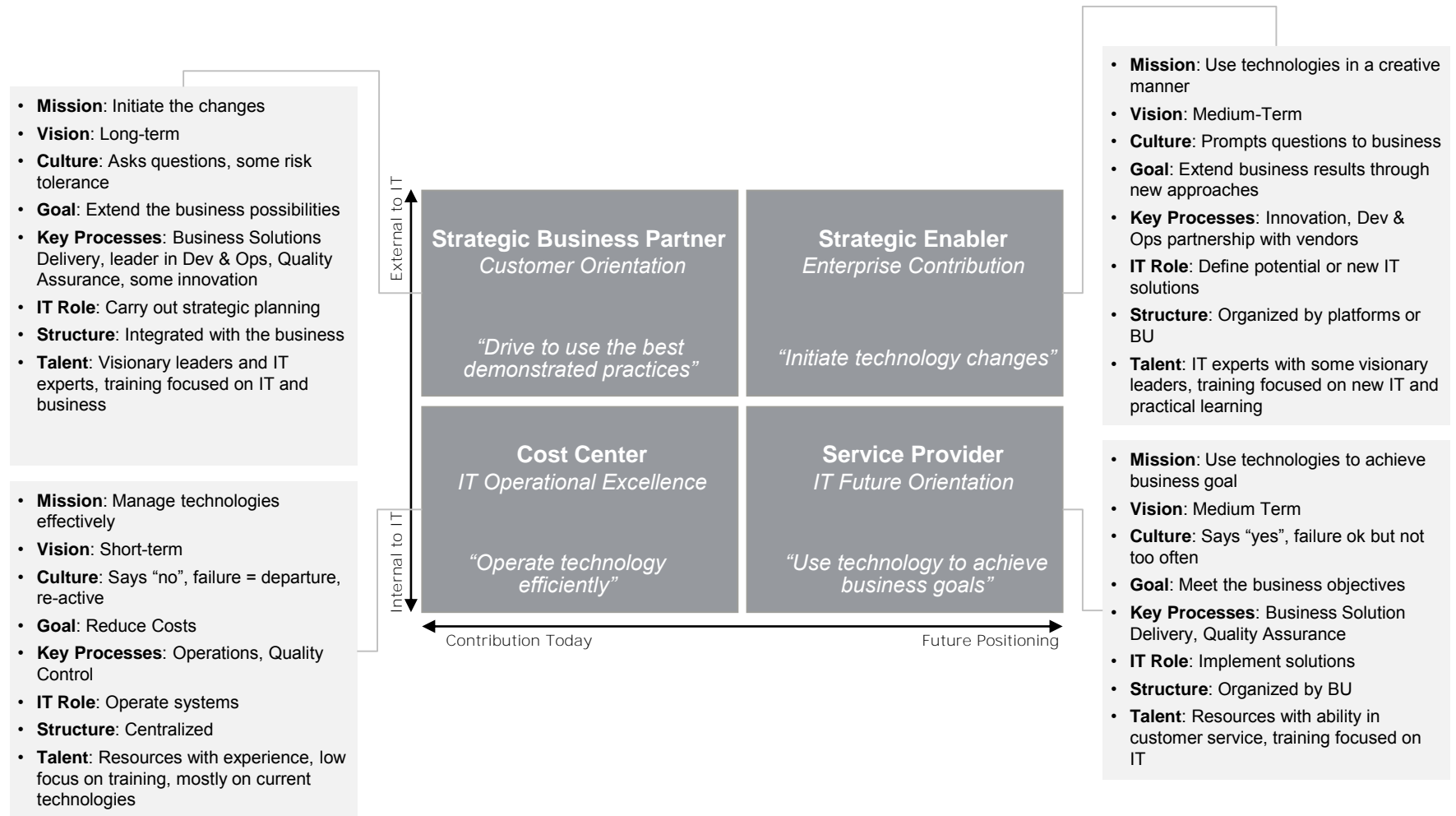
Deloitte's Role of IT Framework



Deloitte's Role of IT Framework was developed to help clarify target interactions with the business



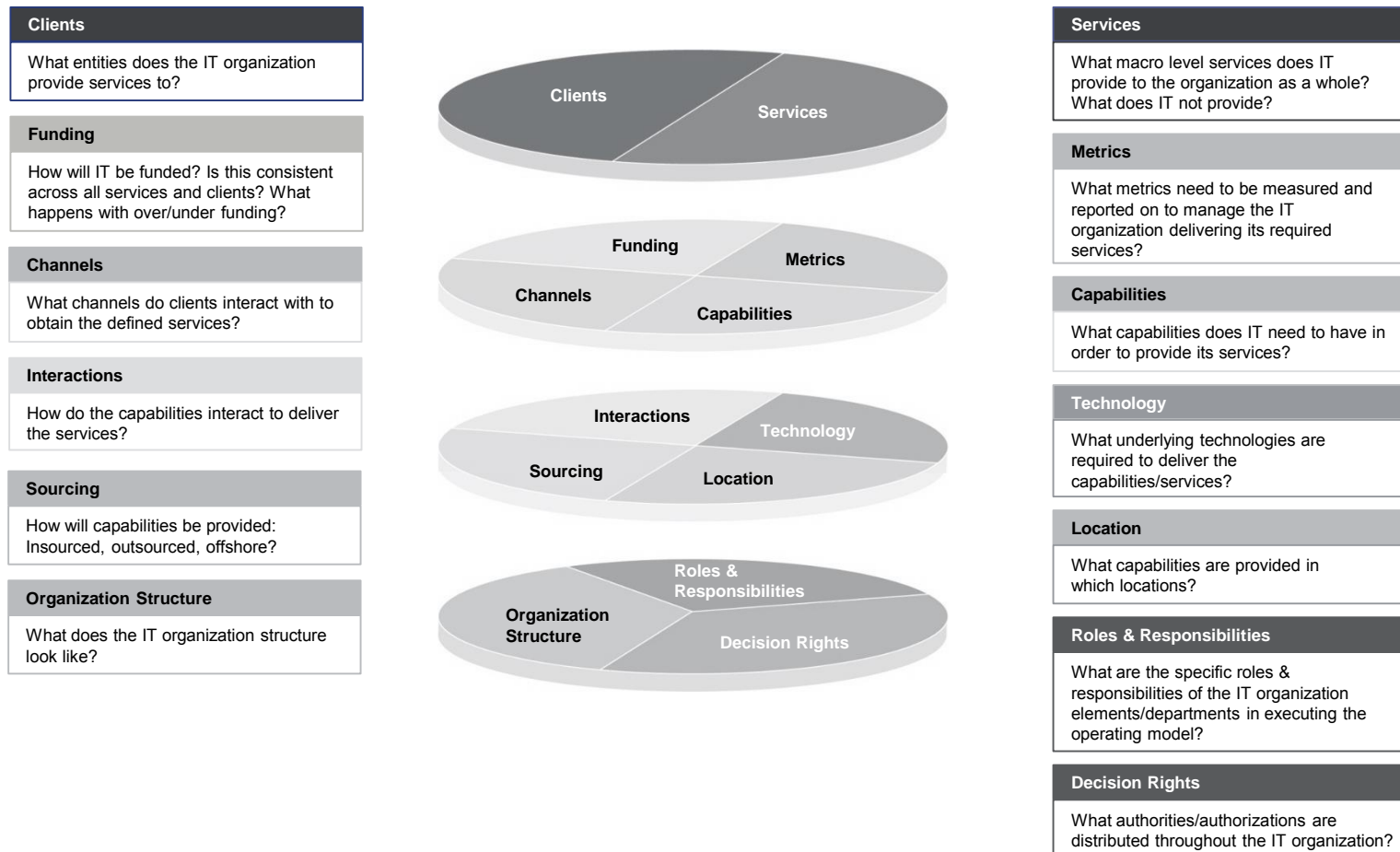
Defining the Future Role of ITS is an important first step in developing an ITS Strategy and Roadmap



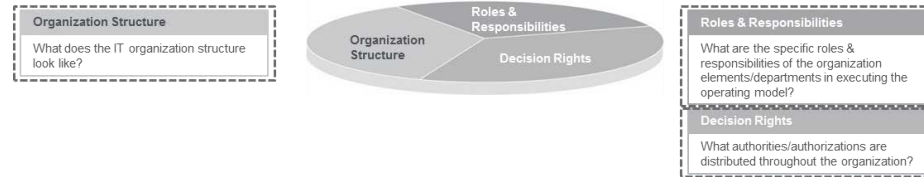
The Operating Model forms a critical link between the Board and ITS strategies and is the requisite foundation to deliver value



The ITS Operating Model depicts the critical dimensions of an effective ITS function including ITS organization, the services it delivers and the manner of this delivery. **It's** important to note that changes in one dimension may have an impact on other dimensions.



Governance describes the leadership, decision-making structure, processes, and accountability that determine how the ITS organization gets work done



Governance is the “What, Who and How”

- **What** decisions require formal management (i.e. what is ITS governing)
- **Who** is responsible and accountable for making IT decisions (i.e. which ITS governance bodies and roles are responsible and accountable)
- **How** these decisions are made and monitored (i.e. what are the relevant ITS governance processes)

Governance Essential Elements

Management Style

Collaborative
Consensus-Driven
Structured
Controlling
Entrepreneurial

Inform and influence the decision-making process

Management Style

Authorities, Structure and Accountability

Targets and Results

Process, Participation and Timing

Reinforcement

Decisions
Funding — Activities — Benefits

Decisions

Leadership
Allocating Capital
Monitoring & Control
Policy
Planning
Coordination & Compliance

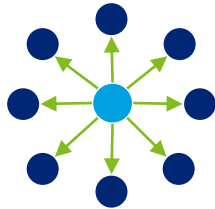
Drive business and governance objectives

Possible Governance/Organization Models for ITS

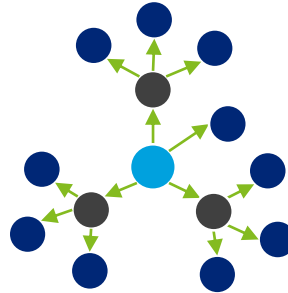


Governance Model Continuum

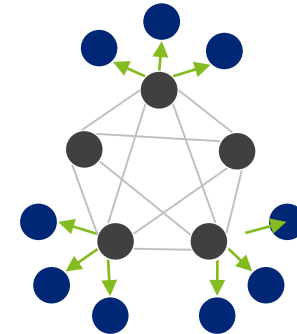
Centralized



Federated



Distributed

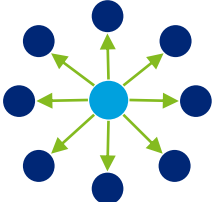
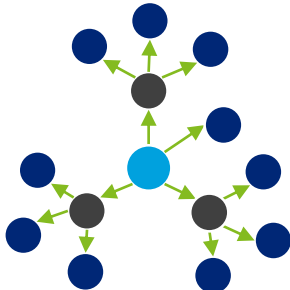
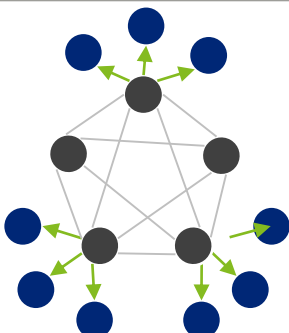


Characteristics

- Central authority guide policies to the various groups
- Decisions made quickly; leads to efficient operations at the expense of individual effectiveness
- Desirable for architecture, other IT-related standard maintenance where efficiency is highly valued
- Generates significant resentment and resistance from those not in the monarchy
- Central authority delivers coordination services, measures, project management and standards to IT groups
- Governance through committees
- Central authority controls back end and cost-related elements (e.g., infrastructure) while IT groups control other elements based on agility
- Large potential for synergies
- Efficiency and effectiveness depends on coordination, sharing of responsibilities and information
- IT groups decide as a group on all common issues, each with veto
- May gain some efficiencies when there is broad consensus
- Decisions made slowly; can easily devolve into anarchy
- Model is inefficient for delivery and management of enterprise-wide solutions

Pros and Cons of Centralized, Federated, and Distributed Governance/ Organization Models

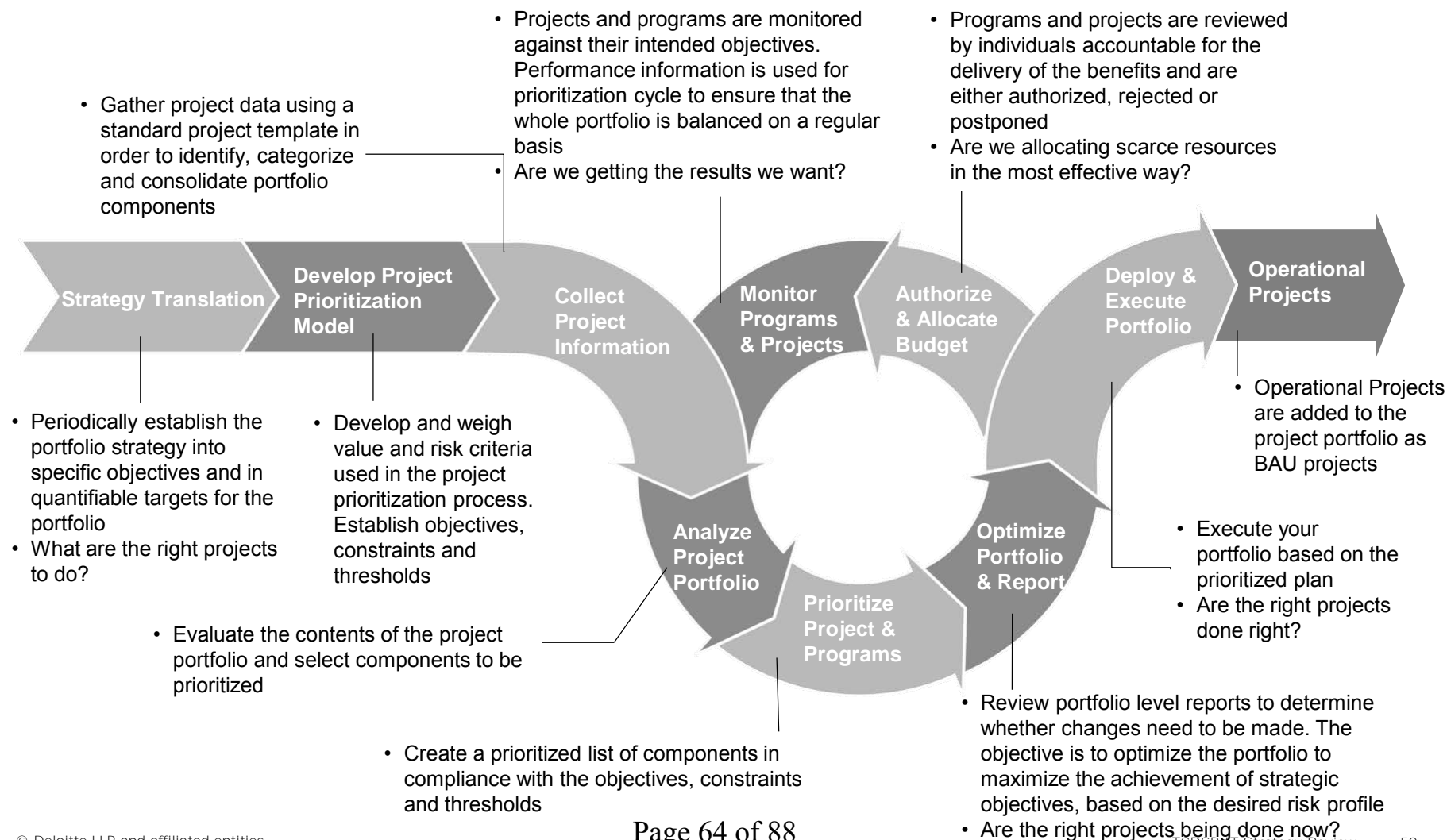


Governance Model Continuum			
	Centralized	Federated	Distributed
			
Pros	<ul style="list-style-type: none"> • Able to drive economies of scale and achieve reduced costs • Simple reporting structure, allowing for easier controls and supervision • Ideal when specialized resources / knowledge are required • Inherent sharing 	<ul style="list-style-type: none"> • Combines benefits for both centralized and distributed models • Facilitates sharing on certain topics • Gains in resource efficiencies, reduced costs • Balances central and local needs • Drives standardization and consistency of IT processes • Large potential for synergies • Reduces redundancies within organization 	<ul style="list-style-type: none"> • Driven by demand, customer satisfaction, and/or financial metrics • Responsive to local needs • Facilitates sharing • Improves expertise overall • Allows for more flexibility in resource deployment
Cons	<ul style="list-style-type: none"> • Traditionally less flexible • Organizational efficiency may be a challenge • Isolated from the business • Less responsible to specific needs 	<ul style="list-style-type: none"> • Requires strong governance • Can be viewed as bureaucratic • Potential for slower decisions • Reduces flexibility and agility of standardization of IT services across the organization 	<ul style="list-style-type: none"> • Managerial control and coordination may be more difficult • Potential for frustration • Potential for duplication and thus increased costs • Difficult to share expertise • Architectural diffusion • Isolated best practices

Project Portfolio Management (PPM) is a collection of strategies and applications that integrate people, processes, and technology



Following portfolio management capabilities and processes provide a useful mechanism to analyze current processes

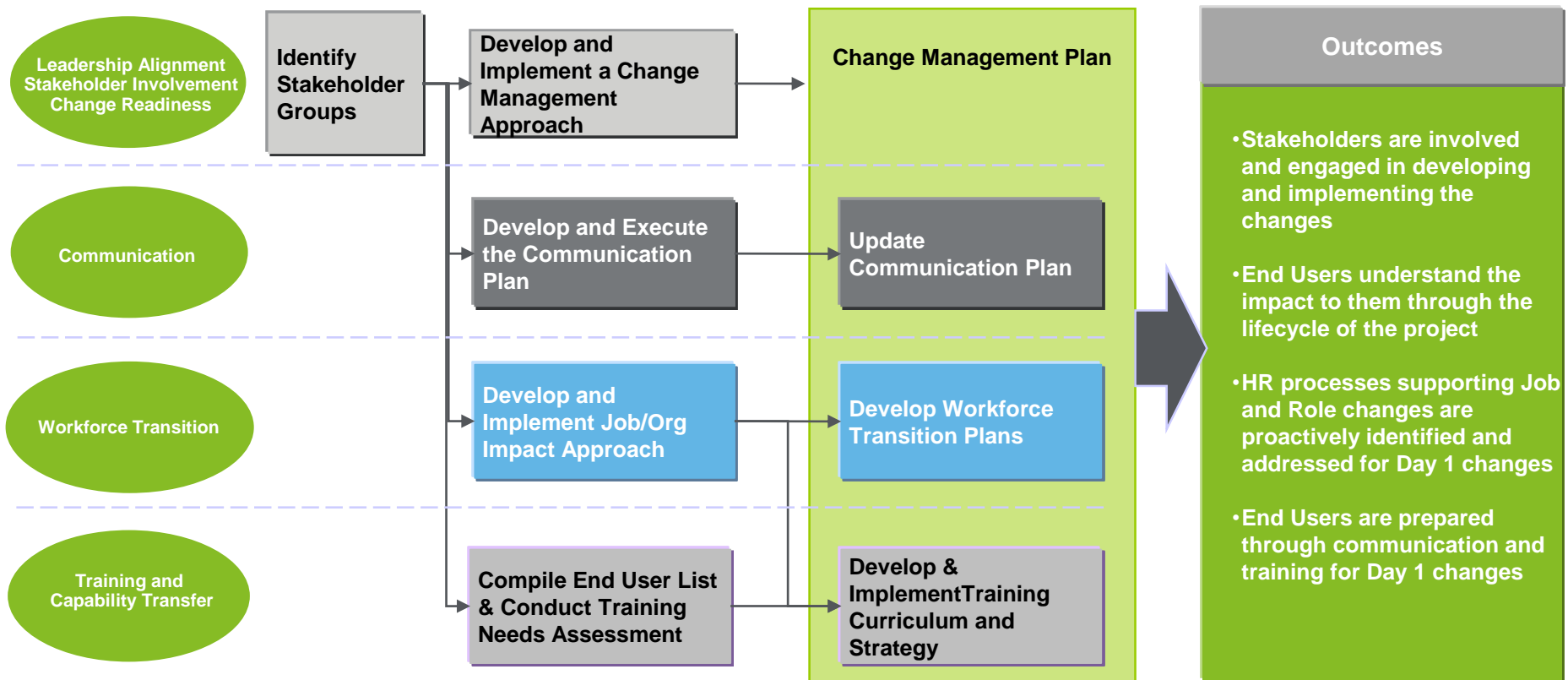


Appendix

Change Management

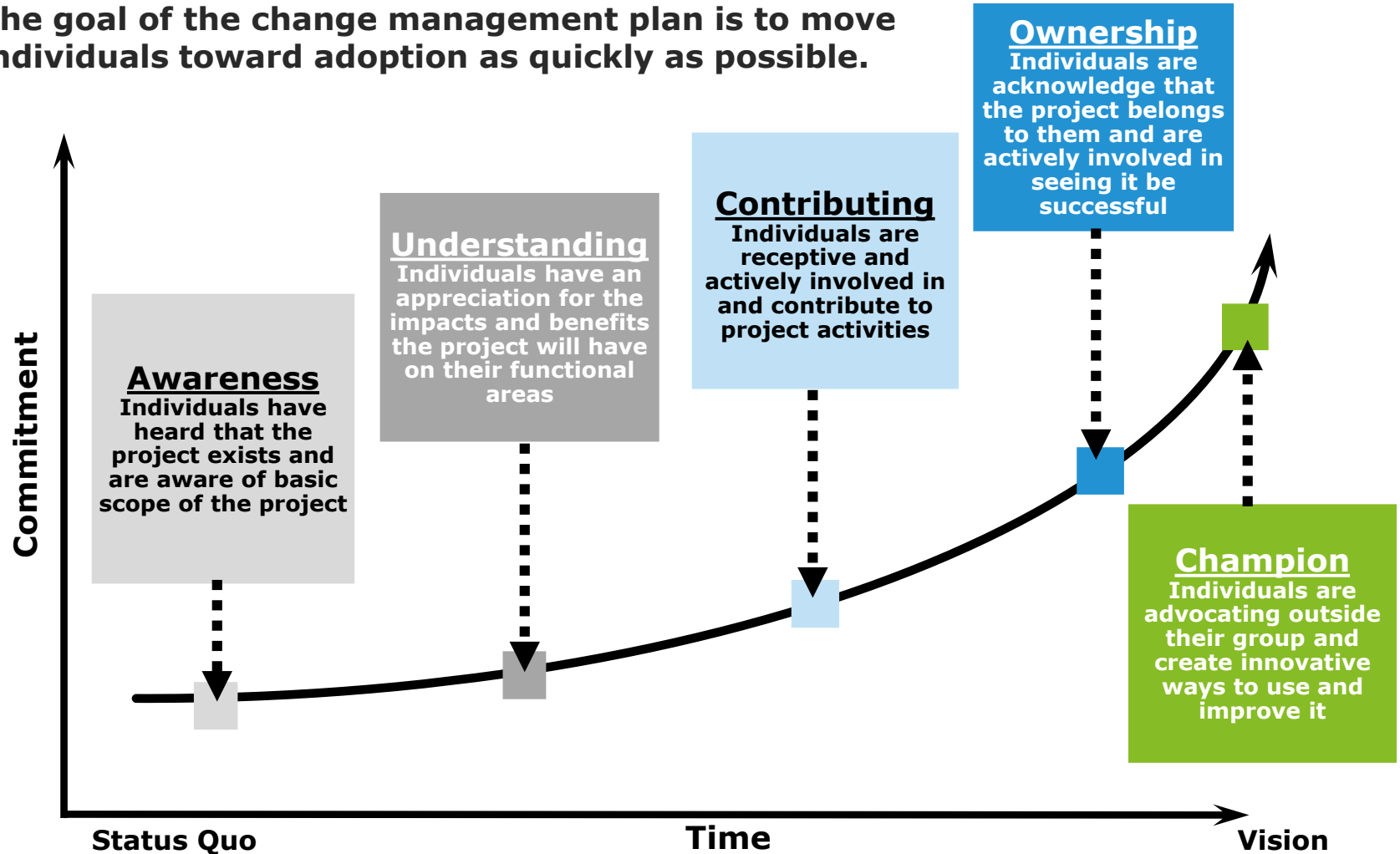
Change Management Approach

The change management approach starts with a clear identification of the user groups and the specific impacts each group will experience as a result of this implementation. The **change readiness plan** will encompass **communication, workforce transition and training** activities designed and executed to address each group's specific needs.



Change Adoption Curve

The goal of the change management plan is to move individuals toward adoption as quickly as possible.



Appendix

Culture Change

Culture Transitions – making successful shifts happen



Phase I

Confirm the culture challenge

- Identify business need and cultural challenge



- Define current profile – i.e. “where you are”. Using various data such as the Deloitte CulturePath assessment tool



Phase II

Define your culture ambition

- Define target culture – i.e., “where you want to be”

- Select levers that will support culture transition

Behaviours



Systems

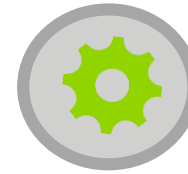


Symbols



- Define culture transition plan

Culture Transition plan



Phase III

Execute and make it stick

- Execute Culture Transition Plan and make it ‘stick’



- Apply different levers to make culture transition stick

- Measure and monitor progress



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APPENDIX B: Project to Program Alignment										
Program ID	Program Title	Project ID	Project Title	Start Year	Priority	Seq	Req	One Time Costs	Ongoing Costs	Status
A	Establish the Governance Structure	A1	Hire CIO	2017-18	1	1		\$0	\$170,000	In Progress
A	Establish the Governance Structure	A2	ICT Organization Restructuring Plan	2017-18	2	5	E	\$0	\$0	Not Started
A	Establish the Governance Structure	A3	Governance Committees - Re-envision	2017-18	2	2	A1	\$0	\$0	Not Started
A	Establish the Governance Structure	A4	Implement - ICT Organization Restructuring Plan	2018-19	2	9	A2	\$0	\$500,000	Not Started
B	Introduce a Tech Representative at the Director's council	B1	CIO regular attendee at Director's Council	2017-18	2	1	A1	\$0	\$0	Not Started
C	Develop the Project Portfolio Strategy	C1	Project Portfolio Cross-functional Governance Committee	2017-18	2	3	A3	\$0	\$0	Not Started
C	Develop the Project Portfolio Strategy	C2	Establish Project Portfolio Framework	2017-18	2	4	C1	\$20,000	\$0	Not Started
C	Develop the Project Portfolio Strategy	C3	Implementation of Project Portfolio Strategy	2018-19	3	3		\$10,000	\$0	Not Started
D	Develop a Cloud First Strategy	D1	Cloud Readiness Assessment	2018-19	3	6		\$100,000	\$0	Not Started
D	Develop a Cloud First Strategy	D2	Establish IT Standards for Cloud Services	2018-19	3	5		\$50,000	\$0	Not Started
D	Develop a Cloud First Strategy	D3	Cloud Service Migration and Integration Plan	2018-19	3	7	D1	\$50,000	\$0	Not Started
E	Develop an Employee Resourcing Strategy and Plan	E1	Skills and Qualifications Assessment of ICT staff	2017-18	2	6	A2	\$60,000	\$0	Not Started
E	Develop an Employee Resourcing Strategy and Plan	E2	ICT Staff - Skills gap analysis	2018-19	2	8	E1	\$40,000	\$0	Not Started
E	Develop an Employee Resourcing Strategy and Plan	E3	Staff Professional Development	2018-19	2	10	E2	\$300,000	\$0	Not Started
F	Establish an IT Project Management Office (PMO)	F1	Establish resources for (PMO) Project Management Office	2018-19	2	11	A2	\$0	\$0	Not Started
F	Establish an IT Project Management Office (PMO)	F2	Establish a five stage (PM) Project Management methodology	2018-19	3	1	F1	\$20,000	\$0	Not Started
G	Establish an Enterprise Architecture Function	G1	Establish resources for (EA) Enterprise Architecture Team	2018-19	2	12	A2	\$25,000	\$0	Not Started
G	Establish an Enterprise Architecture Function	G2	Establish (EA) Enterprise Architecture Framework and Methodology	2018-19	3	2		\$0	\$0	Not Started
H	Establish an ITS Support Model	H1	Create a Service Catalogue	2018-19	2	18		\$50,000	\$0	Not Started
H	Establish an ITS Support Model	H2	Implement (ITSM) IT Service Management Software	2018-19	2	19		\$60,000	\$50,000	Not Started
H	Establish an ITS Support Model	H3	IT Service Management - Service reporting dashboards	2018-19	3	8		\$40,000	\$0	Not Started
I	Review the current software strategy	I1	Enterprise Software - Current State Analysis	2017-18	1	6		\$0	\$0	In Progress
I	Review the current software strategy	I2	Enterprise Software - Gap Analysis	2017-18	1	7		\$0	\$0	In Progress
I	Review the current software strategy	I3	Enterprise Software - Future State Planning	2018-19	3	11		\$50,000	\$0	Not Started
J	Develop a Document Management Strategy	J1	Data Classification	2020+	5			\$500,000	\$0	Not Started
J	Develop a Document Management Strategy	J2	Procure and implement (EDM) Electronic Document Management software and document imaging	2020+	6			\$750,000	\$250,000	Not Started
J	Develop a Document Management Strategy	J3	Information Management Process and Procedures	2020+	5			\$50,000	\$0	Not Started
J	Develop a Document Management Strategy	J4	Document Management - User Professional Development and Documentation	2020+	5		J2	\$500,000	\$100,000	Not Started
K	Enable a Digital mobility/access anywhere strategy	K1	WiFi and (LAN) Local Area Network Infrastructure Enhancements	2020+	6			\$5,300,000	\$200,000	Not Started
K	Enable a Digital mobility/access anywhere strategy	K2	(WAN) Wide Area Network Bandwidth Enhancements	2020+	6			\$0	\$125,000	Not Started
K	Enable a Digital mobility/access anywhere strategy	K3	Remote Access Enhancements	2017-18	1	4		\$40,000	\$5,000	In Progress
K	Enable a Digital mobility/access anywhere strategy	K4	Unified Communication and Telephone Infrastructure Enhancement	2018-19	3	4		\$500,000	\$2,300,000	Not Started
K	Enable a Digital mobility/access anywhere strategy	K5	(SIS) Student Information System - Mobile Enhancement	2018-19	2	15	P1	\$0	\$660,000	Not Started
L	Develop a data analytics culture	L1	Data Architecture	2018-19	3	9	G1	\$50,000	\$10,000	Not Started

APPENDIX B: Project to Program Alignment										
Program ID	Program Title	Project ID	Project Title	Start Year	Priority	Seq	Req	One Time Costs	Ongoing Costs	Status
L	Develop a data analytics culture	L2	Enterprise (BI) Business Intelligence Infrastructure	2018-19	3	10		\$10,000	\$30,000	Not Started
L	Develop a data analytics culture	L3	Predictive Analytics	2020+	5			\$50,000	\$10,000	Not Started
M	Introduce a Board wide case management system	M1	Implement Student-based Case Management software (Spec. Ed)	2018-19	2	14	P1	\$30,000	\$300,000	Not Started
M	Introduce a Board wide case management system	M2	Implement Employee-based Case Management software (HR, Benefits, Emp Relations)	2019-20	4			\$30,000	\$300,000	Not Started
N	Implement a hardware lifecycle management policy	N1	Academic Device Refresh	2017-18	1	2		\$0	\$3,000,000	In Progress
N	Implement a hardware lifecycle management policy	N2	Academic Device Refresh - Top Up	2018-19	2	17		\$0	\$2,000,000	Not Started
N	Implement a hardware lifecycle management policy	N3	Administration Device Refresh	2017-18	1	3		\$0	\$1,300,000	In Progress
O	Implement a Disaster Recovery / Business Continuity Strategy	O1	Enterprise Business Continuity / Disaster Recovery (BC/DR) Plan	2020+	5			\$200,000	\$0	Not Started
O	Implement a Disaster Recovery / Business Continuity Strategy	O2	Implement Enterprise Business Continuity / Disaster Recovery (BC/DR) Infrastructure	2020+	6		O1	\$50,000	\$100,000	Not Started
O	Implement a Disaster Recovery / Business Continuity Strategy	O3	Enterprise Cloud Backup	2019-20	4			\$0	\$100,000	Not Started
P	Implement a software and hardware currency plan	P1	Planning and Acquisition of new Student Information System (SIS)	2017-18	1	5	K5, P2, P8, P9, P10	\$1,900,000	\$750,000	In Progress
P	Implement a software and hardware currency plan	P10	(SIS) Student Information System - Staff Training - Elementary Year 2 Training and Elem & Sec ongoing	2020+	4		P1,P2	\$600,000	\$125,000	Not Started
P	Implement a software and hardware currency plan	P2	(SIS) Student Information System - Implementation Team	2018-19	2	13	P1	\$170,000	\$500,000	Not Started
P	Implement a software and hardware currency plan	P3	SAP Planning (HANA)	2019-20	4			\$30,000	\$0	Not Started
P	Implement a software and hardware currency plan	P4	SAP Migration (HANA)	2020+	7		P3	\$250,000	\$225,000	Not Started
P	Implement a software and hardware currency plan	P5	Enterprise Portal / Intranet solution	2019-20	4			\$250,000	\$150,000	Not Started
P	Implement a software and hardware currency plan	P6	Solution for Recruitment, Onboarding, Growth Planning, Performance Appraisal	2018-19	2	20		\$50,000	\$200,000	Not Started
P	Implement a software and hardware currency plan	P7	(LAN) Local Area Network Infrastructure Refresh	2020+	6			\$3,000,000	\$300,000	Not Started
P	Implement a software and hardware currency plan	P8	(SIS) Student Information System - Staff Training - Secondary Training	2018-19	2	7	P1,P2	\$575,000	\$0	Not Started
P	Implement a software and hardware currency plan	P9	(SIS) Student Information System - Staff Training - Secondary Year 2 Training and Elementary Year 1 Training	2019-20	3	12	P1,P2	\$1,100,000	\$0	Not Started
Q	Implement an IT Asset Management Solution	Q1	IT Asset Management Solution	2019-20	4			\$50,000	\$10,000	Not Started
Q	Implement an IT Asset Management Solution	Q2	SAP Asset Management Integration	2019-20	4		Q1	\$50,000	\$0	Not Started
R	Implement a communication policy	R1	Establish Communication Resource Role	2018-19	2	16	A2	\$0	\$0	Not Started
Z	Other	Z1	Acquire and Implement - (SIEM) Security Information and Events Management	2019-20	4			\$250,000	\$40,000	Not Started
Z	Other	Z2	Identity Management Enhancements	2020+	5			\$50,000	\$10,000	Not Started

APPENDIX C: Prioritized Project List												
Start Year	Priority	Seq	Project ID	Project Title	One Time Costs	Ongoing Costs	Status	Value	Effort	Program ID	Program Title	Req
2017-18	1	1	A1	Hire CIO	\$0	\$170,000	In Progress	High	Low	A	Establish the Governance Structure	
2017-18	1	2	N1	Academic Device Refresh	\$0	\$3,000,000	In Progress	High	Med	N	Implement a hardware lifecycle management policy	
2017-18	1	3	N3	Administration Device Refresh	\$0	\$1,300,000	In Progress	High	Med	N	Implement a hardware lifecycle management policy	
2017-18	1	4	K3	Remote Access Enhancements	\$40,000	\$5,000	In Progress	Med	Med	K	Enable a Digital mobility/access anywhere strategy	
2017-18	1	5	P1	Planning and Acquisition of new Student Information System (SIS)	\$1,900,000	\$750,000	In Progress	High	High	P	Implement a software and hardware currency plan	K5, P2, P8, P9, P10
2017-18	1	6	I1	Enterprise Software - Current State Analysis	\$0	\$0	In Progress	High	Med	I	Review the current software strategy	
2017-18	1	7	I2	Enterprise Software - Gap Analysis	\$0	\$0	In Progress	High	Med	I	Review the current software strategy	
2017-18	2	1	B1	CIO regular attendee at Director's Council	\$0	\$0	Not Started	High	Low	B	Introduce a Tech Representative at the Director's council	A1
2017-18	2	2	A3	Governance Committees - Re-envision	\$0	\$0	Not Started	High	Low	A	Establish the Governance Structure	A1
2017-18	2	3	C1	Project Portfolio Cross-functional Governance Committee	\$0	\$0	Not Started	High	Med	C	Develop the Project Portfolio Strategy	A3
2017-18	2	4	C2	Establish Project Portfolio Framework	\$20,000	\$0	Not Started	High	Med	C	Develop the Project Portfolio Strategy	C1
2017-18	2	5	A2	ICT Organization Restructuring Plan	\$0	\$0	Not Started	High	Med	A	Establish the Governance Structure	E
2017-18	2	6	E1	Skills and Qualifications Assessment of ICT staff	\$60,000	\$0	Not Started	High	Med	E	Develop an Employee Resourcing Strategy and Plan	A2
2018-19	2	7	P8	(SIS) Student Information System - Staff Training - Secondary Training	\$575,000	\$0	Not Started	High	High	P	Implement a software and hardware currency plan	P1,P2
2018-19	2	8	E2	ICT Staff - Skills gap analysis	\$40,000	\$0	Not Started	High	Med	E	Develop an Employee Resourcing Strategy and Plan	E1
2018-19	2	9	A4	Implement - ICT Organization Restructuring Plan	\$0	\$500,000	Not Started	High	High	A	Establish the Governance Structure	A2
2018-19	2	10	E3	Staff Professional Development	\$300,000	\$0	Not Started	High	High	E	Develop an Employee Resourcing Strategy and Plan	E2
2018-19	2	11	F1	Establish resources for (PMO) Project Management Office	\$0	\$0	Not Started	High	Med	F	Establish an IT Project Management Office (PMO)	A2
2018-19	2	12	G1	Establish resources for (EA) Enterprise Architecture Team	\$25,000	\$0	Not Started	High	Med	G	Establish an Enterprise Architecture Function	A2
2018-19	2	13	P2	(SIS) Student Information System - Implementation Team	\$170,000	\$500,000	Not Started	High	High	P	Implement a software and hardware currency plan	P1
2018-19	2	14	M1	Implement Student-based Case Management software (Spec. Ed)	\$30,000	\$300,000	Not Started	High	High	M	Introduce a Board wide case management system	P1
2018-19	2	15	K5	(SIS) Student Information System - Mobile Enhancement	\$0	\$660,000	Not Started	High	Med	K	Enable a Digital mobility/access anywhere strategy	P1
2018-19	2	16	R1	Establish Communication Resource Role	\$0	\$0	Not Started	High	Med	R	Implement a communication policy	A2
2018-19	2	17	N2	Academic Device Refresh - Top Up	\$0	\$2,000,000	Not Started	High	Med	N	Implement a hardware lifecycle management policy	
2018-19	2	18	H1	Create a Service Catalogue	\$50,000	\$0	Not Started	Med	Med	H	Establish an ITS Support Model	
2018-19	2	19	H2	Implement (ITSM) IT Service Management Software	\$60,000	\$50,000	Not Started	High	Med	H	Establish an ITS Support Model	
2018-19	2	20	P6	Solution for Recruitment, Onboarding, Growth Planning, Performance Appraisal	\$50,000	\$200,000	Not Started	Med	Med	P	Implement a software and hardware currency plan	
2018-19	3	1	F2	Establish a five stage (PM) Project Management methodology	\$20,000	\$0	Not Started	High	Med	F	Establish an IT Project Management Office (PMO)	F1
2018-19	3	2	G2	Establish (EA) Enterprise Architecture Framework and Methodology	\$0	\$0	Not Started	High	Med	G	Establish an Enterprise Architecture Function	
2018-19	3	3	C3	Implementation of Project Portfolio Strategy	\$10,000	\$0	Not Started	High	High	C	Develop the Project Portfolio Strategy	
2018-19	3	4	K4	Unified Communication and Telephone Infrastructure Enhancement	\$500,000	\$2,300,000	Not Started	High	High	K	Enable a Digital mobility/access anywhere strategy	
2018-19	3	5	D2	Establish IT Standards for Cloud Services	\$50,000	\$0	Not Started	Med	Med	D	Develop a Cloud First Strategy	
2018-19	3	6	D1	Cloud Readiness Assessment	\$100,000	\$0	Not Started	Med	Med	D	Develop a Cloud First Strategy	
2018-19	3	7	D3	Cloud Service Migration and Integration Plan	\$50,000	\$0	Not Started	Med	Med	D	Develop a Cloud First Strategy	D1

APPENDIX C: Prioritized Project List												
Start Year	Priority	Seq	Project ID	Project Title	One Time Costs	Ongoing Costs	Status	Value	Effort	Program ID	Program Title	Req
2018-19	3	8	H3	IT Service Management - Service reporting dashboards	\$40,000	\$0	Not Started	High	Med	H	Establish an ITS Support Model	
2018-19	3	9	L1	Data Architecture	\$50,000	\$10,000	Not Started	High	High	L	Develop a data analytics culture	G1
2018-19	3	10	L2	Enterprise (BI) Business Intelligence Infrastructure	\$10,000	\$30,000	Not Started	High	High	L	Develop a data analytics culture	
2018-19	3	11	I3	Enterprise Software - Future State Planning	\$50,000	\$0	Not Started	High	Med	I	Review the current software strategy	
	3	12	P9	(SIS) Student Information System - Staff Training - Secondary Year 2 Training and Elementary Year 1 Training	\$1,100,000	\$0	Not Started	High	High	P	Implement a software and hardware currency plan	P1,P2
2019-20												
2019-20	4		M2	Implement Employee-based Case Management software (HR, Benefits, Emp Relations)	\$30,000	\$300,000	Not Started	High	High	M	Introduce a Board wide case management system	
2019-20	4		O3	Enterprise Cloud Backup	\$0	\$100,000	Not Started	Med	Med	O	Implement a Disaster Recovery / Business Continuity Strategy	
2019-20	4		P3	SAP Planning (HANA)	\$30,000	\$0	Not Started	High	High	P	Implement a software and hardware currency plan	
2019-20	4		P5	Enterprise Portal / Intranet solution	\$250,000	\$150,000	Not Started	Med	High	P	Implement a software and hardware currency plan	
2019-20	4		Q1	IT Asset Management Solution	\$50,000	\$10,000	Not Started	Med	Med	Q	Implement an IT Asset Management Solution	
2019-20	4		Q2	SAP Asset Management Integration	\$50,000	\$0	Not Started	Med	Med	Q	Implement an IT Asset Management Solution	Q1
2019-20	4		Z1	Acquire and Implement - (SIEM) Security Information and Events Management	\$250,000	\$40,000	Not Started	High	High	Z	Other	
	4		P10	(SIS) Student Information System - Staff Training - Elementary Year 2 Training and Elem & Sec ongoing	\$600,000	\$125,000	Not Started	High	High	P	Implement a software and hardware currency plan	P1,P2
2020+												
2020+	5		J1	Data Classification	\$500,000	\$0	Not Started	High	High	J	Develop a Document Management Strategy	
2020+	5		J3	Information Management Process and Procedures	\$50,000	\$0	Not Started	High	High	J	Develop a Document Management Strategy	
2020+	5		J4	Document Management - User Professional Development and Documentation	\$500,000	\$100,000	Not Started	High	High	J	Develop a Document Management Strategy	J2
2020+	5		L3	Predictive Analytics	\$50,000	\$10,000	Not Started	High	High	L	Develop a data analytics culture	
2020+	5		O1	Enterprise Business Continuity / Disaster Recovery (BC/DR) Plan	\$200,000	\$0	Not Started	Med	High	O	Implement a Disaster Recovery / Business Continuity Strategy	
2020+	5		Z2	Identity Management Enhancements	\$50,000	\$10,000	Not Started	High	Med	Z	Other	
	6		J2	Procure and implement (EDM) Electronic Document Management software and document imaging	\$750,000	\$250,000	Not Started	High	High			
2020+										J	Develop a Document Management Strategy	
2020+	6		K1	WiFi and (LAN) Local Area Network Infrastructure Enhancements	\$5,300,000	\$200,000	Not Started	High	Med	K	Enable a Digital mobility/access anywhere strategy	
2020+	6		K2	(WAN) Wide Area Network Bandwidth Enhancements	\$0	\$125,000	Not Started	High	Med	K	Enable a Digital mobility/access anywhere strategy	
2020+	6		O2	Implement Enterprise Business Continuity / Disaster Recovery (BC/DR) Infrastructure	\$50,000	\$100,000	Not Started	Med	Med	O	Implement a Disaster Recovery / Business Continuity Strategy	O1
2020+	6		P7	(LAN) Local Area Network Infrastructure Refresh	\$3,000,000	\$300,000	Not Started	Med	Med	P	Implement a software and hardware currency plan	
2020+	7		P4	SAP Migration (HANA)	\$250,000	\$225,000	Not Started	High	High	P	Implement a software and hardware currency plan	P3

APPENDIX D: Estimated Project Costs

Additional Costs by Project Priority	One Time Costs	Ongoing Costs
TOTAL COSTS - Priority 1 Committed	\$40,000	\$4,475,000
TOTAL COSTS - Priority 1, 2, 3 Needed	\$5,260,000	\$7,300,000
TOTAL COSTS - Priority 4 and above	\$11,960,000	\$2,045,000
TOTAL COSTS - All Projects	\$17,260,000	\$13,820,000

Additional Costs per Budget Year	2017-2018		2018-2019		2019-2020		2020+	
	One Time Costs	Ongoing Costs	One Time Costs	Ongoing Costs	One Time Costs	Ongoing Costs	One Time Costs	Ongoing Costs
TOTAL COSTS - 2017-2018 Budgeted	\$40,000	\$4,475,000		\$4,475,000		\$4,475,000		\$4,475,000
TOTAL COSTS - 2017-2018 Required Funds	\$1,980,000	\$750,000		\$750,000		\$750,000		\$750,000
TOTAL COSTS - 2018-2019			\$1,605,000	\$6,550,000		\$6,550,000		\$6,550,000
TOTAL COSTS - 2019-2020					\$660,000	\$600,000		\$600,000
TOTAL COSTS - 2020+							\$10,700,000	\$1,445,000
TOTAL COSTS	\$2,020,000	\$5,225,000	\$1,605,000	\$11,775,000	\$660,000	\$12,375,000	\$10,700,000	\$13,820,000

Audit Committee Meeting 2017 Annual Agenda / Check List

	Jan	Mar	Jun	Sep	Nov
Risk Management					
Resourcing (Mix, Skillset, Quantity)			D		
Reputational Risk				D	
Management Structure Issues			D		
CFO Role				D	
Budget (2017/2018)		D	D		
Financial Reporting Process					
MOE Financial Reports	D		D	D	
Consolidated Financial Statements					D
Internal Audit					
Open Audit Status (% complete, support received)		D	D	D	D
Risk Review Summary on Audit Completion		D	D	D	D
Future Audit Plan (2 years)		D			
Internal Controls					
Ministry Operational Review					
Internal Audit recommendations			D	D	
Compliance Matters					
Legal	D		D	D	
MOE	D				
Union			D	D	
Board Policy Compliance					D
External Audit					
Review External Auditors				D	
Scope				D	
Cost				D	

D - Discussed

R - Review requested

P - Pending

Audit Committee is required to meet a minimum of 3 times annually.

Ministry of Education

Leadership, Collaboration and
Governance Branch
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Ministère de l'Éducation

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September 13, 2017

To: Members of
Audit Committee
Special Education Advisory Committee
Parent Involvement Committee
Indigenous Education Advisory Committee
Equity/Diversity/Inclusion Committee

Dear Member:

Strong and healthy school board governance is important to the achievement of our goals articulated in [*Achieving Excellence: A Renewed Vision for Education in Ontario*](#). The ministry appreciates the importance of providing supports to our elected boards that contribute to building strong, accountable and transparent governance, inspire public confidence and lead to positive student outcomes.

Ongoing conversations with our education partners continue to inform the focus and format of supports to school boards, and help to identify effective practices that strengthen board governance.

To this end, the Ministry of Education is engaging with our education partners on several governance topics. Some topics — including the trustee honoraria formula and electronic meeting participation rules — have been raised by our partners who have identified the need to update and strengthen these governance supports. As part of this engagement, we are also seeking feedback on effective practices that could support boards in their efforts to strengthen local accountability and transparency frameworks.

We invite your committee to join this important conversation by sharing your feedback on the following topics:

- Integrity commissioner and trustee code of conduct
- Trustee honoraria
- Electronic participation in board and committee meetings
- Student trustee term of office and election process
- Broadening the director of education qualifications

The attached discussion guide provides background information and questions on each topic for your consideration.

We value diverse cultural, linguistic, geographic and ability perspectives, and look forward to advice from all individuals and groups, including those from First Nations, Métis, Inuit, Francophone, and northern, rural and remote communities.

Please e-mail your responses and any questions you may have to LDB-DDL@ontario.ca by **November 13, 2017**. You can also mail your written submissions to:

Ministry of Education
Leadership, Collaboration and Governance Branch
900 Bay Street, 13th Floor
Toronto, ON M7A 1L2

We welcome and value your input as we work together to foster high levels of public confidence in our education system. We look forward to receiving your submissions.

Thank you,

Bruce Drewett
Director

Discussion Guide

School Board Governance Supports

Introduction

The academic success and well-being of students in schools across the province relies on the focused and collaborative efforts of school boards, educators, school and system leaders, parents and guardians, and other education stakeholders. Working in partnership toward the goals of achieving excellence, ensuring equity and promoting well-being, we can continue to foster high levels of public confidence in our education system.

Recognizing how important strong and healthy governance is to the achievement of our shared goals articulated in [Achieving Excellence: Renewed Vision for Education in Ontario](#), it is essential to provide supports to school board trustees and to promote effective governance practices. Ongoing dialogue with our education partners continues to inform the focus and format of those supports, and to help identify those practices that foster accountable and transparent governance.

Scope

This discussion guide provides background information and questions on each topic for your consideration:

1. Integrity commissioner and trustee code of conduct
2. Trustee honoraria
3. Electronic participation in board and committee meetings
4. Student trustee term of office and election process
5. Broadening the director of education qualifications

Please e-mail your responses or comments to LDB-DDL@ontario.ca.

Alternatively, you can mail your responses to:

Ministry of Education
Leadership, Collaboration and Governance Branch
900 Bay Street, 13th Floor
Toronto, ON
M7A 1L2

Please provide your response by **November 13, 2017**.

We value diverse cultural, linguistic, geographic and ability perspectives, and look forward to advice from all individuals and groups, including those from First Nations, Métis, Inuit, Francophone, and northern, rural and remote communities.

To help us make the most effective use of your comments, please consider identifying your school board or, if you prefer, your geographic region of the province (for example, northwestern Ontario) or whether you live in a rural or urban area.

If you are providing comments on behalf of an organization, please provide its name. If you are providing comments on behalf of a school board, please provide its name and indicate whether the submission has been endorsed by a board resolution.

Please note the ministry may summarize and share your input, including with other ministries and the public. Names of organizations and persons who indicate an affiliation may also be shared.

Discussion Topics

1. Integrity Commissioner and Trustee Code of Conduct

Strong, accountable and transparent school board governance contributes to Ontario's four goals for publicly funded education: achieving excellence; ensuring equity; promoting well-being; and enhancing public confidence. Every day, Ontario's school board trustees strive to achieve the highest standards of professional and ethical conduct to realize these goals in their local communities.

Together with our education partners, the Ministry of Education is exploring promising practices that will support trustees to foster strong, accountable and transparent governance. As part of this conversation, the Ministry is asking for input on the trustee code of conduct and a possible role for the office of an integrity commissioner to enhance local accountability and transparency frameworks.

Integrity Commissioner – Background

In Ontario, integrity commissioners are an integral part of the accountability framework for Members of the Provincial Legislature, and for many municipalities. An important part of their role is to provide education and advice to elected officials on ethical matters affecting them in their day-to-day activities. For example, in providing conflict of interest advice, the Ontario Integrity Commissioner helps prevent ethics violations before they occur.

On May 30, 2017, the Government passed *Bill 68, Modernizing Ontario's Municipal Legislation Act, 2017*, which contains provisions amending the role and appointment of the municipal integrity commissioner. If/when these provisions are proclaimed, municipalities would be required to provide all members of municipal council with access to an integrity commissioner, who would:

- provide education and advice to members on their obligations under the member's code of conduct, other rules governing the ethical behaviour of local members, and the Municipal Conflict of Interest Act; and
- investigate complaints under the member's code of conduct and the Municipal Conflict of Interest Act.

Currently, there are no legislated requirements for an integrity commissioner in school boards, but nonetheless, boards have the ability to create this position individually. The Toronto District School Board (TDSB) appointed an integrity commissioner following the

recommendations in the 2015 Report of the TDSB Governance Advisory Panel (“the Hall Report”). When the Hall Report was released the Minister of Education committed to engaging education partners on possible accountability offices for school boards.

Trustee Code of Conduct – Background

Currently, there is no legal requirement for school boards to have a trustee code of conduct; however, the Minister of Education has authority under the Education Act to require boards to have a trustee code of conduct and to include specific provisions as part of their code of conduct.

Under the Education Act, only a trustee can bring forward a code of conduct complaint against another trustee. The board must look into the complaint. If the board finds that a trustee has contravened the code of conduct, the board may:

- censure the trustee
- bar the trustee from attending all or part of a board or committee meeting
- bar the member from sitting on committees for a period of time specified by the board.

Almost all Ontario school boards have posted on their website a trustee code of conduct, which sets out rules of conduct and ethical behaviour that all members of the board agree to uphold and respect.

School boards determine the content of their trustee code of conduct locally. Although they vary from one school board to another, most codes of conduct include rules relating to civil behaviour, the use of board resources, and avoidance of personal advantage, including rules around acceptable gifts. School boards may also have other policies, rules and procedures that govern the ethical behaviour of trustees. These may address issues such as workplace harassment, treatment of confidential information and other matters.

Discussion Questions

1. What effective practices and structures could support school boards to strengthen board accountability and public confidence?
2. What role could an integrity commissioner play in fostering strong, accountable and transparent board governance?
3. Should there be minimum provisions for a trustee code of conduct required for all school boards? If so, what would those be?
4. In addition to those already contained in the Education Act, should there be a broader range of sanctions for code of conduct violations?

2. Trustee Honoraria

Trustees play an important role in publicly funded education in Ontario. In our diverse boards across the province, trustees work toward the goals of achieving excellence, ensuring equity, promoting well-being, and fostering high levels of public confidence in our education system.

The board of trustees sets the vision for the school board, develops policies, allocates resources, and sets the goals that lay the foundation and drive programs and operations in the board. Collectively, they create the board's multi-year strategic plan for student achievement and well-being. They recruit and monitor the performance of the director of education to ensure the board's progress in meeting its goals. In carrying out their role, trustees engage in a number of important activities, including:

- Preparing for and attending regular board meetings and participating on various committees. Certain committees of the board are required by law to have trustee members: the Audit Committee, the Parent Involvement Committee, the Supervised Alternative Learning Committee, and the Special Education Advisory Committee.
- Responding to calls, e-mails and queries from constituents.
- Engaging with parents and communities to ensure their concerns and priorities are brought to the decision-making table.
- Hosting community meetings, attending school council meetings and other community events and school functions.
- Advocating for public education and engaging with municipalities and other levels of government to support education priorities.

The focus of their work can vary depending on the board's goals and on internal and external factors (e.g. growing and declining student enrolment). In a board that embraces good governance practices, trustees demonstrate responsiveness and strive for excellent communication with partners and constituents, which contributes to the time a trustee must commit to fulfill her or his role.

Outgoing trustees set the trustee honoraria policy for the four-year term of office, prior to elections for the new term of office. There are maximum amounts determined by a formula set out in a regulation made under the Education Act:

- Annual **base amount** limit of \$5,900 for each trustee, with an additional \$5,000 for the chair and \$2,500 for the vice-chair.
- Annual **enrolment amount** limit based on the board's prior year student enrolment numbers. The enrolment amount fluctuates with enrolment growth or decline. The enrolment amount limit for a trustee can vary from \$100 – \$300 in the smallest boards per trustee per year, to \$16,000 – \$22,000 in the largest boards. The chair and vice-chair are entitled to a higher enrolment amount, from \$500 – \$5,000 for the chair and from \$250 – \$2,500 for the vice-chair depending on enrolment.

- **Attendance amount** limit of \$50 for attending meetings of certain board committees¹.
- **Distance amount** limit of \$50, applies to geographically large boards for travel exceeding 200km to attend a meeting of the board or certain committees².

Discussion Questions

1. Should the formula for calculating the level of trustee honoraria be simplified?
2. If so, what components of the current formula should be preserved?
3. Which ones should be changed?
4. Should any components be added?

^{1, 2} These are the Audit Committee, the Parent Involvement Committee, the Supervised Alternative Learning Committee, and the Special Education Advisory Committee.

3. Electronic Participation in Board and Committee Meetings

Currently, trustees can attend board meetings electronically; however, each trustee must physically attend at least three board meetings in the 12 months beginning December 1 of the first year and ending November 30 of the following year.

The board chair or his/her designate must attend all meetings of the board or the committee of the whole board in person. In addition to the board chair, at least one additional trustee and the director of education or his/her designate must be physically present at the meeting.

For committee meetings, the requirement is for the chair or his/her designate and the director of education or his/or her designate to be present in person.

Some school boards in Ontario have large geographic jurisdictions, ranging from 40,000 km² to over 65,000 km². Trustees in these boards may need to travel a full day each way to attend meetings.

Discussion Questions

1. What impact, if any, do the current electronic meeting rules have on the leadership of the board?
2. Are there appropriate circumstances for a board or committee chair to participate electronically? If so, what are those circumstances?
3. What practices and resources could facilitate effective meetings where the chair or other members participate electronically?

4. Student Trustee Term of Office and Election Process

Student trustees represent the interests of students by bringing the voice of students, and their multiple perspectives, to the board table. Working side by side with school board trustees, they provide input on policies that directly affect students in their board schools. Student trustees do not have a binding vote on matters before the board or its committees. However, with only a few exceptions, they have the same opportunities to participate at board and committee meetings as any other board members.

Each year, school boards are required to provide for the election of 1-3 student trustees. Student trustees must be elected either directly by students of the board, or indirectly by student representative bodies such as student councils. However, unlike school trustees who are elected under the same election rules across the province, school boards have some flexibility to determine how the student trustees in their board will be elected. There are many different ways in which student trustees are nominated and elected to office. For example, in some boards, any secondary student may be nominated for student trustee and every secondary student has the right to vote for a student trustee representative. In other boards, the student council in each secondary school elects one or more students to a Student Senate; the student trustee(s) is then elected by, and from, the Student Senate.

To be eligible for the office, a student must be a full-time pupil in the senior division of the board. This requirement does not apply to a student who may not be able to attend a full-time program because of being enrolled in a special education program for exceptional pupils.

Student trustees are elected for a one-year term of office, beginning on August 1 of the election year and ending on July 31 of the following year.

Discussion Questions

1. How can boards increase the student voice in decision-making?
2. How can student trustees be supported to be successful in their role? What effective practices can you share from your board, or boards that you are familiar with?
3. The Education Act and regulations provide for a one-year term of office for student trustees. What are the benefits of a one-year term? What are the challenges?
4. What are the benefits and challenges of a longer term of office?
5. Thinking about the student trustee election process in your board and in boards that you are familiar with, what works well? What could be improved?
6. Should there be greater consistency in the election process for student trustees among school boards? What are the benefits and challenges of having a more consistent process?
7. How can boards promote awareness of the student trustee position within the larger student body?

5. Broadening the Director of Education Qualifications

In its 2015 report, the Toronto District School Board Governance Advisory Panel stated that current rules make it difficult for boards to recruit individuals for the position of director of education from jurisdictions outside Ontario. Currently, candidates from other jurisdictions, including those working in equivalent positions, are required to complete a very rigorous and time-consuming prior-learning assessment and recognition process.

Under the Education Act, the director of education is the chief executive officer and chief education officer (CEO) of the board. The director reports to the board, and also acts as its secretary.

Working closely with the board of trustees, the director of education supports the development of the multi-year strategic plan, which sets long-term strategic priorities and goals of the board. The director is also responsible for implementing and monitoring the implementation of the plan.

As CEO, the director of education is responsible for day-to-day management of the organization, which includes responsibilities for managing all facets of school board operations and implementing board policies.

To qualify for the position of director of education, an individual must be a supervisory officer in Ontario with teaching qualifications. This requires the successful completion of the Supervisory Officer's Qualification Program (SOQP). The Program includes the study of theories and practices of supervision, administration and business organization.

To enrol in the SOQP, applicants must be a certified teacher with five years of teaching experience, hold a master's degree and either principal's qualifications or two years of experience in education administration.

Ontario is the only province in Canada that requires a special credential for supervisory officers and directors.

Discussion Questions

1. What are the necessary competencies for a director of education?
2. How can Ontario school board leaders be supported to prepare for the role of director (e.g. to have the necessary governance, business and Human Resources skills)?
3. How can we increase the number of qualified candidates for director of education positions?
4. How could we make the qualification requirements and recruitment process in Ontario more appealing to potential candidates from other jurisdictions?

5. How can we support the professional learning of directors after they are appointed?
6. What supports do boards need to successfully identify and evaluate director candidates?

Resources

If you have additional questions about the current school board governance framework or the key themes of the review, please refer to the resources below:

- [Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities](#)
- [Ontario Education Act](#)
- [Ontario Ministry of Education website](#)
- [Association des conseils scolaires des écoles publiques de l'Ontario](#)
- [Association franco-ontarienne des conseils scolaires catholiques](#)
- [Ontario Catholic School Trustees' Association](#)
- [Ontario Public School Boards' Association](#)
- [Council of Ontario Directors of Education](#)

Contact

If you have any questions, please contact Kyle Kubatbekov, Senior Policy Advisor, at kyle.kubatbekov@ontario.ca or (416) 325-7692.