REPORT TO

REGULAR BOARD

ICT STRATEGY REVIEW – PROJECT PRIORITY LIST

"The Lord is not slow about his promise, as some think of slowness, but is patient with you, not wanting any to perish, but all to come to repentance."
2 Peter 3:9

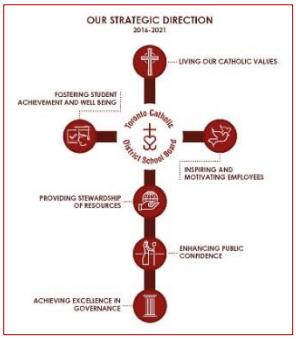
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INFORMATION REPORT

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

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.



Rory McGuckin
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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 (attached as Appendix E) 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	The **final report from Deloitte** titled *"IT Strategy Review – Future IT Strategy"* that provides the details of the recommended ICT Programs and describes the key activities and projects. • 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 **ICT Programs** defined by Deloitte and the **required projects within each Program**.
C	Spreadsheet that lists the **projects in priority sequence** and the estimated start year of each project is noted along with estimated additional one-time costs and base budget increases, value and effort and the ICT Program it is associated with.
D	**Cost analysis of all projects** that identifies the estimated additional one-time costs and base budget increases.
E	The **summary report from Deloitte** titled *"IT Strategy Review – Exec Summary"* as presented to the Audit Committee on June 2, 2017.

The cumulative staff time required to prepare this report was 88 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 additional one-time costs and base budget increases, value and effort.

8. The cost analysis of all projects by budget year are summarized in Appendix D.

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.

10. This Information Report was initially presented at the November 13, 2017 meeting of the Audit Committee. At the meeting, a motion was made to report back regarding *"how the Academic Device Refresh will be equitably distributed to schools"*. In general, when a device refresh is planned for student use, the following considerations and criteria are taken into account and in many cases multiple factors contribute to the decision:
    - The source of the funding may determine the target student group of the rollout. Ministry funding initiatives may have target objectives and constraints, for example SHSM (Special High School Major) and FNMI (First Nations Metis Inuit) initiatives
    - Devices funded through the Classroom Computers envelope typically target the panel of schools, Elementary or Secondary Schools.
    - Student enrolment (e.g., school, program, course, grade, etc.) is used to determine the allocation.
    - The need for a minimum allocation of devices may be required to effectively utilize the devices in a classroom setting.
    - Demographic data of schools (i.e., parental income, second language at home, parent unemployment, housing, etc.) is used to decide the allocation of additional devices to schools with greater needs.
    - Academic requirements and curriculum needs may drive the selection of and allocation of devices, e.g., Special Education vs. Math, tablets vs. laptops, standard device vs. assistive technology, etc.
    - Achievement results of the school may drive the decision to deploy devices to those specific schools, e.g. projects that focus on schools with lowest EQAO Math results.
    - A grade level or division may be the focus for an initiative.
    - A subject area or course such as Math, Literacy, Grade 9 Applied Math, etc. may be a consideration for a rollout.

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.