

TCDSB – Strategic Risk Assessment

Briefing for Education Council.

April 2022



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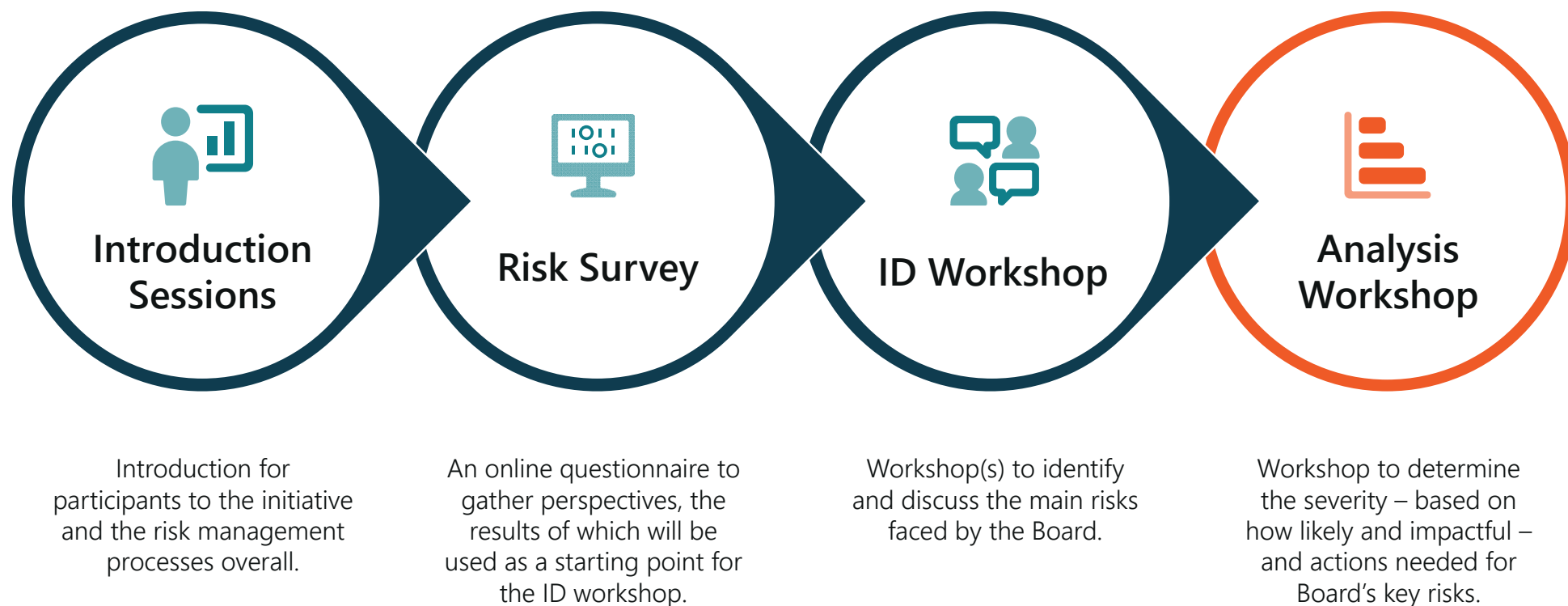
Background

- With the assistance of the Regional Internal Audit Teams (RIAT), Boards across the province have been undertaking Strategic Risk Assessments
 - Part of the broader work across the sector to implement a Strategic Enterprise Risk Management Framework
 - Compliments several ongoing initiatives such as Legislative Compliance and Policy Review initiatives
- Leveraging lessons learned and baseline information from this work, TCDSB is seeking to conduct its own Strategic Risk Assessment

Aim & Objectives

- The overall goal is to complete an initial Strategic Risk Assessment which can be used by the Board to inform its strategies, initiatives and decision making on an ongoing basis, as well as by the RIAT to help inform their audit planning
- Specific objectives of the initial Strategic Risk Assessment are to:
 - Identify and prioritize key risks facing the Board
 - Document mitigation and actions being taken to address key risk areas
 - Engage with stakeholders to increase understanding and awareness related to risk management efforts at the Board

Proposed Path Forward



Typical Risks & Categories

While each School Board has unique risks given its operating environment, there are common/typical risks and risk types (categories)

| Categories | Risks | |
|-------------------------|---|--|
| Governance | Governance Structures and Processes Strategic Alignment Regulatory Compliance | Privacy Ethics & Conduct |
| Instruction and Schools | Academic Programming Academic Program Delivery | Academic Learning Environment |
| Management System | Risk Transfer Financial Sustainability Critical Incident Management Information Management | Third-Party Oversight Project Management Performance Measurement |
| People | Student health, safety and well-being Staff health, safety and well-being Staff recruitment and retention | Resourcing Succession Planning |
| Technology | Cybersecurity | IT Application & Infrastructure |

Proposed Survey

- To help focus the risk identification process, we use a survey to aid our understanding of the Board's key areas of risk
- The survey consists of four (4) questions, and – based on previous experience – takes an average of 5 minutes to complete
- Questions include:
 - What is your title? (multiple choice)
 - What areas are you responsible for? (multiple choice)
 - What are the top five (5) risk areas you see for the Board? (multiple choice)
 - Any additional comments? (open text)

Outcome – Strategic Risk Register

| No. | Category | Name | Description | Observations | Residual Likelihood | Residual Impact | Residual Score |
|-----|-------------------------|-------------------------------------|--|---|---------------------|-----------------|----------------|
| G1 | Governance | Governance Structures and Processes | The risk of having ineffective governance structures and processes (oversight, management, front-line) to enable and support the success of the organization | <ul style="list-style-type: none"> The Board's relationship with their Board of Trustees is currently positive Management and Board currently consistent of experienced individuals | 2 | 3 | 6 |
| G4 | Governance | Privacy | The risk of an inability to safeguard personally identifiable and medical information of staff and students | <ul style="list-style-type: none"> Evolving due to increased consideration for student and staff data, as well as use of third parties Training and process are key elements to manage the ever evolving privacy landscape Move to online during COVID response created additional considerations related to privacy | 4 | 3 | 12 |
| G5 | Governance | Ethics & Conduct | The risk of inappropriate conduct - real or perceived - on the part of staff | <ul style="list-style-type: none"> Continues to change and evolve Due to the size of the organization and number of stakeholders, situations do happen with some regularity; training and processes need to continue to improve | 4 | 3 | 12 |
| IS2 | Instruction and Schools | Academic Program Delivery | The risk of an inability to effectively deliver programming to meet the needs of students and achieve strong outcomes | <ul style="list-style-type: none"> Instructional learning will now be a much larger component of program delivery Experience of COVID and remote learning has impacted effective delivery, but staff have risen to the occasion | 2 | 3 | 6 |
| IS3 | Instruction and Schools | Academic Learning Environment | The risk of a misalignment of the learning environment with the Board's values of inclusivity and equity | <ul style="list-style-type: none"> Broad spectrum of students to support - as an inclusive Board, they have a variety of student needs that may need to be met in a single classroom Inclusivity is and will continue to be a focus for the Board | 3 | 3 | 9 |
| MS1 | Management System | Risk Transfer | The risk of an inappropriate approach to manage the transfer of risk | <ul style="list-style-type: none"> Board works to manage its risk through transfer to third parties (e.g. Insurance, contract management, due diligence, procurement and purchases, etc.) | 2 | 3 | 6 |

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