Ministry of Education

Operational Review Report
Kawartha Pine Ridge District School Board

March 2011

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Executive Summary

This report details the findings and recommendations of the Operational Review of Kawartha Pine Ridge District School Board (the school board) conducted by the Operational Review Team composed of external consultants from Deloitte Inc. and Ministry of Education staff. The Operational Review was conducted over three days beginning November 29, 2010.

Introduction

The Ministry is in the final stages of performing Operational Reviews of the 72 district school boards across the province. The initiative supports Ministry goals and will increase confidence in public education. The Ministry's goal is to enhance management capacity within school boards by encouraging good stewardship of public resources and by the leveraging and sharing of leading practices. By identifying opportunities for continual improvement, school board administration and operations will be aligned to support the government's highest priority: student achievement.

The Operational Review Team reviewed the school board's operations in four functional areas: Governance and School Board Administration; Human Resource Management and School Staffing/Allocation; Financial Management and School Operations and Facilities Management. The purpose of this was to assess the extent to which the school board has implemented the leading practices set out in the "Operational Review Guide for Ontario School Boards". The review also provides, where appropriate, recommendations on opportunities for improvement. Appendix A provides an overview summary of the Operational Review scope and methodology.

The review team found that the school board has implemented many of the leading practices. Noted strengths include a comprehensive policy review schedule, ongoing discussions in process collaboration with other school boards, strong labour relations practices, and efficient energy management. A summary of the findings and recommendations for each of the functional areas reviewed follows. Details can be found in subsequent sections of the report.

Governance and School Board Administration

The school board has adopted many leading practices in governance and school board administration, including:

- The school board develops and communicates a multi-year strategic plan that includes both academic and operational priorities and provides a framework for annual planning for the entire school board.

- The board of trustees (the Board) and the Director of Education (the Director) have appropriate processes for the establishment and regular maintenance of policies and administrative procedures for the efficient and effective operation of the school board.

- The Board and the Director proactively engage stakeholders (both internal and external) on a regular basis and through a variety of communication mechanisms.

- Key senior staff from all functions participate in various sector committees of provincial associations and Ministry workgroups.

The governance structure of the Kawartha Pine Ridge District School Board is supported by a document titled *"Background to Governance",* which defines the Board's governance role. Although the document has been updated to reflect recent legislative changes, it does not clearly delineate the role of the Director of Education. It should distinguish that role as both the link between the school board and the board of trustees and as the individual responsible and accountable for all school board operations. Ensuring clarity in roles will ensure the school board is in compliance with the *Student Achievement and School Board Governance Act*, Bill 177. The school board should review its governance model and update it to reflect the roles and responsibilities mandated by Bill 177. The Ministry would provide any additional support in this area at the request of the school board.

Recommendation:

- The school board should develop a formal governance policy that clearly delineates the division of duties and responsibilities between the board of trustees and in particular, the Director of Education. The school board's governance model should reflect the roles and responsibilities mandated by the Student Achievement and School Board Governance Act, Bill 177.

Human Resource Management and School Staffing/Allocation

The Human Resources (HR) department demonstrates a good level of operational effectiveness overall. It has implemented many of the leading practices, including:

- The HR department has processes in place to monitor HR policy compliance by all staff and management.

- Management has established labour/management committees and maintains strong labour relations.

- The HR department actively supports the professional development activities of the school board.

- The school board has a formal, documented attendance support program that includes approved policies and procedures for minimizing the cost of absenteeism.

- HR management periodically conducts independent compliance audits of the board's insurance carrier to ensure adherence to benefit plan's terms and conditions.

Recruitment and hiring processes are managed by the HR department. Although the school board takes a methodical approach to recruiting and hiring, trustees participates in some hiring panels for SOs, principals, and vice principals. Since this practice is contradictory to Bill 177, the Director should review the composition of its interview panels, and develop formal hiring policies and procedures to clarify the roles of trustees and school board staff. Trustees should provide strategic policies to govern staffing and recruitment. They should not sit on hiring panels, with the exception of hiring the Director of Education.

Recommendations:

- The Director should review the composition of its interview panels, and develop formal hiring policies and procedures to clarify the roles of trustees and school board staff. Trustees should provide strategic direction to govern staffing and recruitment. They should not sit on hiring panels, with the exception of hiring the Director of Education.

- Trustees should provide the school board with a policy and priority framework for bargaining, and not directly participate in negotiations.

Financial Management

The department produces a number of positive results, through the implementation of these leading practices:

- The finance department's goals and priorities are documented in an annual department plan that is aligned to the annual board operating plan and accessible to key stakeholders. The plan incorporates measurable targets, specific timelines, and identified accountability.

- The annual budget development process is documented, transparent, clearly communicated and incorporates input from all key stakeholders including

management (with principals), board of trustees and the community, and supports the school board's strategic and operational plans.

- Management identifies and documents all significant risks during the budget development process, and develops strategies to mitigate these risks.

- The school board's integrated financial information system provides useful, timely, and accurate information for management and stakeholders.

- Management ensures adequate controls are in place to safeguard schoolbased funds and to coordinate the annual reporting of revenues and expenditures from schools and school councils.

- Management evaluates and develops strategies to increase purchasing power and minimize the cost of goods and services.

The finance department randomly conducts school audits. The school board's external auditors also audit 10 schools annually, in addition to the school board's accounts. The school board does not have an internal audit function in place. However, it has been actively participating in the Ministry's regional audit initiative, and should continue to do so. This should include working with the regional audit team to ensure annual audit plans are clearly documented, and that audit report recommendations are acted upon by management.

The school board does not have a PCard program, but management intends to evaluate the potential costs and benefits of establishing one. The school board should continue with the planned review of low dollar purchase orders. This would identify whether higher purchase order threshold limits and PCards would increase efficiency, and reduce administration tasks, cost and risk for low dollar spending.

The school board makes use of an electronic financial management system to ensure efficiency of its purchasing and payment process, and conducts a two-way match on the majority of purchases. To increase oversight and completeness of all purchases, the school board should consider implementing three-way matching.

Recommendations:
- Management should continue working with the regional audit team on the development of a risk assessment to determine priority areas for internal audit activities.

- Management should work with the regional audit team to ensure annual audit plans are clearly documented. Audit report recommendations should be acted upon by management. Where management chooses not to implement an audit

recommendation and to accept the risks associated with an audit finding, the justification should be clearly documented and agreed to by the audit committee.

- Department staff should consider implementing the use of Purchase Cards (PCards) to appropriate school staff. PCards can reduce the volume of supplier invoices to be processed and increase overall efficiency. Appropriate control procedures would be put in place to support the expanded use of the PCard.

- Management should perform a detailed review of the school board's purchase-to-payment cycle and implement three-way matching.

School Operations and Facilities Management

The facilities services department has adopted several of the leading practices in its custodial and maintenance operations, including:

- The facilities services department has clearly defined organizational units and delineates respective roles and responsibilities. A current organization chart is available to the public.

- Senior operations and facilities staff have appropriate designations and qualifications and/or experience.

- Management has processes in place to monitor school operations and facilities management policy compliance by all staff and management.

- The school board has adopted cleaning standards for schools and has developed a standard set of processes and tools to monitor, manage, and report on results.

- A comprehensive system exists to budget expenditures, track and regulate consumption and identify opportunities for further savings.

- An automated work-order system and process records, monitors, and evaluates projects ensuring the effective use of resources.

- Management uses cost-effective designs, standard footprints, energy conservation, and economical construction practices to minimize construction and future maintenance and operation costs. The school board is guided by the principles outlined in the manual prepared by the Expert Panel on Capital Construction: *From Concept to Classroom – Leading Practices Manual for School Construction in Ontario*.

The custodial staffing allocation model is based initially on facility square footage. The process is not standardized, and the department should work to develop a custodial and maintenance allocation model that considers other factors. These factors may include elements such as the age of the facilities, types of spaces (gyms, portables, etc.) and type of use for the spaces, as well as square footage.

The school board has initiated an eco-schools program and energy audits, as well as numerous energy system upgrades, including plans to include renewable energy sources in new construction and existing buildings. Management has not however established a multi-year energy management plan for the school board. Management reported that they are in the process of developing an energy management plan, which would include tools to monitor and manage the plan. The school board is encouraged to continue to develop and implement such a plan.

The security of school board students, staff and property is the joint responsibility of all superintendents, principals, and managers, as well as the HR and facilities departments. While the school board maintains detailed safety procedures and training, it has not fully incorporated all the pieces of security planning into one strategy for the entire school board. The school board should review and organize all existing policies and procedures in one detailed overarching security strategy and plan. This will help ensure that the school board is in compliance with statutory and internal policy security requirements for students and all staff groups.

Recommendations:

- The school board should develop an allocation model for custodial staff, and compare it with those of other school boards, to ensure the optimization of staff and consideration of various factors.

- The school board should establish a multi-year energy management plan that incorporates quantifiable measures and the tools to monitor and manage the plan. In line with the Green Energy Act, 2009, energy management planning should include the development of policies, guidelines, goals (conservation targets), and priorities for energy management and resource conservation. The plan should include short-term and long-term opportunities, with milestones, roles, responsibilities, and budgets, with a process for ensuring community support.

- The school board should develop an overarching security strategy and plan, reflecting the security and student safety policies and ensuring compliance with associated statutory security requirements for both students and all staff groups.

1. Background and Overview

1.1 School Board Profile and Structure

The Kawartha Pine Ridge District School Board is committed to one common goal: success for every student. The collective goal of parents, teachers, support staff, administration, and trustees is to support, challenge, and inspire every student to achieve their full potential. Responsible for providing public education to 33,487 students, the school board offers a diverse range of programs in its 102 schools.

Since 2002-03, enrolment has declined by approximately 5,731students or 14.6 per cent. The school board's enrolment continues to decline.

The Senior Administration Team at the school board is composed of the Director of Education, supported by senior staff as follows:
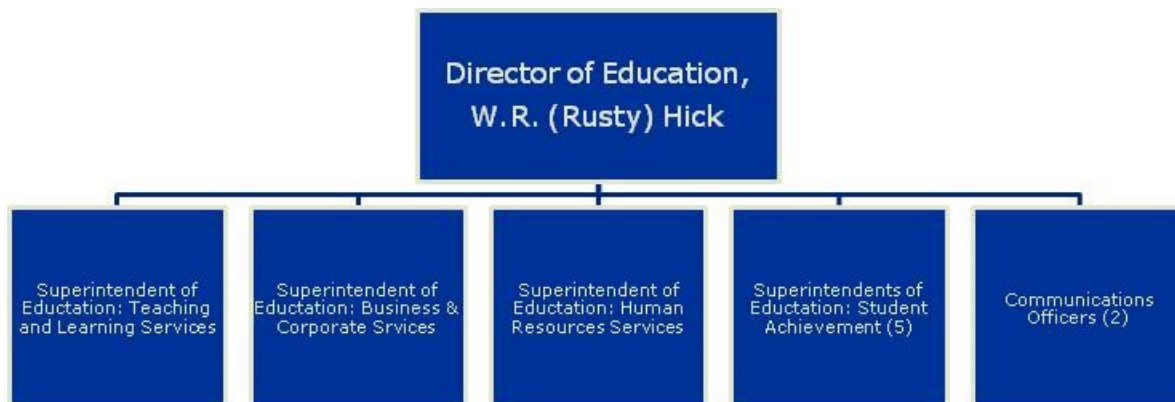
1.2 Key Priorities of the School Board

The Kawartha Pine Ridge District School Board has developed the following mission statement:

 "We educate our students to excel in learning, to succeed in life and to enrich our communities."

This mission statement is supported by a character attributes statement, and a set of values followed by all staff members. They are as follows:

Our Vision

"We are a dynamic and responsive educational community that inspires joy in learning, excellence in teaching, and the development of character. We respect the diversity and uniqueness of all learners, employees, and community members. We create pathways for success in life."

Our Values

- The best interests and well-being of our students guide our decisions and actions.

- We provide a balanced education that includes success in student learning, and in personal, social and citizenship development.

- Our programs support the unique abilities, aptitudes, interests and needs of our students in their career destinations and life choices.

- We value equity, diversity, inclusiveness and the dignity and humanity of each individual in our policies, practices, programs and interactions.

- We create a climate of high expectations to promote excellence.

- Our students and employees demonstrate the positive character attributes developed through community consultation.

- We foster parental involvement and community engagement to build partnerships that support student learning.

- We nurture creativity, innovation and ingenuity in our quest for continuous improvement.

- We value the contributions of each of our employees to the attainment of our mission.

- We are accountable to the public we serve.

Our Character Attributes

- Respect

- Responsibility

- Honesty

- Integrity

- Empathy

- Fairness

- Initiative

- Perseverance

- Courage

- Optimism

1.3   Student Achievement

The EQAO results for the school board show that students' Grade 3 scores are at or just below the provincial average. EQAO scores for Grade 6 in reading have remained at or just below the provincial average, while writing and math at the grade 6 level have remained for the most part below the provincial average.

The school board's Grade 9 EQAO results remain at or just below the provincial average in Academic and for Applied, the school board is at or above the provincial average. The school board remains at or just below the provincial average for the Ontario Secondary School Literacy Results. The following charts show the school board's EQAO results over the last eight years.
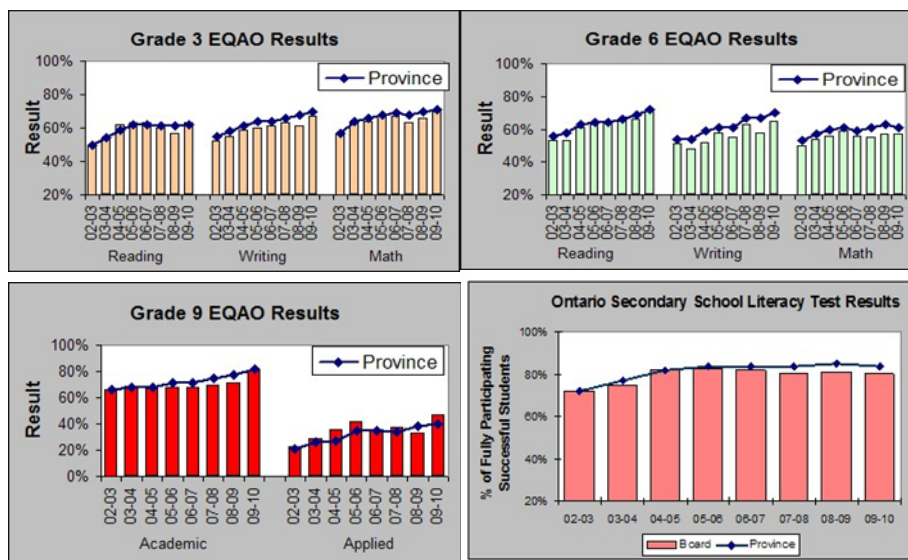
1.4   Fiscal Overview

The school board has presented surpluses to the Ministry since 2007-08.

The school board has been actively monitoring its ability to finance its capital commitments. The school board has completed its Capital Liquidity template, which demonstrates that its existing capital debt is fully funded.

The following tables provide a fiscal overview of the school board:

Summary Financial Data (Revenues)

Revenues	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Legislative Grants	$236,814,404	$246,029,448	$246,931,433
Local taxation	$90,343,092	$90,395,019	$93,113,070
Board Revenues	$8,009,102	$6,491,712	$5,044,927
Other Operating & capital Grants	$4,885,582	$3,971,247	$4,318,185
Total Revenues (Schedule 9)	**$340,052,180**	**$346,887,426**	**$349,407,615**

Summary Financial Data (Expenditure)

Expenditures:	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Operating expenditures	$319,006,652	$340,100,454	$332,641,916
Capital expenditures - Before transfers from reserves	$16,848,548	$12,916,479	$13,727,865
Transfer to (from) Reserves	$4,167,790	-$6,143,464	-$2,311,908
Total Expenditures	**$340,022,990**	**$346,873,469**	**$344,057,873**
In-year Surplus (Deficit)	**$29,190**	**$13,957**	**$5,349,742**

School Board Reserves and Deferred Revenues

School Board Reserve and Deferred Revenues:	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Retirement Gratuities	$7,112,384	$5,234,008	$5,234,008
School Activities	$516,920	$804,392	$0
WSIB	$1,341,580	$1,341,580	$1,341,580
Miscellaneous	$10,553,329	$6,000,769	$4,493,253
Pupil Accomodation Debt Reserve	$834,272	$834,272	$834,272
Total Reserve Funds (Schedule 5)	**$20,358,485**	**$14,215,021**	**$11,903,113**
Proceeds of Dispositions Reserve- School Buildings	$153,374	$0	$0
Education Development Charge Reserve	$1,113,312	$1,284,046	$1,884,046

School Board Reserve and Deferred Revenues:	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Energy Efficient School - Operating	$0	$463,049	$0
Energry Efficient School - Capital	$0	$666,787	$0
Total Deferred Revenues (Schedule5.1	**$1,266,686**	**$2,413,882**	**$1,884,046**
Total Board Reserves and Deferred Revenues	**$21,625,171**	**$16,628,903**	**$13,787,159**

1.5 Key School Board Statistics

The following table highlights key statistics for the school board. It suggests among other things that the school board has been experiencing declining enrolment since 2002-03.

Day School Enrolment

Day School Enrolment	2002-03 Actual	2009-10 Revised Estimates
Elementary Day School ADE	25,602	20,607
Secondary Day School ADE	13,616	12,880
Total Day School Enrolment	**39,218**	**33,487**

Primary Class Size

Primary Class Size	2003-04	2009-10
% of Classes 20 or fewer	29%	91%
% of Classes 23 or fewer	64%	100%
Average Class Size - Jr/Inter	25.82	25.01
% of 3/4 Classes 23 & Under	35%	93%
% of Combined Classes	26%	44%

Staffing

Staffing	2003-04	2009-10
School Based Teachers	2126	2099
Teacher Assistants	343	470
Other Student Support	131	204

Staffing	2003-04	2009-10
School Administration	128	127
School Clerical	176	169
School Operations	332	307
Other Non-Classroom	105	100
Total Staffing	**3,341**	**3,476**
Teacher - Pupil Ratio	**1:18**	**1:16**
FTE Staff per 1,000 Pupils (ADE)[1]	**85.2**	**103.8**
Total Salary & Benefits as % of Net Operating Expenditures	**73.4%**	**80.9%**

Special Education

Special Education	2003-04	2009-10
Special Education Incremental Expenditures	$29,865,403	$47,084,435
Special Education Allocation	$33,447,950	$44,958,977
Spending above Allocation (Reserve)	**-$3,582,547**	**$2,125,458**

School Utilization

School Utilization	2003-04	2009-10
Number of schools	105	102
Total Enrolment (ADE)	39,218	33,487
School Capacity (Spaces)	38,391	37,624
School Utilization	**102.2%**	**89.0%**
Board Area (Km^2)	**6,706**	**6,998**
Number of Trustees	**11**	**11**

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[1] Note: Impacted by Class Size and Special Education

## 2.	Governance and School Board Administration – Findings and Recommendations

A school board's governance model and administrative organizational framework make a significant contribution in helping the board of trustees, director, senior administration and diverse community stakeholders support both student achievement strategies and effective board operations.

Governance and school board administration processes are reviewed to:

- Understand how the governance model supports operational effectiveness and delineates the division of duties between the board of trustees and the administration;

- Assess the development of the multi-year and annual plans (including the goals/priorities) and actions to engage and communicate with key stakeholders, and the related reporting against the plan;

- Assess how policies and related procedures are generated and maintained;

- Determine whether staffing levels and organization structures provide for clarity of roles and accountability sufficient to carry out the school board's objectives; and

- Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes.

This section provides a summary of the findings and recommendations of our assessment of the school board's adoption of the leading practices relating to the governance and school board administration. Our findings are a result of our review of the data provided by the school board and our fieldwork, which included interviews with the Chair, the Director and senior staff of the school board.

The following table summarizes the leading practices defined for governance and board administration, and identifies where evidence showed that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Establishment of an Effective Governance Model

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
The school board's governance model clearly delineates the division of duties and responsibilities between the board of trustees and the director of education to support an effective working relationship. The governance model reflects the roles and responsibilities mandated by the Student Achievement and School Board Governance Act, Bill 177.	No

Development of the Board's Strategic Direction and the Annual Operating Plan

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
The board of trustees, using a consultative process, develops and communicates a multi-year strategic plan that includes both academic and operational priorities and provides a framework for annual planning.	Yes
The director of education develops an annual operating plan of the goals/priorities, incorporating both academic and nonacademic departments. The plan is aligned with the Board's multi-year strategic plan and has goals that are specific, measurable, achievable, relevant and timely. Staff are assigned goals for which they are accountable.	Yes
The director of education periodically/annually reports to the board of trustees on the status and outcomes of the board strategic plan and annual operating plan.	Yes

Decision-Making Processes

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
The board of trustees and the director of education have appropriate processes in place for decision making.	Yes
The board of trustees and the director of education have appropriate processes for the establishment and regular maintenance of policies and administrative procedures for the efficient and effective operation of the board.	Yes

Organizational Structure and Accountability

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
The organizational structure has clearly defined organizational units that delineate roles and responsibilities, minimize administrative costs and ensure effective and efficient operation.	Yes
A departmental organization chart (supplemented with a directory of key staff contact information) is publicly available on the board's website.	Yes

Succession and Talent Development

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
As part of the Ministry's Ontario Leadership Strategy, the director of education, with support from HR, has established a formal Succession and Talent Development Plan to build and sustain leadership capacity.	Yes

Stakeholder Engagement

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
The board of trustees and the director of education proactively engage diverse stakeholders (both internal and external) on a regular basis and through a variety of communication vehicles (e.g., websites, e-mail, memos, town halls, etc.).	Yes
Key senior staff from all functional areas are members and participants in sector committees of provincial associations and Ministry workgroups.	Yes

Establishment of an Effective Governance Model

The governance structure of the Kawartha Pine Ridge District School Board is supported by 11 elected trustees and one student trustee, comprising the Board of Trustees (the Board). The school board's governance model aims to separate accountability of policy from that of operations. This model is supported by a document titled *"Background to Governance"*, which defines the Board's governance role and clarifies and distinguishes governance versus management.

The document outlines the role of trustee as well as the Chair of the Board (the Chair), and outlines regulations concerning communication between the Board and senior management. The Board also maintains a code of conduct policy statement, which outlines regulations concerning Board conduct, compliance with regulations or

procedures, removal of trustees, and the process to deal with public concerns, to name a few.

Although the *"Background to Governance"* document has been updated to reflect some recent legislative changes, there is no formal definition for the Director of Education's (the Director's) role that would identify accountability for daily school board operations or distinguish that role as the link between operations and the Board of Trustees (through the Chair). Ensuring clarity in roles will ensure the school board is in compliance with the *Student Achievement and School Board Governance Act*, Bill 177. The bill came into force on December 15, 2009, and clarifies in legislation the roles and responsibilities of school boards, trustees, Board chairs and Directors of Education. The school board should review its governance model and update it to reflect the roles and responsibilities mandated by Bill 177. The Ministry would provide any additional support in this area at the request of the school board.

The Board works directly with the senior administration team through the committee structure. In addition to the Committee of the Whole, the school board has a number of committees, including:

Standing committees

- Program Review Committee

- Resource Committee

Advisory committees

- Advisory Committee on Aboriginal Issues

- Chairpersons' Committee

- Employee Recognition Committee

- Special Education Advisory Committee

- Striking Committee

- Supervised Alternative Learning for Excused Pupils Committee

- Suspension Committee

- Expulsion Committee

- Trustee Development Committee

- Parent Involvement Committee

- Audit Committee

Community committees:

- Community Training and Development Committee

- Kenner Collegiate Vocational Institute Foundation

Staff committee:

- Equity and Diversity Committee

Other:

- Trustee representative on Board negotiating teams

- Student transportation services of central Ontario (STSCO) governance Committee

- Ontario public school boards' association (OPSBA)

- First Nations education services agreement Committee

The Operational Review took place two months following the October 2010 school board elections, which resulted in three new trustees joining the Board. At the time of the Review, the Chair was not appointed. The relationship between the Director and the Chair has been collegial and collaborative, and management is confident that a similar relationship will develop in the future.

Since then, the previous Chair was reelected. The new Board was provided with1.5 days of training, including a mock Board meeting to orient new members to Board policies and procedures. The training included covering basics such as Robert's Rules. Formal mentoring does not take place between elected Board members. However, there is a formal mentoring program that exists between an elected Board member and the student trustee, which ensures the student receives guidance.

The Director's performance appraisal is conducted annually. Feedback from multiple stakeholders is collected through the Chairpersons' Committee. Findings are presented to the Director and then to the Board. There are no performance appraisal processes in place for trustees, although this is something the Board is considering.

Development of the Board's Strategic Directions/Plan

The school board clearly outlines the strategic planning process in policy B-3.1 "*Strategic Planning and the Areas of Emphasis*". It is currently operating under its multi-year strategic plan/areas of emphasis developed for the 2007-2011 period. The plan is revised and updated twice annually, and the Board is provided with semiannual status updates. The school board will enter a new strategic planning process in early 2011 to develop a plan for 2012-2017. To develop the current strategic plan, the Evidence Collecting Committee conducted a web-based stakeholders' survey. The results were considered by the Strategic Direction Setting Committee, which then made a recommendation to the Board.

The strategic plan identifies three areas of emphasis under which a number of goals are identified. It includes designated responsibilities, required actions, timelines, and status updates. The areas of emphasis and related outcomes are as follows:

Area of Emphasis: 1. Student Achievement

- Elementary Program Development

- Secondary Program Development; Student Success

- Differentiated Instruction

- Regional Alternative and Continuing Education Programs (CIS)

- Technology for Learning

- The Arts

- Aboriginal Education

- Assessment and Evaluation

- Special Education

Area of Emphasis: 2. Personal Development

- Safe Schools

- Leadership Development

- Character Development

- Non-academic Needs of All Students are Supported

- Healthy Lifestyles

Area of Emphasis: 3. Quality and Accountability

- Culture of Excellence

- Community Partnerships

- Transportation

- Evidence-based Decision-Making

The school board's current strategic plan identifies high-level priorities, and provides tactical details regarding annual operational goals. Both academic and non-academic outcomes are included in the strategic plan. The ongoing semi-annual review of the plan ensures that it is kept up-to-date, and outcomes are tracked against predetermined progress indicators. In part, due to the level of detail included in the strategic plan and the ongoing updates, it is also used as the school board's annual operating plan.

However, the school board should consider separating the current strategic plan into a high-level multi-year strategic plan. This plan can be refreshed on a multi-year cycle while remaining relatively static for its lifespan. A detailed operational plan (supported by departmental operations plans) can be maintained on an annual basis.

There is a clear link between the strategic plan and the allocation of resources as departmental budget proposals require alignment to the plan. The Director is responsible for oversight of all academic activities, while the senior operational managers oversee their day-to-day activities ensuring alignment to the operational plan.

Decision-Making Process

The process for setting agendas for Board meetings is detailed in a process chart. This outlines the high-level process used once annually for setting the Board agenda (setting of meeting dates, calling for items for specific dates, the distribution of the final agenda) and provides a detailed process for developing individual Board meeting agendas. The process document is supported by a Director's memo, outlining key dates, deadlines for agenda submissions, and reports.

The agenda development process begins with an electronic call for agenda items. Major milestones that follow could include the collection and revision of agenda submissions and the review and approval of the draft agenda by the Director. This is followed by the review and approval of the draft by the Board Chairperson and Vicechairperson, and the final preparation of agenda documents. Once compiled, information and agendas are emailed to trustees 48 hours prior to the Board meeting.

The school board has appropriate processes in place for the establishment and regular maintenance of policies and administrative procedures. Policy review and supporting operational guideline review processes are documented and scheduled in policy B-1.1, "*Board Operations and Policy Development*". The policy sets out guidelines for policy approval, distribution and review. It also outlines requirements for the school board's administrative regulations. The policy is supported by a process flow document that outlines the macro level policy process, as both the policy review and revision processes. The two documents clarify responsibility for each step in policy development.

Organizational Structure and Accountability

The Director is directly supported by the Superintendent of Education (Teaching and Learning), the Superintendent of Education (Business & Corporate Services), the Superintendent of Education (Human Resources Services), five Superintendents of Education (Student Achievement) and two communications officers. Each member of the senior administration team maintains separate and distinct portfolios. The SBO oversees all operational functions, including facilities services, finance and business services, planning services, Information Technology (IT) and transportation.

The school board has updated its organizational chart with recent changes to senior administration. The chart has been posted on the website, and provides a detailed list of key staff and their area of accountability and the school board's reporting structure.

Succession and Talent Development

The school board has adopted a succession and talent development plan to build and sustain leadership capacity across multiple staff functions. The succession and talent plan includes multiple strategic projects related to employee growth and development. These include internship plans, mentorship at the principal and viceprincipal levels, and leadership programs for non-academic supervisory staff.

This system-wide succession management plan was initially developed to meet the school board's needs and in response to the Ontario Leadership Strategy document. The board has developed a custom system that permits employees to create learning profiles and track personal progression through their succession development plan. The online system also consolidates training records and permits supervisor input and feedback. Staff may also input comments and feedback on their training programs through the system. The succession plan is supported through the HR department by one manager, an HR officer and clerical support, as well as two principals.

Stakeholder Engagement

The Board, Chair and Director consider stakeholder communications an integral part of the school board's success. The school board employs two communications officers, dedicated to school board events and corporate communications respectively. The communications officers and the Director act as communications advisors to the Board. By protocol and practice, the Board speaks with one voice through the Chair. School board information is communicated to the public and broader stakeholder groups through direct mailings as well as through local media.

Members of the senior administrative team and the Board are actively involved at various provincial forums, including membership in the Ontario Association of School Business Officials (OASBO), Council of Senior Business Officials (COSBO), Council of Directors of Education (CODE) to name a few. Participation in these associations helps ensure that the school board can incorporate best practices from across the sector.

Recommendation:

- The school board should develop a formal governance policy that clearly delineates the division of duties and responsibilities between the board of trustees and in particular, the Director of Education. The school board's governance model should reflect the roles and responsibilities mandated by the *Student Achievement and School Board Governance Act*, Bill 177.

3. Human Resource Management and School Staffing/Allocation – Findings and Recommendations
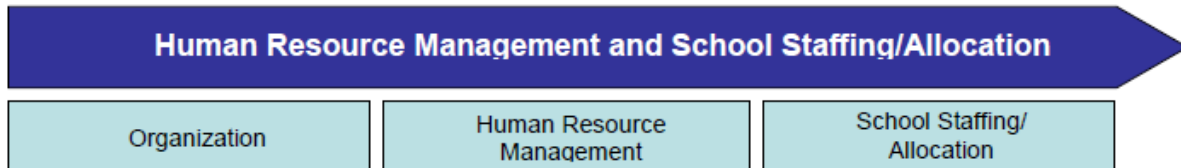
Effective management of human resources ensures an adequate number of qualified staff throughout the organization can perform their prescribed duties. Policies and procedures to develop staff are in place, through performance appraisals, professional development and support services. Staff allocations to schools and classrooms meet the Ministry's class size requirements, and are congruent with the board's collective agreements and allocation models.

The following is a summary of our assessment of the school board's adoption of the leading practices under the processes identified above. All findings are a result of a review of the data provided by the school board and on-site fieldwork, which included interviews with all key HR staff, as well as follow-up and confirmation of information.

3.1 Human Resource Organization

The review of the organization of the HR department assesses:

- Whether appropriate policies and procedures have been established and maintained to support the HR functions and required priorities, and whether they are aligned with the school board's directions;

- Whether an annual departmental plan setting out the goals and priorities and their alignment to the board's strategic directions has been established;

- Whether the roles and responsibilities of staff support the key functions, activities and practices of HR;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for HR organization and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Development and Reporting of Annual Goals and Priorities

Leading Practices – Human Resource Organization	Evidence of Adoption?
The HR department's goals and priorities are documented in an annual department plan. They are aligned to the annual board operating plan accessible by key stakeholders. The plan incorporates measurable targets, specific timelines and identified accountability.	Yes

Organizational Structure and Accountability

Leading Practices – Human Resource Organization	Evidence of Adoption?
The HR department has clearly defined organizational units and delineates the respective roles and responsibilities. A current organization chart is available to the public.	Yes
Senior HR staff have appropriate designations (e.g., Certified Human Resource Professional) and/or experience.	Yes

Monitoring and Communication of Policies

Leading Practices – Human Resource Organization	Evidence of Adoption?
HR management has processes in place to monitor HR policy compliance by all staff and management.	Yes
HR management builds staff capacity in understanding of HR policies and administrative procedures.	Yes

Development and Reporting of Annual Goals and Priorities

Using NQI framework indicators, the HR department develops an annual operating plan that aligns with the school board's overarching strategic plan. The departmental plan identifies key objectives, responsibilities, action plans, the aligned area of emphasis, NQI framework indicators, timelines, and the status of the project. The annual departmental plan is developed from June to October by HR management, with input and feedback from different employee groups, including superintendents, principals, and vice-principals. As part of the departmental planning process, stakeholders are surveyed by various means (through committees, focus groups, individual discussions and surveys) each year. The surveys help solicit stakeholder feedback on HR functions. By engaging them in the planning process, management aims to create greater satisfaction and stakeholder buy in. Prior to the finalization of the plan, it is presented in full to the HR team for final input.

The departmental plan is revisited and updated by the department three or four times a year. Managers from other departments also review the HR department's plans, to ensure alignment across all school board functions.

Organizational Structure and Accountability

Led by the Superintendent of Education (Human Resources Service) and managed by the senior manager of HR services, the HR department is supported by approximately 30 staff. The HR department's job descriptions are accurate and upto-date. The current structure of the HR department is detailed in an internal organizational chart, which is posted on the school board's website. The department uses a job description template to ensure all departmental job descriptions are up to date. Departmental staff are qualified through a combination of professional designations, certifications and work experience, including the Certified Human Resources Professional (CHRP), certifications from universities and provincial school board groups such as OASBO.

Monitoring and Communication of Policies

The HR department regularly updates policies and procedures on three or five year cycles. Off cycle updates to policies take place when issues arise or policy improvements are identified through practice. New policies and procedures are communicated to staff through various means, including new staff training and HR bulletins. The department is responsible for the monitoring and maintenance of policies including the following:

- Equity, Diversity and Inclusion

- Volunteers

- Excellence in Principal/Vice-principal Leadership

- Selection and Appointment to All Positions

- Staffing

- Compensation for Employees

- Performance Evaluation for Senior Administrative

- Personnel

- Vacation

- Occupational Health and Safety

- Workplace Harassment

- Alternative Work Arrangements

- Health and Medical - Employees

- Code of Ethics for Employees

- Staff Development

- Code of Conduct for Employees

- Performance Appraisal

- Leave of Absence

- Long Serving and Retirement Recognition

- Retirement and Resignation

The department ensures compliance of policies in several ways, and maintains a policy document that outlines specific steps that the department and school board will take to ensure policy compliance. The document helps ensure that the individuals and departments are held accountable for policy compliance.

3.2   Human Resource Management

The purpose of reviewing the HR management processes is to assess whether:

- Planning and processes are in place for the recruitment and hiring of the appropriate number of qualified staff to support the board's goals;

- Appropriate processes are in place to promote the personal and professional growth of all staff;

- Adequate systems and procedures are in place to manage employee compensation plans, labour relations, employee performance and attendance, and other support services to foster employee satisfaction;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes can be identified.

The following table summarizes the leading practices defined for HR management, and identifies where evidence was found to indicate that the practice was adopted in full.

Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Staff Recruitment/Hiring

Leading Practices – Human Resource Management	Evidence of Adoption?
Recruitment policies and administrative procedures are reviewed annually, and are aligned with staff planning to support student achievement. Trustees do not sit on hiring panels (exception: hiring the director of education) but provide policies to govern staffing and recruitment.	No
Processes are in place to identify and remove discriminatory biases and systemic barriers in staff recruitment, selection, hiring, mentoring, promotion and succession planning processes. The school board conducts employment system reviews and works towards broadening the diversity of recruitment pools.	Yes
The hiring policies and procedures for the respective staff groups are harmonized and shared with managers throughout the school board.	Yes

Labour Relations

Leading Practices – Human Resource Management	Evidence of Adoption?
The director of education and the board of trustees have established labour/management committees.	Yes
Trustees provide the school board's policy and priority framework within which bargaining takes place.	No
HR management has established policies and procedures to minimize grievances.	Yes

Employee Performance Evaluation Processes

Leading Practices – Human Resource Management	Evidence of Adoption?
HR management has policies and procedures for an employee evaluation/performance system for all staff.	Yes
HR management maintains and communicates formal disciplinary policies and procedures for all staff.	Yes
The HR department actively supports the professional development activities of the school board.	Yes

Attendance Support Processes/Programs

Leading Practices – Human Resource Management	Evidence of Adoption?
The school board maintains appropriate processes and systems to monitor staff attendance on a timely basis.	Yes
The school board has an attendance support program that is documented and includes approved policies and procedures for minimizing the cost of absenteeism.	Yes
Management periodically reports on the effectiveness of attendance support processes/programs to senior management and the board.	Yes

Management of HR and Payroll Data

Leading Practices – Human Resource Management	Evidence of Adoption?
Payroll processing is segregated from employee data records and changes to data are adequately controlled.	Yes
HR records are current, including the formal tracking of teacher qualifications and experience.	Yes
HR management has implemented an approved pay equity plan, which is reviewed periodically and amended as necessary.	Yes

Management of School Board's Benefit Plans

Leading Practices – Human Resource Management	Evidence of Adoption?
HR management periodically conducts independent compliance audits of the board's insurance carrier to ensure adherence to benefit plan's terms and conditions.	Yes
Employee data is automatically synchronized between the board and external carriers (i.e., OTPP, OMERS and the board's benefit provider(s)).	Yes
Policies and procedures ensure the board's benefit plans are managed appropriately.	Yes

Monitoring Staff Satisfaction

Leading Practices – Human Resource Management	Evidence of Adoption?
Confidential staff satisfaction surveys are performed periodically.	Yes
Confidential exit interviews are performed for all staff who resign, take early retirement or transfer.	Yes

Staff Recruitment/Hiring

The department has chronicled recruiting processes in an annual calendar, which outlines monthly processes. Since there is less demand for staff and a high surplus supply of teacher candidates, the school board strikes a recruitment and selection committee annually, comprising principals and other staff. The committee determines recruiting needs for the coming year and reviews the recruitment processes and guidelines for schools. The committee provides input on the systems recruiting needs and how best to meet them. Recently, the school board has focused teacher recruitment on French and Technology staff. In the past, the school board would recruit from as many school fairs as possible. The recruiting landscape has shifted. Hiring is now done through selective recruitment fair visits, as well as using targeted online tools. The school board maintains a high retention of staff and a young teacher population.

Recruitment and hiring processes are managed by HR department. Although the school board takes a methodical approach to recruiting and hiring, trustees participate on some hiring panels with SOs, principals, and vice principals. This practice is contradictory to Bill 177. As such, the Director should review the composition of its interview panels, and develop formal hiring policies and procedures to clarify the roles of trustees and school board staff. Trustees should provide strategic policies to govern staffing and recruitment. They should not sit on hiring panels, with the exception of the hiring of the Director of Education.

The school board maintains processes to identify and remove discriminatory biases and systemic barriers in staff recruitment, selection, hiring, mentoring, and promotion, and provides accommodation as necessary. The school board employs an equity and diversity advisor, and has a newly-created role of equity specialist. These roles work to improve hiring and HR processes, improving training, and serve as the key resource to the equity and diversity committee. The equity specialist manages investigations of workplace harassment. The school board also has an advisory committee on Aboriginal issues, set up with input from stakeholder groups, and supported by the equity specialist. The equity specialist also commits time to visiting schools and providing outreach regarding equity and diversity.

Hiring policies and procedures have been harmonized across employee groups, and are included in large part in collective agreements and HR bulletins. The department retains responsibility for central issues in the hiring process, which include guidelines, tools for job posting and interviewing, record keeping, resume review, and screening and reference checks. These processes are maintained centrally to help ensure consistency in the process, while the final hiring decisions are left to onsite principals or supervisors. All recruitment and selection processes are mapped and reviewed annually.

Labour Relations

HR management and senior administration have established a number of labourmanagement committees that meet regularly, with terms of reference outlined in collective agreements. These committees are composed of members including, but not limited to HR department employees, the manager of plant, senior administrative team members, union representatives and trustees. The labour-management committees represent the collective bargaining units of the school board. They are:

- Canadian Union of Public Employees (CUPE) Secretarial Dialogue Committee

- CUPE Centrally-Assigned Special Services Staff Dialogue Committee

- CUPE Redeployment Committee

- CUPE Custodial Dialogue Committee

- CUPE EA Dialogue Committee

- Occasional Teacher Labour Management Committee

- CUPE Job Evaluation Committee

- CUPE Joint Staff Improvement Committee

HR has a standing agenda item in Board meetings to provide feedback and updates. It is during the updates that the Board provides the overarching framework through which labour negotiations must take place. Negotiation teams maintain a standard composition depending on the labour group. The negotiation team sometimes includes a trustee who is present as an observer. Since this practice and involvement in the negotiation process conflicts with Bill 177, it is recommended that trustees only provide the school board with a policy and priority framework for bargaining. They should not play a direct role in negotiations.

The school board maintains a strong, open relationship with unions. Labour/ management committees (known as dialogue committees) meet regularly. Senior management maintains close relations with union executives, who are released from their duties for their term. The Director has lunch with union presidents every few months. This open relationship between unions and management helps minimize grievances. Layoff, recall and dismissal processes are well understood at the school board. When layoffs are required, unions are consulted very early in the process.

Employee Performance Evaluation Processes

The school board has performance evaluation processes in place for all academic and non-academic staff. The school board maintains consistent performance evaluation processes across all employee groups, and catalogues each in separate Performance Appraisal Manuals. Manuals exist for the administrative and leadership employee groups, teachers, CUPE members, and new teachers (the New Teacher Induction Program). Managers receive training annually on performance appraisal procedures and guidelines.

Staff performance evaluation processes are maintained electronically. The system allows management to maintain records and track staff performance, and flags accounts that are incomplete or that have missed deadlines. Since the data in the system can be mined, it is very useful for professional development (PD) program design and development. Managers are evaluated annually and CUPE performance appraisals take place every five years, making the process automated and interactive. The system includes feedback from supervisors, and provides improvement plans if required. In the event of unsatisfactory evaluations, processes are clearly detailed through checklists and process charts for both managers and employees.

The school board uses progressive discipline for all employees. Details are outlined in progressive discipline guidelines and documents and the investigation guidelines for employee misconduct. Principals will make a report to the Board if employees are terminated with cause. The director also informs trustees when they should be aware of a particular incident or circumstance. For some teachers under the Education Act, in the case of dismissal, the decision goes to the Board for approval on the advice of legal counsel.

The structure and documentation of the school boards PD programming is clear, and facilitates engagement of all staff groups. Although PD opportunities are delivered by different departments, their development and delivery are supported centrally by HR. The department's focus on training and PD comes from the school board's strategic plan and departmental priorities.

The school provides a wide range of PD opportunities for staff, including the *Advanced Leadership Program* for school administration and supervisory positions, the *Building Leadership Capacity Program* for CUPE members, and the *New School Leaders Mentoring Program* for first and second-year vice-principals and secondyear principals. Some staff pursue PD with external institutions. There are no maximums or minimum number of PD hours required of staff, and participant evaluations are completed on all PD training.

Attendance Support Processes/Programs

The school board maintains an electronic system to monitor and maintain daily staff attendance records. All school board staff are enrolled in the electronic system. The system uses automated call-ins for employee absences to instantly update the attendance support system. Staff are also required to personally call a supervisor when they are unable to work. For teaching staff at the secondary level, viceprincipals use lists of replacement teachers to fill vacancies for the day. At the elementary level, the attendance support system makes calls automatically.

HR maintains and monitors the attendance support process, sets absences codes, and designates one individual to monitor absences data. HR has established patterns of absenteeism, and runs reports to flag employee records that match the pre-determined patterns. Each month, HR provides management with a report on absences and sick leave utilization, as well as reports to each manager on all absences allocated to their budgets from the prior month. The Board is informed regarding the effectiveness of the attendance support processes, through periodic reports to the various committees.

The school board's attendance support program helps minimize the cost of absenteeism across the school board. The school board has used NQI standards to develop surveys and run focus groups to help identify issues relating to absenteeism. Principals are trained to consult with staff when patterns or other concerns related to absenteeism are noticed or raised by HR. The newly developed short-term absence guidelines and attendance support guidelines provide support to all managers for attendance support.

The school board also uses exit interviews to improve attendance support programs. It has developed programs (such as the internal wellness group run by employees) to take preventative measures to help employees avoid absences.

Management of HR and Payroll Data

The school board's payroll processing is segregated from employee data records. The HR department does not outsource any functions and maintains a web-based system accessible to staff, who are able to check benefits and payroll information. The system is being upgraded so staff can access tax forms through the system. All staff are enrolled in direct deposit.

Staff with concerns regarding position reclassification can raise the issue with supervisors, who then make an official request for reclassification. Supervisors are also able to request reclassification of an employee, independent of an employee request. Reclassification entails a peer review committee, which passes on a recommendation to the HR department for review. HR then submits the reclassification to senior administration for approval. The department synchronizes these teacher qualifications

three times a year with the Ontario College of Teachers database. The HR department has implemented an approved pay equity plan for all employees, and there are presently no outstanding grievances related to pay equity.

Management of the School Board's Benefit Plans

The school board has developed procedures to ensure its benefit plans are managed appropriately. The school board completes an audit of school board's information versus the insurance carrier's information four times a year. A full audit of the carrier's books was completed by a third party in June 2010, and no major discrepancies were identified. The benefits provider provides the school board with a review of pharmacological benefits payments to inform the benefits policy. The HR department transmits employee and employer contributions to the Ontario Teachers' Pension Plan (OTPP) and the Ontario Municipal Employees Retirement Systems (OMERS), ensuring accurate and timely enrolment of all eligible employees.

Management makes efforts to ensure the school board's benefits are managed appropriately, and works with internal resources and three external carriers to ensure return-to-work and benefits costs are minimized. The department completes year-todate tracking, and uses a cost-per employee to budget benefits costs. Each year, a cost consultant review rates and provides a comparison with other providers. Management tenders benefits plans every three to four years, and tenders the cost consultant contact every five years.

Monitoring Staff Satisfaction

HR formally surveys staff for feedback, and measures general attitudes regarding the level of satisfaction with the services of the HR department. Management also conducts exit interviews, which provide valuable input for PD and policies that impact future employee relations. The school board ensures that both the staff surveys and the exit interviews are aligned with the NQI materials.

Recommendations:

- The Director should review the composition of its interview panels, and develop formal hiring policies and procedures to clarify the roles of trustees and school board staff. Trustees should provide strategic direction to govern staffing and recruitment. They should not sit on hiring panels, with the exception of hiring the Director of Education.

- Trustees should provide the school board with a policy and priority framework for bargaining, and not directly participate in negotiations.

3.3   School Staffing/Allocation

The purpose of reviewing school staffing/allocation processes is to:

- Assess whether accurate and efficient processes are in place to forecast and plan for staffing needs to support student achievement target strategies;

- Ensure that staff optimization allocation processes are in place, supported by an effective attendance support system;

- Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for School Staffing/Allocation, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Processes for Annual Staff Planning and Allocation

Leading Practices – School Staffing/Allocation	Evidence of Adoption?
The school board's policies and procedures govern the development of an annual staffing plan and allocation process that reflects the priorities of the Board and Ministry initiatives.	Yes
The staff allocation process monitors adherence to key Ministry and board policy parameters, such as: class size, prep time, collective agreement requirements and other board directions.	Yes

Monitoring and Reporting on Staff Allocation

Leading Practices – School Staffing/Allocation	Evidence of Adoption?
Systems are in place and accessible by both HR and Finance staff to establish and track an approved level of staff.	Yes
Management periodically reports on the actual allocation of staff, compared to the original approved allocation plan and budget (FTEs by function, department and program, actual versus budget).	Yes
Procedures are in place to enable adjustment of staff allocations for school based staff, if estimates for enrolment and funding change after budget approval.	Yes
Management's plan for providing student support services and staffing is based on student-needs analysis.	Yes

Processes for Annual Staff Planning and Allocation

The school board's staff allocation is governed by collective agreements and relevant provincial legislation. The process is based on a number of factors, including enrolment projections, student need, class size caps, alignment with collective agreements, and resource and program needs. The school board designates employees to manage the staff allocation process, for secondary and elementary respectively.

The school board's staffing process is centrally coordinated, with a top down approach that begins in the Finance department with staffing budgets. Separate systems are used to calculate staffing for different groups, and each of these processes is clearly outlined in process maps that show step-by-step processes. For elementary teacher allocation, the school board uses a software program, secondary staffing is calculated using a spreadsheet (to ensure document control only one designated staff member can make changes to the Excel files).

Principals can provide feedback regarding the staffing allocation. If employees have been deemed surplus or require a transfer, the bargaining unit for the member is brought to the table. In the case of custodial and maintenance, staffing allocations are made by the facilities department. A committee determines yearly secretarial staffing allocations.

The school board uses different processes to customized staffing allocations per group. The following details specific staff allocation processes for particular staff groups:

Academic Staff

Classroom teacher requirements are forecast based on enrolment projections option sheet, primary class size measures, and collective agreement parameters (e.g. prep time).

Principal and Vice-Principal Staffing

Principal and vice-principal staffing is based on school enrolment and operational needs. These allocations are reviewed annually.

Educational Assistants (EAs)

Allocations are based on special education funding and identified student need. Educational assistant allocations are reviewed by the Director in consultation with the Superintendent of Special Education. HR tracks the allocation and deployment of EAs carefully throughout the year.

<u>Secretarial Staffing</u>

Secretarial staffing is based on Ministry funding, school enrolment, and school needs. The allocation is reviewed by HR.

<u>Custodial Staffing</u>

The allocation of custodial staff is based on square footage, and is not included in collective agreements.

<u>Para-Professional Staff</u>

Staffing allocation is based on the amount of available funding and needs of each department or system.

<u>Non-union Board Staff</u>

Staffing allocation is based on available funding and needs of each department.

Monitoring and Reporting on Staff Allocation

Staffing levels are monitored by the school board, and processes are in place to ensure appropriate allocations. The school board provides a template for schools to make teacher allocations, which principals use to match names with classrooms. Once allocations are completed, they are reviewed and subjected to continual monitoring to ensure compliance. In the fall, bi-weekly enrollment checks are completed to determine which schools are under or over allocated. The accuracy of the staff allocation process is reported to the Board.

The addition of new teaching staff is controlled through the superintendent responsible for staffing allocations and HR. All requests for additional staffing are checked against the budget and approved allocation, to ensure position control. If estimates for enrolment and funding change after budget approval, procedures are in place to enable adjustment of staff allocations for school-based staff. The school board establishes a small holdback reserve, which is allocated during the school year to respond to minor enrollment changes across the system. Student support services staffing is done using formulas, and is based on student need.

4. Financial Management – Findings and Recommendations

The financial management of the school board ensures the efficient and effective use of fiscal resources. Financial management ensures that the annual budget is developed within the Ministry's allocation and aligned with student achievement targets. It also ensures that appropriate financial policies and procedures are in place to manage resources. Financial and related business processes contribute to an appropriate level of transparency in the allocation and use of the budget to the various departments. They also ensure that the reporting of results to the board of trustees and other school board stakeholders reflects the approved goals and priorities for student achievement.

The following is a summary of our assessment of the school board's adoption of the leading practices under the processes identified above. All findings are a result of a review of the data provided by the school board and on-site field work, which included interviews with all key finance management staff, as well as follow-up and confirmation of information.

4.1 Finance Organization

The purpose of reviewing the organization of the finance department is to assess:

- The establishment of policies and procedures to support the key finance functions, activities and required business priorities and their alignment with student achievement targets;

- Finance department support of the overall goals, priorities and accountability measures established by the school board;

- The efficiency and effectiveness of the departmental structure and its support of the roles and responsibilities for key functions, activities and practices;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for the finance organization, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Development and Reporting of Annual Goals and Priorities

Leading Practices – Finance Organization	Evidence of Adoption?
The finance department's goals and priorities are documented in an annual department plan that is aligned to the annual board operating plan accessible by key stakeholders. The plan incorporates measurable targets, specific timelines and identified accountability.	Yes

Organization Structure and Accountability

Leading Practices – Finance Organization	Evidence of Adoption?
The finance department has clearly defined organizational units and delineates the respective roles and responsibilities. A current organization chart is available.	Yes
Finance department staff have the appropriate finance/accounting designations and/or experience.	Yes

Monitoring and Communication of Policies

Leading Practices – Finance Organization	Evidence of Adoption?
Finance management has processes in place to monitor finance policy compliance by all staff and management.	Yes
Management provides scheduled finance policy and procedures awareness, training and skills development sessions.	Yes

Development and Reporting of Annual Goals and Priorities

The finance department develops an annual departmental plan with clear goals and priorities aligned to the school board's strategic areas of emphasis. Similar to the overall school board strategic plan, the departmental plan incorporates NQI framework indicators, primary and secondary accountabilities, action plans, the alignment to areas of emphasis, timelines, and progress updates.

The department's goals and budget priorities are developed across departments, using a top-down, bottom-up approach. Priorities are set at the school board level through the areas of emphasis, and from the bottom-up through departmental input and internal corporate services input. The department suggests extensive communication in the planning process is essential, and helps ensures buy-in across departments. The departmental plan is not reported directly to the Board. Along with other departmental plans, they are reported through the SBO to the Board as information and departmental updates.

Organizational Structure and Accountability

The finance department reports to the SBO. The department has clearly defined job roles and responsibilities, including required qualifications. The school board's website provides contact information for the SBO and key staff. The department has been structured to ensure staff skills align with the goals of the overall strategic plan.

Management reports that as the department's roles and responsibilities change, so does the composition of its staff through attrition and strategic hiring. Staff are qualified with a mix of experience and professional designations, including Chartered Accountants (CAs) and Certified General Accountants (CGAs). Finance staff participate actively in the school board's leadership development program and other sector wide and Ministry committees and associations.

Monitoring and Communication of Policies

The department is responsible for finance and administrative policies, including signing officers of the board, disposition of annual surplus-deficit, financial contributions by the board, goods and services tax (GST), school authorities, petty cash, financial reporting, expenses and reimbursements for employees-trustees, fundraising and school generated funds, and associated administrative regulations. The department builds an understanding of finance policies and procedures, through training new employees on financial systems and policies, and by offering support to other departments.

4.2   Budget Planning and Development

The purpose of reviewing budget planning and development processes is to:

- Understand the linkages between the board of trustees' goals and priorities and the operational budgeting process;

- Assess whether sufficient transparency and controls exist in the budget planning and development process;

- Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for budget planning and development, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Annual Budget Development Process

Leading Practices – Budget Planning and Development	Evidence of Adoption?
The annual budget development process is documented, transparent, clearly communicated and incorporates input from all key stakeholders including management (with principals), board of trustees and the community, and supports the school board's strategic and operational plans.	Yes
Management has adopted an integrated (at school board and school levels) approach to enrolment forecasting that drives the budget process.	Yes
Budget development processes account for all required cost and revenue changes.	Yes
Staffing costs are compared with similar school boards and the funding model to ensure efficient use of resources.	Yes

Risk Mitigation and Board Approval

Leading Practices – Budget Planning and Development	Evidence of Adoption?
Management identifies and documents all significant risks during the budget planning process and develops strategies to mitigate the risks of spending beyond authorized/budgeted levels.	Yes
The annual budget presented for approval demonstrates that it is linked to the board-approved goals and priorities including student achievement targets. It provides useful and understandable information for all stakeholders.	Yes

Annual Budget Development Process

The school board maintains an annual budget development process that is transparent, clearly communicated, and incorporates input from key stakeholders. The process includes 12 major steps including 41 sub-steps. These steps and designated

responsibilities are outlined in a departmental Gantt chart, which outlines the January to mid-June budget development process. Major steps include the following:

- Budget process development

- Elementary enrolment projections

- Secondary enrolment projections

- Elementary staffing

- Secondary staffing

- Teacher salary costing

- Department budget requests

- Revenue calculation

- Budget manual

- Administrative budget deliberations

- Board budget committee

- Budget approval

The budget planning process is guided by the school board's strategic plan and maintains a high-level view of system wide priorities. The budget process is tasked with aligning board funds to best achieve the strategic plan's areas of emphasis. The budget development process is done electronically through the school board's budget management software. Declining enrollment has permitted the school board to explore different ways of achieving the areas of emphasis. All budget allocations, particularly new allocations, are centered on their required alignment with the areas of emphasis. As such, when budget restrictions are imposed, management does not pursue department-wide cuts, but explores cost-cutting options where programs and spending do not align with the strategic plan.

An integral part of budget planning is enrollment forecasting. The finance department prepares one year projections where the planning department refreshes five year projections annually. These feed into the budget planning process. Principals also provide input into enrollment projections for elementary schools. Historical tracking of enrolment figures provides a clear picture of ongoing demographic trends, resulting in fairly accurate yearly enrollment projections.

Many salary staffing costs are dictated by collective agreements. Where administrative salaries are not included as part of the bargaining process, they are compared with other Ontario school boards, ensuring a fair market value assessment for exceptions. The Budget Committee includes the Director, all superintendents, system principals, senior managers and two principal representatives. The committee ensures all enrollment and salary data is accurate before the draft budget is forwarded to the Board's budget committee for approval.

Risk Mitigation and Board Approval

The budget development process is thorough, and ensures that risks are mitigated if possible. The school board identifies enrollment as the pressing budget risk, and has taken steps to address this through accurate enrollment projections. The school board chronicles risk mitigation practices in great detail through the deferred revenue reserves and reserve fund reports. Multiple risks and their contingencies are planned for and documented. Reserves, with prescriptive terms of use, are established for all major risks identified. The Board is made aware of potential risks, and ensures that the proposed budget is clearly linked to the school boards areas of emphasis prior to approving the budget.

4.3   Financial Reporting and Analysis

The purpose of reviewing Financial Reporting and Analysis processes is to:

- Assess whether procedures are in place to ensure that management, the board of trustees and the Ministry receive timely, accurate and complete financial information of all board activities;

- Identify opportunities to support continual improvement in the effectiveness and efficiencies of all processes.

The following table summarizes the leading practices defined for Financial Reporting and Analysis, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Integrated System for Variance Analysis and Financial Reporting

Leading Practices – Financial Reporting and Analysis	Evidence of Adoption?
The school board's integrated financial information system provides useful, timely and accurate information for management and stakeholders.	Yes

Interim and Annual Financial Reporting

Leading Practices – Financial Reporting and Analysis	Evidence of Adoption?
Interim financial reports provide sufficient detail (including a comparison of actual to budget and year-to-date comparisons from previous years) for a clear understanding of the status of the current year's budget and the outlook for the year.	Yes
Senior management is held accountable for the integrity of financial reporting through formal sign-off and approval procedures.	Yes
Management completes and files all financial reports in accordance with established timelines.	Yes

Audit

Leading Practices – Financial Reporting and Analysis	Evidence of Adoption?
Management maintains an independent internal audit function.	No
Internal audit plans are clearly documented. Internal audit report recommendations are followed up and acted upon by management.	No
The Board has an audit committee with external members.	Yes
The external auditor's planning and annual reports are presented to the Board's audit committee and any recommendations are acted upon by management.	Yes

Integrated System for Variance Analysis and Financial Reporting

The school board uses an integrated financial and management system to record, track, and report financial data. General ledger, procurement, accounts payable, accounts receivable and payroll functions are part of the financial management system that is managed and serviced internally by departmental staff with manager approval.

Interim and Annual Financial Reporting

The school board completes and files all financial reports with the Ministry in accordance with established timelines, and monitors financial reports regularly. Interim financial reports to the Board are first vetted through the Resource Committee, and incorporate the recommendations made by the Interim Financial Reporting Committee (IFRC). The interim reports are presented in the same format as year-end financial statements, which ensure understanding of documents. These reports include calendarized reporting, with historical expenditures as a benchmark. Senior administration is accountable for the integrity of all financial reporting, since each report clearly indicates they are submitted by the SBO.

Audit

The school board currently does not have an internal audit function in place. However, the finance department randomly conducts school audits. The school board's external auditors also do annual audits of 10 schools every year, in addition to auditing the school board's accounts.

The year-end external auditor report is presented to the Audit Committee, formerly the Resource Committee, which shares findings with the Board as a whole. The management letter includes an action plan to which management is held accountable by the Board. The following year, the SBO presents to the Board showing actions taken against the action plan from the management letter.

The school board has been actively participating in the Ministry's regional audit initiative. At the time of the Operational Review, the Board reported that it did not have an audit committee in place. Management is aware of the new Audit Committee Regulation, and at the time of the Operational Review, the Board was establishing an audit committee and had interviewed two external candidates. The three trustees are already appointed to the audit committee, which the external members will join.

The Audit Committee Regulation came into effect in September 2010 and requires the establishment of audit committees in school boards by January 31, 2011, following the fall trustee elections. The regulation sets out the following major aspects:

- appointment process for members

- requirement for external member participation

- term of appointment

- duties and powers of the committee

- reporting requirements

- deadline for the first audit committee meeting (March 31, 2011)

The regional audit team will provide independent, objective assurance, and consulting services designed to add value and improve the school board's operations. This internal audit initiative will help the school board accomplish their objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes. As part of this initiative, the regional internal audit manager will submit a summary of the audit plan (current year work schedule and multi-year plan), staffing plan and budget for the following fiscal year to the Director, senior business official, and audit committee of the Board.

The school board should continue to become familiar with the new Audit Committee Regulation and the Ministry's internal audit initiative, including the establishment of regional internal audit teams and the development of a risk assessment to establish priority areas for internal audit activities.

Annual internal audit plans should be clearly documented, and audit report recommendations should be acted upon by management. Audit plans should also be approved by the audit committee once it is established.

Recommendations:

- Management should continue working with the regional audit team on the development of a risk assessment to determine priority areas for internal audit activities.

- Management should work with the regional audit team to ensure annual audit plans are clearly documented. Audit report recommendations should be followed up and acted upon by management. Where management chooses not to implement an audit recommendation and to accept the risks associated with an audit finding, the justification should be clearly documented and agreed to by the audit committee.

4.4   Treasury Management

The purpose of reviewing treasury management processes is to assess:

- Whether processes are in place to ensure the optimal use of cash, investments and borrowings within school board;

- Whether sufficient internal controls exist to support cash management, investments and borrowings;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for treasury management, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Cash and Investment Management

Leading Practices – Treasury Management	Evidence of Adoption?
Existence of an efficient cash management process to maximize interest income, using short-term investments where appropriate and to ensure that the board's debt service costs can be met to maturity.	Yes
Cash management activities are consolidated with a single financial institution where feasible.	Yes
Management periodically reports to the board on the performance of the investment activity and any board-approved investment policy.	Yes
Management periodically compares the school board's banking terms and conditions to those of similar school boards.	Yes
Management monitors financial risk related to cash/investment management and has a plan to mitigate associated risks.	Yes

Cash and Investment Management

The school board's cash management process is efficient, minimizing idle cash. Inschool cash is managed through a centrally-controlled online cash management program. All bank requisitions are reviewed by the supervisor of accounting.

Management has consolidated cash management activities for the school board with a single institution. The official school board guideline is that all schools will use the school board's banker. As part of the banking tender, rates are standard for all schools. The central banking institution is not available in some communities. In these cases, schools are permitted to use other local banking institutions.

Management reports to the Board on the performance of investment activities, and briefs the Board annually on rates, etc. The school board's banking arrangements are tendered on a regular five-year schedule to ensure they are receiving rates and conditions similar to other school boards. Management monitors risks associated with cash and investment management, and generates reports for major breaches. Safes are used at schools. Only a designated number of school board employees have access to the online banking system.

4.5   School-Based Funds and Non-Grant Revenue Management

The purpose of reviewing school-based funds and non-grant revenue management processes is to:

- Assess whether procedures are in place to ensure the timely, complete and accurate recording of the different types of school-based funds and non-grant revenue;

- Assess whether internal controls exist to support appropriate cash handling and cash management;

- Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes.

Non-grant revenue management is a smaller functional area for the school board. The school board receives Education Programs – Other (EPO) funding from the Ministry for specific initiatives, which requires it to focus on the non-grant revenue line.

The following table summarizes the leading practices defined for school-based funds and non-grant revenue management, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Management of School-Based Funds

Leading Practices – School-Based Funds and Non-Grant Revenue Management	Evidence of Adoption?
Management ensures adequate controls are in place to safeguard school-based funds and coordinate the annual reporting of revenues and expenditures from schools and school councils.	Yes

Management of Non-Grant Revenue

Leading Practices – School-Based Funds and Non-Grant Revenue Management	Evidence of Adoption?
Management ensures adequate controls are in place to safeguard non-grant revenue and coordinate the annual reporting of revenues and expenditures from all sources.	Yes
Board budget identifies revenue for each EPO program. Management monitors expenditures to ensure compliance with terms and conditions.	Yes

Management of School-Based Funds

Management ensures adequate controls are in place to safeguard school-based funds, and coordinates the annual reporting of revenues and expenditures from schools. The school board has implemented a centrally controlled web-based cash management system that permits the entry of school-based fund information directly into the system from school sites. Cash entries, deposits and bank requisitions are all monitored by the school board to ensure accountability for school funds. The school board ensures

school-based fund guidelines are understood by staff, and that those responsible for the collection and reporting of funds are adequately trained. The school board also administers a fundraising policy to which all schools and school councils are held accountable.

Management of Non-Grant Revenue

Non-grant revenue is received from several sources, including international student tuition fees, First Nations tuition fees, and interest revenues. Insignificant funds are collected from facility rental, e-learning, cafeteria income and others. Income from international and First Nations students are collected regularly and collection timelines have been built into the budgeting process.

EPO grant information is received through Ministry memos and reviewed by senior administration. Senior administration designates responsibility to budget holders, and creates budget accounts for the specific EPO grant. One staff member is responsible to manage EPO accounts. Once EPO grants are assigned, the manager of finance meets with the budget holder to ensure there are appropriate plans and programs for reporting in place in relation to the EPO grant. Budget holders are given support with planning and held accountable to their plans. Through these and other controls, the school board is able to coordinate the annual reporting of revenues and expenditures from all sources.

4.6 Supply Chain/Procurement

The purpose of reviewing supply chain/procurement processes is to assess:

- Whether supply chain/procurement policies and practices comply with the Supply Chain Guideline (SCG) v.1.0 to ensure that the school board acquires goods and services through an open, fair and transparent process;

- Whether appropriate internal controls support the procurement and related payment process;

- Whether school board processes ensure value for money from all acquired goods and services;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for supply chain/procurement, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was

not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Policies and Procedures

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
Approved procurement policies and procedures are clearly communicated to staff with purchasing authority and are periodically reviewed and updated.	Yes
In line with the SCG, approved procurement policies clearly outline circumstances under which the school board will use competitive versus non-competitive procurement methods.	Yes
Contract award criteria include elements other than the lowest cost, such as total cost of ownership, value, quality, vendor performance, etc.	Yes
Purchasing managers monitor purchasing activities for compliance with the Board's procurement policies and procedures, and the SCG.	Yes

Participation in Group Purchasing Initiatives

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
Management evaluate and develop strategies to increase purchasing power and minimize the cost of goods and services procured.	Yes
The school board actively participates in purchasing consortia/cooperatives and/or group buying initiatives.	Yes

Purchasing Levels of Authority

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
In line with the SCG, purchasing authorization levels are commensurate to job roles and responsibilities, and are monitored for compliance by a supervisor or department head.	Yes

Policies and Procedures for PCard/Corporate Card Use

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
Policies and procedures for the use of PCards and corporate credit cards are documented and communicated to users through regular training and monitoring.	No

Accounting for Completeness of Purchase/Payment Cycle

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
The school board's finance department performs three-way matching (purchase order, receipt/invoice and inspection) before invoices are paid.	No
Commitment accounting is in place to monitor budget utilization.	Yes
Management has implemented electronic supplier interface for ordering, processing and payment.	Yes

Use of Electronic Funds Transfer

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
Management maximizes its use of electronic funds transfer (EFT) for vendor payments.	Yes

Policies and Procedures

The school board has developed procurement guidelines, including a code of ethics that is aligned with the mandatory elements of the Supply Chain Secretariat's Supply Chain Guideline (SCG) 1.0. Management has developed a supply chain guideline quick reference sheet to support and build staff awareness and understanding of the new procurement rules outlined in the SCG. These processes have been communicated across the system, and are available publicly on the school board website. The policies include purchasing procedures, disposal of obsolete materials and equipment and advertising tenders. Compliance with the purchasing policies is done through the school board electronic purchasing program. Managers and supervisors approve purchases, and the purchasing department ensures appropriate processes have been followed.

The school board ensures that vendor or bid evaluation and weighting criteria are clearly explained in all tendering documentation. A standard RFP template is used, but each RFP is tailored for particular services. The school board is moving to use the template provided by Ontario Education Collaborative Marketplace (OECM). There is no

preference given to local vendors, because of the school board's size and area. The circumstances under which competitive versus non-competitive procurement is used are outlined in school board policies. The school board has established its own policy on travel, separate from hospitality policies. All employee expenses must be approved by a supervisor before they are passed on to accounts payable.

Participation in Group Purchasing Initiatives

Management uses partnerships to increase purchasing power and minimize the costs of goods and services procured. The school board uses various purchasing cooperatives and consortia, including: photocopying services with Peterborough Victoria, Northumberland, and Clarington Catholic District School Boards; classroom and school supplies with coterminous school boards; utility purchases through the Catholic School Board Services Association; purchases through the Kawartha Purchasing Association; membership in Educational Computing Network of Ontario (ECNO).

Purchasing Levels of Authority

The school board uses policy BA-5.1, *Purchasing Procedures* to ensure purchasing authorization levels are commensurate with job roles and responsibilities. The department maintains a one-page revised purchasing policy and regulations guide for staff. The handout provides history on the Supply Chain Guideline, highlights. "do's and don'ts" and outlines requirements regarding Vendors of Records (VOR). The straightforward, easy to understand reference guide provides clarity on the purchasing policy for all school board staff.

Policies and Procedures for PCard/Corporate Card Use

The school board does not currently have a PCard program. Management intends to evaluate the potential costs and benefits of establishing a program. Currently, trades staff use standing accounts set up with local vendors.

The use of petty cash creates additional labour-intensive work for all staff, and also exposes the school board to increased risk. The school board should continue with the planned review of low-dollar purchase orders, to determine whether an increase in the purchase order threshold limits and a promotion of PCards would increase efficiency and reduce administration costs and risks associated with low dollar spend.

Accounting for Completeness of Purchase/Payment Cycle

The school board uses an electronic financial management system to ensure efficiency in its purchasing and payment process. Requisitions are submitted electronically by an employee to their supervisor for approval. Once a supervisor approves the requisition, it is forwarded to the purchasing department for approval. The department ensures that

the requisition spend is within the supervisor's authority. Once approved, purchasing creates a purchase order which is then sent to a vendor by fax or email. Once sent, purchase orders are scanned into the school board's financial management system.

Orders are drop-shipped by the vendor directly to the requestor's location. There are no requirements suggesting which staff are able to receive orders. Within certain departments, IT for example, there are requirements that supervisors sign off on receipts. Packing slips are matched with invoices. The matched invoice and packing slip are retained at the school and not sent to Accounts Payable. The school board uses a process of negative confirmation, whereby vendors are paid when invoices are received, unless they are notified by receivers that an order is incorrect or incomplete. As a result, the school board conducts a two-way match on the majority of purchases. To increase oversight on the accuracy and completeness of all purchases, the school board should consider implementing three-way matching.

Commitment accounting is in place to monitor budget utilization, and is done through the school board's electronic financial management system. As soon as a PO is created, an encumbrance is created on the account. The system also permits management to review data relating to all budget encumbrances. The school board continues to expand its use of an electronic supplier interface for ordering, processing, and payment.

Use of Electronic Funds Transfer for Greater Efficiency

The school board uses Electronic Funds Transfers (EFT) for payments in most of its contracts with suppliers. The school board aims to be at 100% EFTs within the life span of its current banking agreement. Management should continue to work with vendors to expand EFT usage.

Recommendations:

- Department staff should consider implementing the use of Purchase Cards (PCards) to appropriate school staff. PCards can reduce the volume of supplier invoices to be processed and increase overall efficiency. Appropriate control procedures would be put in place to support the expanded use of the PCard.

- Management should perform a detailed review of the school board's purchase-to-payment cycle and implement three-way matching.

5. School Operations and Facilities Management – Findings and Recommendations

School Operations and Facilities Management

Organization	Custodial and Maintenance Operations	Energy Management
Health Safety and Security	Capital Plans, Policies and Procedures	Construction Management
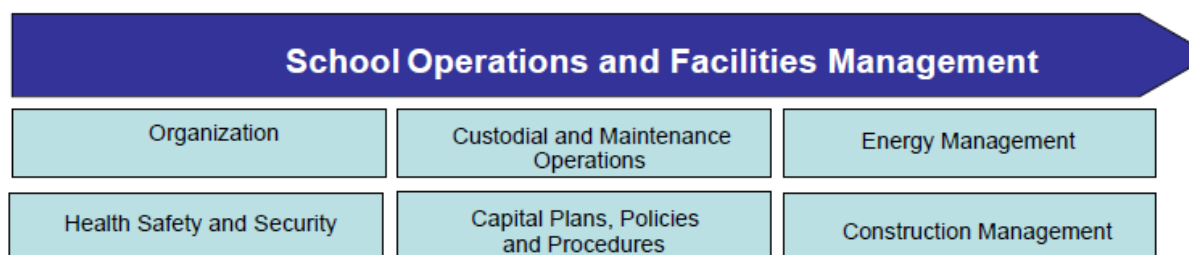
Efficient and effective management of the school board's facilities (particularly schools) is an important factor in student achievement. Along with providing a positive learning environment for students, this function sets and meets standards of cleanliness and maintenance, examines opportunities to increase energy efficiency, and addresses the health, safety and security requirements of the school board. Management use cost efficient and effective processes in the design and construction of new facilities.

The following is a summary of the assessment of the school board's adoption of leading practices under the processes identified above. All findings are a result of the review of data provided by the school board and on-site fieldwork, which included interviews with all key school operations and facilities management staff, as well as follow-up and confirmation of information.

5.1 Operations and Facilities Organization

The purpose of reviewingthe organization of operations and facilities is to assess:

- Whether the board of trustees and management have established policies and procedures that support the key departmental functions and activities, strong internal controls and financial management;

- Whether the department supports the overall goals, priorities, and accountability established by the school board in support of student achievement targets and strategies;

- The efficiency and effectiveness of the departmental structure and whether roles and responsibilities support the key functions/activities and the required business practices;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for the operations and facilities organization, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Development and Reporting of Annual Goals and Priorities

Leading Practices – Operations and Facilities Organization	Evidence of Adoption?
The School Operations and Facilities Management department's goals and priorities are documented in an annual department plan. They are aligned to the annual board operating plan accessible by key stakeholders. The plan incorporates measurable targets, specific timelines, and identified accountability.	Yes

Organizational Structure and Accountability

Leading Practices – Operations and Facilities Organization	Evidence of Adoption?
The School Operations and Facilities department has clearly defined organizational units and delineates the respective roles and responsibilities. A current organization chart is available to the public.	Yes
Senior operations and facilities staff have appropriate designations (e.g. P.Eng.) and qualifications and/or experience.	Yes

Monitoring and Communication of Policies

Leading Practices – Operations and Facilities Organization	Evidence of Adoption?
Management has processes in place to monitor school operations and facilities management policy compliance by all staff and management.	Yes
Management builds staff capacity in understanding of school operations and facilities policies and administrative procedures.	Yes
Processes exist to monitor new legislation and regulations and implement necessary changes.	Yes

Development and Reporting of Annual Goals and Priorities

Facilities services has an annual plan that is directly linked to the school board's strategic plan and overarching areas of emphasis. Similar to other department plans,

the facilities plan includes objectives, action plans, clear alignment to areas of emphasis, timelines, lead responsibility holder, secondary involvement, and progress updates. The consistent template used across the school board facilitates an integrated and transparent planning process. This plan provides a yearly guide for the department, while linking department priorities to performance measures and accountabilities.

The departmental plan is developed from the ground-up through meetings with head custodial and managers. These meetings permit, in some capacity, all departmental staff to contribute to the yearly planning process. The department's draft plan is presented to senior managers and vetted against other departmental plans to ensure alignment across departmental goals and overall board-wide objectives. Once the plan is adopted, departmental staff are updated on progress at bi-weekly meetings. The plan is updated twice yearly.

Organizational Structure and Accountability

The Controller of Facilities Services (the Controller) reports directly to the SBO. The Controller supervises the Asset Management Coordinator, the Supervisor of Engineering Services, the Manager of Custodial Operations, the Manager of Energy/Environmental Services and the Manager of Maintenance Services. The department's structure, which has undergone major changes since amalgamation, is under continual review.

The department was previously structured with two shops in the south area and one in the north of the school board's jurisdiction. With the support of a consultant, the department was restructured to two sites in Newtonville and at the school board's main office in Peterborough. The school board uses trades staff for most maintenance and repair. Trades persons are only outsourced if issues require emergency service, or if the issue is too large or beyond the capabilities of in-house staff.

The department's work order system is managed centrally. Work orders are created centrally and sent out to in-field supervisors for assignment. The department is considering reorganizing the assignment of work orders, exploring the pros and cons of a mobile workforce model. The structure of the department and lines of reporting are reflected in the school board's organization chart. The management and staff of the plant department are qualified as per job specifications, and have relevant professional experience.

Monitoring and Communication of Policies

The department is responsible for a number of policies, including: Board Property/Equipment on Loan and Board Vehicle Use, Disposition of Obsolete Materials and Equipment, Security, Vandalism, Environment and Energy, among others. The department ensures staff understanding of facilities policies and procedures, through

regular communication with principals, and departmental staff. Supervisors are specifically trained in policy compliance to ensure strong policy adherence. The department ensures monitoring of policy compliance, particularly policies that have direct and immediate impacts on the health and well-being of both students and staff.

Facilities management are involved in the Operations Maintenance Construction (OMC) standing committee of OASBO, and are often informed of pending or new legislative requirements through the committee. Management receives all Ministry and OASBO memos regarding legislated requirements and procedures directly and also from the SBO. Once received, the department disseminates the information to appropriate staff.

5.2 Custodial and Maintenance Operations

The purpose of reviewing all processes relating to custodial and maintenance operations is to assess:

- Whether custodial and maintenance services are responding effectively and efficiently to maintain an optimized learning environment;

- Whether the department has the appropriate organizational structure to effectively manage service delivery;

- Whether internal controls effectively manage custodial and maintenance operations and expenditures;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for custodial and maintenance operations, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

The Board's Staffing Model Supports Cleaning Standards and Maintenance Requirements

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
The school board has adopted cleaning standards for schools and has developed a standard set of processes and tools to monitor, manage, and report on results. The school board has developed a guideline/manual for custodial and maintenance services to support these cleaning standards.	Yes
The school board has implemented a formal green clean program as part of its overarching Education Environmental Policy. The green clean program	Yes

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
incorporates principles from the Ministry's Green Clean Program Resource Guide.	
Management's custodial/maintenance allocation model optimizes the use of staff and considers various factors (e.g. square footage, portables, gyms, etc).	No

Development of Annual/Multi-Year Maintenance Plan

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
Using a consultative process, senior administration develops and communicates a multi-year (three to five years) plan for major maintenance and renewal projects. The Plan addresses the board's preventative and deferred maintenance priorities, optimizes the use of available funding (Annual Renewal Grant and Good Places to Learn funding). The plan is approved by the Board and accessible by the public.	Yes

Training to Support Skills Development and Safety

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
A monitored annual training plan for facilities staff addresses ongoing skill development and emerging regulatory issues.	Yes

Standardization of Cleaning and Maintenance Supplies

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
Management uses an inventory system to track and control major cleaning and maintenance equipment.	Yes
Management has defined common standards to ensure efficient procurement of supplies in order to minimize costs, promote energy and operating efficiency, and environmental sustainability.	Yes

Project Management, Monitoring and Support Systems

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
An automated (computerized) work-order system and process records, monitors, and evaluates projects ensuring the effective use of resources.	Yes
Senior administration regularly evaluates the overall effectiveness and efficiency of its maintenance and custodial service delivery model.	Yes

The Board's Staffing Model Supports the Board's Cleaning Standards and Maintenance Requirements

The facilities department recently adopted new cleaning standards, developed in consultation with custodial supervisors, principals, unions, and suppliers. The new standards follow APPA standards (APPA: The Association of Higher Education Facilities Officers), and have been developed for both daily cleaning and pandemic procedures. Training on the standards has been presented to custodians and supervisors. The department is considering the use of personal digital assistants (PDAs) to aid with the inspection and auditing of facility cleanliness and cleaning standards.

Through a comprehensive consultation process, the school board has implemented a formal green clean program, as a part of its overall environmental policy. Data and feedback collected from supplier demonstrations and on-site testing informed final decisions on which green products or procedures to roll out across all school board sites. The green clean program was initially rolled out to secondary sites, with any surplus of remaining non-green products used at the elementary sites. Once all the sites had integrated green products into their cleaning procedures and practices, feedback was gathered again, and the department went back to the market for tender. The Board were very receptive and supportive of the green clean initiative, and plans to use the Ministry's Green Clean Program Resource Guide as an aid in their implementation.

The custodial staffing allocation model is based initially on facility square footage. Allocations are made by the manager of custodial operations, with input from custodial supervisors. The staffing model uses 22,000 and 19,000 square feet per custodian in secondary and elementary school respectively. It then considers other factors, including age of facilities, the number of portables, service specifications and required cleaning frequencies. These all serve as staffing level criteria. The process is not standardized, and the department should work to develop a custodial and maintenance allocation model that considers standard factors.

Development of Annual and Multi-Year Maintenance Plan

The school board's annual maintenance plan centralizes all maintenance initiatives. In the past, the Facilities department developed and annually updated a standing five-year renewal plan, but with changes to funding (Good Places to Learn, Energy efficiency funding, etc.), project planning focussed on Ministry-defined urgent jobs within the ReCAPP database. Project requests from the school level are submitted through a project request form, and generally address program needs. These requests are reviewed by facility managers and if funding is provided or available, the school is given the go ahead, weather permitting.

Each year, $160,000 is set aside to address school based projects that are not funded. In March, superintendents are asked to prioritize the needs of their area school projects. Should the allocated $160,000 funding not cover all the school based requests, principals are asked to resubmit those projects not funded in the following year.

ReCAPP and SFIS are maintained by the facilities department's asset management coordinator. The manager of maintenance is responsible for the Board's building compliance legislation/issues and assigns licensed contractors to inspect and repair equipment as needed. Preventative maintenance on building compliance is completed in pre-determined cycles, as mechanics move through schools, completing preventative maintenance activities in one site before moving on to the next.

Training to Support Skills Development and Safety

The school board's trades and custodial training takes place a minimum of four days per year. Logistics is always a challenge but, when possible, training takes place at one central facility. Training often occurs on PA days, since schools are not occupied. Centralized training is much more difficult for custodians, as they are dispersed over a greater distance, whereas trades staff are more centrally located. Training includes all mandatory courses such as WHMIS, asbestos awareness, fallarrest training, confined space training, etc. All staff in attendance sign-off that they did attend specific sessions, providing a record of training. Vendors help train employees on product or system specific requirements. Feedback is provided at the end of training and is used to improve training sessions. Unions are supportive of the school board's training programs and initiatives.

Standardization of Cleaning and Maintenance Supplies

The school board currently maintains an inventory database of cleaning and maintenance supplies. Prior to the current system, the school board had no central ordering system for cleaning supplies. To better control this process, the department tested different suppliers in different schools, and a team evaluated the vendor's performance. Once feedback was obtained and analyzed, the department set a school board wide standard for vendors and supplies to be used. The current system requires supervisor approval of supply orders. Once approved, supplies are sent directly to the school. Management oversees the budgeting of school supplies and monitors these costs on a cost per-square foot basis.

Project Management, Monitoring and Supporting Systems

The school board uses a purpose-built computerized program to track work orders. The school board's existing system is centralized, with work orders prioritized and distributed to supervisors' laptops. The system captures the cost and details of the work order, including completion time, travel time and material cost. The system allows a historical

examination of work orders, to determine trends and examine issues regarding work flow and time management.

Management ensures that there is appropriate staffing in the maintenance department, and evaluations are carried out regularly to ensure overall effectiveness and efficiency in maintenance and custodial service. The department is working to evaluate the timeliness of the work order system. It is in ongoing discussions regarding costs, related to the outsourcing of maintenance versus keeping the service in-house.

Recommendation:

- The school board should develop an allocation model for custodial staff, and compare it with those of other school boards, to ensure the optimization of staff and consideration of various factors.

5.3   Energy Management

The purpose of reviewing all related energy management processes is to assess:

- Whether adequate planning and communication exist to support the reduction of energy consumption;

- Whether school board structure and processes are in place to ensure that energy is procured for the lowest cost;

- Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for energy management, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Energy Management Plan

Leading Practices – Energy Management	Evidence of Adoption?
In reference to the Ontario Green Energy Act, 2009, senior administration has established a multi-year energy management plan that incorporates measures to be implemented and the tools to monitor and manage the plan.	No
Procurement practices support the objectives and targets of the energy management plan.	Yes

Leading Practices – Energy Management	Evidence of Adoption?
Successful conservation initiatives are communicated across all schools and with other school boards.	Yes

Tracking and Reporting Energy Conservation

Leading Practices – Energy Management	Evidence of Adoption?
Management provides formal annual reporting on the conservation savings achieved against the plan.	Yes
A comprehensive system exists to budget expenditures, track and regulate consumption and identify opportunities for further savings.	Yes
Billing for all board facilities is consolidated from each utility.	Yes
The Board has established an overarching environmental policy that addresses both environmental education and responsible management practices.	Yes

Energy Management Plan

The school board has initiated several energy conservation initiatives, including an eco-schools program, energy audits, and numerous energy system upgrades, such as plans to include renewable energy sources in new construction and existing buildings. The department continues to work toward increasing energy efficiency across the school board. Management has not established a multi-year energy management plan for the school board. Management reports that they are developing an energy management plan, including tools to monitor and manage it.

The school board uses the eco-schools program and senior leadership teams to communicate successes in energy management initiatives across the school board. The school board has implemented and communicated procurement requirements to ensure that procurement practices meet energy conservation principles.

Tracking and Reporting Energy Conservation

The school board has developed clearly-articulated policies that establish an overarching environmental policy, addressing environmental education and responsible management practices. Management is tracking consumption data at different schools, to compare changes where energy efficiency upgrades have been completed. The comparisons of school energy consumption, particularly in the before-and-after state, are used to help build and validate business cases for energy conservation upgrades which have been presented to the board. School board sites have had carbon foot

prints measured to evaluate energy conservation initiatives. Billing for all board facilities is consolidated from each facility and received electronically using the Utilities Consumption Database.

Recommendation:

- The school board should establish a multi-year energy management plan that incorporates quantifiable measures and the tools to monitor and manage the plan. In line with the Green Energy Act, 2009, energy management planning should include the development of policies, guidelines, goals (conservation targets), and priorities for energy management and resource conservation. The plan should include short-term and long-term opportunities, with milestones, roles, responsibilities and budgets with a process for ensuring community support.

5.4 Health, Safety and Security

The purpose of reviewing all the Health, Safety and Security processes is to assess:

- Whether planning and communication exist to support the provision of a safe and healthy teaching and learning environment;

- Whether school board structure and processes are in place to implement safety precautions;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for health, safety and security, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Health, Safety and Security Management

Leading Practices – Health, Safety and Security	Evidence of Adoption?
Develop, implement and monitor an occupational health and safety strategy/plan that reflects the board's occupational health and safety policies and administrative procedures and ensures the school board is in compliance with associated occupational health and safety statutory requirements.	Yes

Leading Practices – Health, Safety and Security	Evidence of Adoption?
Develop, implement and monitor a security strategy/plan that reflects the board's security and student safety policies and administrative procedures and ensures the board is in compliance with statutory/policy security requirements.	No
Develop, implement and monitor a health strategy/plan that reflects the board's health policies, procedures and programs and ensures the school board is in compliance with statutory health requirements.	Yes

Health, Safety and Security Management

The school board maintains an occupational health and safety (OH&S) policy. A robust manual outlines all supporting standards, procedures, associated documents, legislative requirements, first aid procedures, preventative maintenance programs, external inspections, training programs and other resources. For many employees, some student behaviour can potentially become a workplace safety issue. As such, the OH&S manual provides resources and guidelines for staff who find themselves in potentially dangerous situations. The development of the OH&S manual was coordinated across all departments.

The security of school board students, staff and property is a joint responsibility of all superintendents, principals, managers, as well as the HR and facilities departments. This is done through the safe school teams at each school site. Policies and procedures include an Emergency and Crisis Response Plan for each site, fire procedures, monitoring of school entrances, video surveillance, alarm procedures, and third party ID cards, among others. Police and fire officials were included in safety discussions during planning stages. There are ongoing relationships between school representative and members of the police and fire communities.

While the school board maintains detailed safety procedures and training, it does not fully incorporate all the pieces of security planning into one security strategy for the entire school board. The school board should review and organize all existing policies and procedures in one detailed overarching security strategy and plan. This will help ensure that the school board is in compliance with statutory and internal policy security requirements, for students and all staff groups.

The school board has one staff member dedicated to health and wellness programs. The school board wellness program includes 10 health-related sessions per year, and is centered on a web based health and wellbeing resource for staff. The website offers a great deal of content, including information on mental health, nutrition, recipes, and school board health announcements. Eight of the ten wellness sessions each year are offered by management, with the remaining two offered by unions. Sessions are offered

across the school board, and cover various issues, such as quitting smoking. Many themes and topics come from staff surveys.

Recommendation:

- The school board should develop an overarching security strategy and plan reflecting the security and student safety policies and ensuring compliance with associated statutory security requirements for both students and all staff groups.

5.5   Capital Plans, Policies and Procedures

The purpose of reviewing capital plans, policies and procedures is to:

- Assess whether school capital assets are being utilized effectively and efficiently;

- Assess how well management is planning for future capital requirements, based on enrolment forecasts and the capacity/maintenance issues of the existing asset base, relative to the funding available from the Ministry;

- Assess whether management is appropriately prioritizing the maintenance and renewal expenditures in light of the available Ministry funding and multiyear capital programs;

- Identify appropriate controls and transparency within the current planning process;

- Identify opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for capital plans, policies and procedures, and identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Development of Annual and Multi-Year Capital Plans

Leading Practices – Capital Plans, Policies and Procedures	Evidence of Adoption?
The school board has an approved annual and multi-year capital plan that includes the related funding plan as reflected in the school board's Capital Wrap-Up Template.	Yes
The school board has an approved pupil accommodation review policy.	Yes

Leading Practices – Capital Plans, Policies and Procedures	Evidence of Adoption?
The school board has an approved facility partnership policy.	Yes

On-going Monitoring and Maintenance of Data to Support Capital Planning

Leading Practices – Capital Plans, Policies and Procedures	Evidence of Adoption?
The school board maintains accurate and up-to-date inventories of school capacity and inventories using SFIS.	Yes
An accurate and current assessment of facility conditions is maintained, based on industry standards (using RECAPP methodology).	Yes
Capital forecasts and related funding plans are assessed annually and adjusted to meet current needs and changes to original assumptions such as enrolment projections including the impact of the Full-Day Early Learning Kindergarten Program and capital grants.	Yes

Development of Annual and Multi-Year Capital Plans

The facilities department and the planning department maintain multi-year year capital plans. Capital projections are made in five and 10 year increments, and are updated annually. Major pressures in capital planning include accommodation review committees (ARCs), associated public pressure, and the declining enrollment that causes ARCs. The yearly capital plan is first put forward by the school board's planning group, with input from finance, facilities and the SBO. The plan is then sent for approval of the administrative council before it is put for approval from the Board. There is no Board capital committee. The capital plan incorporates other initiatives such as energy management efforts. The school board's Capital Wrap-Up Template has been completed in full.

In 2008, the school board used Ministry templates to rewrite the pupil accommodation review policy, which was adopted by the Board, and has been in place since adoption. The Board approved an update to this policy after a review in 2009. The school board also adopted a new approved facilities partnership policy in June 2010.

Ongoing Monitoring and Maintenance of Data to Support Capital Planning

The school board reported that it found both the SFIS and ReCAPP systems cumbersome to maintain the accuracy of capital needs and forecasts. The school board still keeps its own inventories of school capacity and utilization, and keeps both systems up-to-date. The systems are overseen by one staff member. The Ministry uses guidelines to indentify Prohibitive to Repair (PTR) schools, using ReCAPP. Capital plans are updated yearly based on up-to-date enrollment projections and funding

changes. The school board has benefited from a number of formula-based and program-specific funding sources, including school operations and school renewal allocations, as well as Good Places to Learn, Growth Schools and Best Start funding.

5.6 Construction Management

The purpose of reviewing all related construction management processes is to assess and identify:

- Whether processes are in place to ensure that school boards complete construction projects on time, on budget and with due regard to economy;

- Opportunities to support continual improvement in the effectiveness and efficiency of all processes.

The following table summarizes the leading practices defined for construction management, and also identifies where evidence was found to indicate that the practice was adopted in full. Where the evidence was not present or the practice was not completely adopted at the time of the review, a "No" indicates that an improvement opportunity exists.

Cost Effective Practices in the Design and Construction of Facilities

Leading Practices – Construction Management	Evidence of Adoption?
Management gives full consideration to the use of all available school space in their local communities before proceeding to build, purchase or lease other spaces.	Yes
Management uses cost-effective designs, standard footprints, energy conservation and economical construction practices to minimize construction and future maintenance and operation costs. The school board is guided by the principles outlined in the manual prepared by the Expert Panel on Capital Construction: From Concept to Classroom – Leading Practices Manual for School Construction in Ontario.	Yes
In constructing, acquiring, operating and managing school facilities, the school board is guided by the principles outlined in the Ontario Green Energy Act, 2009.	Yes
Senior administration maintains standard policy and/or procedures to rationalize construction projects, including benchmarking against other school board construction costs and design standards (including coterminous boards).	Yes

Monitoring and Reporting on Progress of Construction Projects

Leading Practices – Construction Management	Evidence of Adoption?
A Project Manager is appointed to oversee all aspects of the project including monitoring the budget and project timelines and ensuring management processes are in place for issues such as change orders and other internal approvals. This includes periodic project status updates and post-construction project evaluation.	Yes
An independent Cost Consultant is retained by the school board to review the design, provide objective costing analysis and advice, and report to the school board on options to ensure that the proposed capital expenditure is within the approved budget, prior to tendering a project.	Yes

Maintaining Current Approved Professional Service Providers

Leading Practices – Construction Management	Evidence of Adoption?
Senior administration periodically evaluates and updates the approved list of contractors, architects and related professionals no less than once every five years.	Yes

Cost-Effective Practices in the Design and Construction of Facilities

The school board continues to project declining enrolment, and has had to consolidate some school facilities. In doing so, management gives full consideration to the use of available school space in local communities before proceeding with the construction, purchase or lease of other spaces.

Using repeat school design is cost effective, and the Board uses this practice when possible. As part of the Ministry's school design initiative, a standard space template has been issued to guide all school boards in their design of new buildings. When designing a new school, an *adhoc* committee is struck, including the incoming principal, the architect, parents, a trustee, and a representative from the school board's purchasing department. This committee's design recommendations are developed using the school board's standards and design guide, the Ministry's space template, and the program needs of the school. The school board and Ministry approve the design before the project goes to tender. The school board has made appropriate responses to the *Green Energy Act, 2009*. The school board also reported it used OMC benchmarks to compare its costs per square foot to other school boards. This comparison allows the school board to compare procedures against industry best practices.

Monitoring and Reporting of Progress on Construction Projects

Management has an effective process in place to monitor and control construction projects costs. The school board ensures site meetings with the project manager, a school board staff member, the architect and the contactor take place every two weeks. Updates are given to the Controller after each site visit. The contractor manages the project using a Gantt chart of milestones and important dates. Although trustees have no direct role in construction projects, the Board approves all capital projects, including design, projected costs, and projected revenue sources. They also approve the final award of tender in accordance with Board policy. Once approved, trustees are apprised of progress, timelines and any significant difficulties encountered during the construction process. The change order process is standard and requires approval of the architect, project manager and the SBO, as outlined in the project construction guidelines. An independent cost consultant is used on each project.

Maintaining Current Approved Professional Service Providers

The school board tenders architecture contracts every five years, and contractor services are tendered as needed for specific contracts. The school board employs a standard Canadian Construction Documents Committee (CCDC) contract for construction projects. This includes documentation of due diligence, comprising proof of compliance with Occupational Health and Safety legislation and Workplace Safety and Insurance, bonding status, and verification of required qualifications for the design and construction of electrical and mechanical systems.

Appendices

Appendix A: Overview of the Operational Review

Operational Review Objectives

To perform an effective and consistent operational review the Ministry has worked with independent consultants to develop a Sector Guide that defines consistent standards and leading practices against which the operational reviews and analysis will be based.
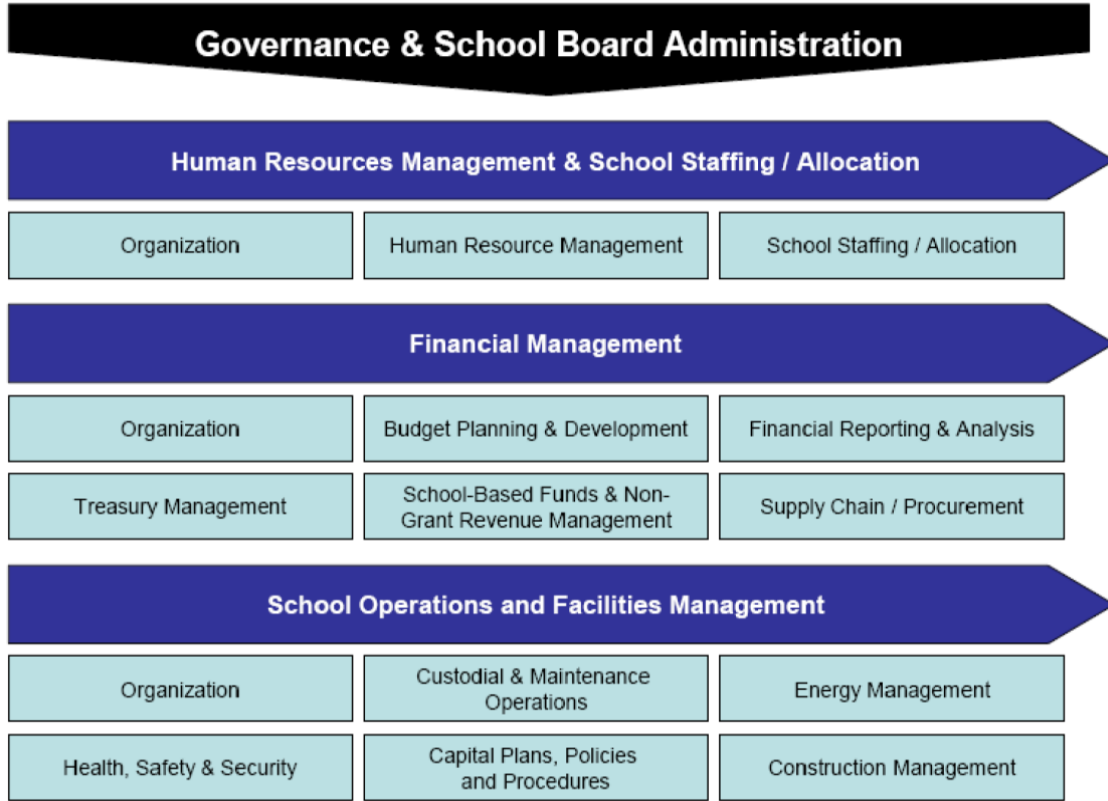
Recognizing the unique characteristics of each DSB, the specific purpose of the Operational Reviews is to:

- Strengthen management capacity in boards, with recommendations that support improvement in non-academic operations;

- Highlight existing successful business practices used by boards, to the sector and to school board communities;

- Leverage "best practices" across the education sector;

- Provide support and assistance to ensure that boards are financially healthy, well managed, and positioned to direct optimum levels of resources to support student success;

- Provide the Ministry with important input on board capacity and capabilities for the ongoing development of policy and funding mechanisms.

Operational Review Summary Scope

The scope of the Operational Review consists of the following functional areas which have been divided into key processes as shown below. The processes represent the end-to-end lifecycle of activities performed by boards under each functional area.

Each of the processes was examined based on its activities and its adoption of sector agreed leading practices, including alignment and support of student achievement strategies.

Governance & School Board Administration

Human Resources Management & School Staffing / Allocation

| Organization | Human Resource Management | School Staffing / Allocation |

Financial Management

| Organization | Budget Planning & Development | Financial Reporting & Analysis |
| Treasury Management | School-Based Funds & Non-Grant Revenue Management | Supply Chain / Procurement |

School Operations and Facilities Management

| Organization | Custodial & Maintenance Operations | Energy Management |
| Health, Safety & Security | Capital Plans, Policies and Procedures | Construction Management |

Operational Review Summary Approach

The high level Operational Review approach is shown below. The timing for the endto-end process will vary depending on school board size and complexity.

Observations and assessments are made by the Operational Review Team based on a set of agreed upon leading practices designed for each functional area. The onsite reviews allow the team to validate Ministry and board data, provide a better understanding of the environmental conditions and allow the team to review materials that support the existence of leading practices.
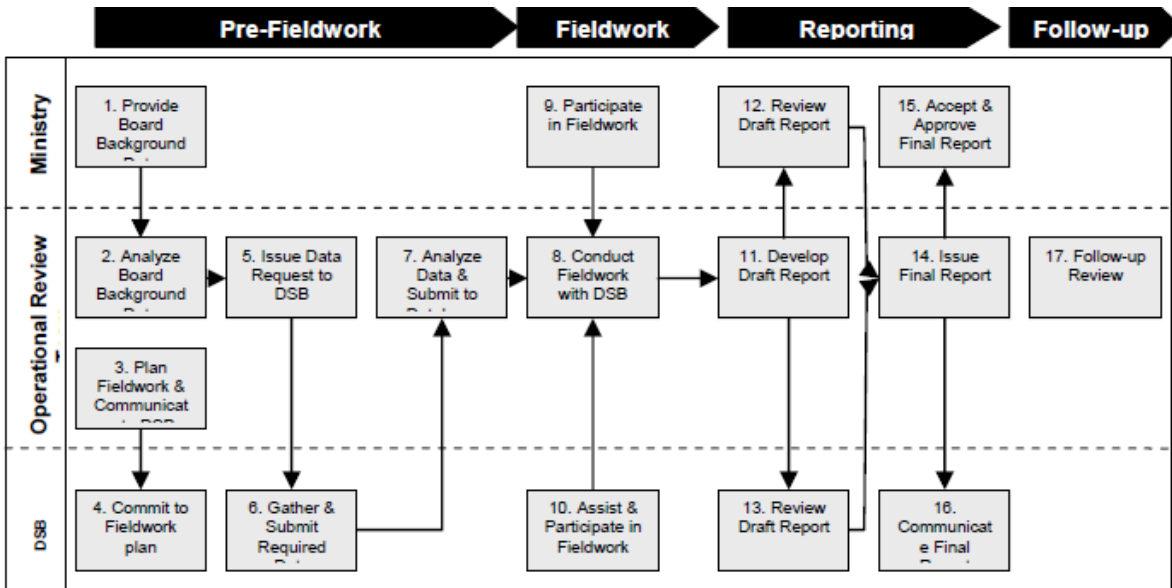
The Table below defines the key phases and activities which comprise the Operational review Methodology.

Phase: Pre-Fieldwork

Key Activity	Description
Provide Board Background Data	The Ministry collects and maintains significant quantities of board data. The Operational Review team has developed a standardized data request for all school boards to provide background data prior to the review.
Analyze Board Background Data	Before the start of the fieldwork, the Operational Review team reviews board background data to understand the financial and operating characteristics. This review identifies specific issues and focus areas.
Plan Fieldwork and Communicate to Board	The Ministry and the Operational Review team develop a review schedule that is communicated to boards before the start of the next review cycle.
Commit to Fieldwork Plan	Boards are required to commit to the Operational Review schedule. The Ministry and the review team will attempt to accommodate scheduling conflicts.
Issue Documentation Request to School Board	Before the start of fieldwork, a request for supporting documentation is generated to gather operating and other information for each focus area. The review team uses this information to enhance its understanding of the school board before the start of field work.
Gather and Submit Required Documentation	Upon receipt of the request for supporting documentation, each board compiles the requested data. Boards have at least three weeks to complete this process prior to the start of the fieldwork.

Key Activity	Description
Analyze Data and Submit to Database	The review team analyzes the data provided by each board and adds the results to a sector-wide database to compare the results for each board.

Phase: Fieldwork

Key Activity	Description
Conduct Fieldwork with Board	The fieldwork is conducted for each board according to the previously agreed upon review cycle. The time required for fieldwork ranges between five and 10 days, based on the size of the school board.
Participate in Fieldwork	Ministry staff support the review team in the performance of fieldwork, to ensure continuity and knowledge transfer of school board operations.
Assist and Participate in Fieldwork	Board staff participate in the fieldwork. The number of participants involved will vary depending on the size of the board.

Phase: Reporting

| Key Activity	Description
Develop Draft Report	Based on the results of the fieldwork and data analysis, the operational review team writes a draft report. The draft report contains a synopsis of findings and, where appropriate, recommendations for improvement.
Review Draft Report (Ministry)	The Ministry reviews the draft report and provides feedback to the review team.
Review Draft Report (school board)	The review team meets with board senior staff to review and obtain feedback.
Prepare Final Report	The review team incorporates the feedback from the both the Ministry and the board and prepares a final report.
Accept and Approve Final Report	The final report is issued to the Ministry for approval and release.
Communicate Final Report	The Ministry issues a final report to the board.

Phase: Follow-up

Key Activity	Description
Follow-up Review	Eight to 12 months after the release of the final report, the review team conducts a follow-up review to determine the extent the board's adoption and implementation of the recommendations.

The Operational Review Team

The Ministry has assembled an Operational Review Team to ensure that these reviews are conducted in an objective manner. The Operational Review Team is designed to leverage the expertise of industry professionals and consulting firms to review specific aspects of each school board.

Management consultants from PricewaterhouseCoopers and Deloitte were hired to complete the Operational Reviews. The Ministry assigned an internal consultant with school board experience to provide the Review Team with valuable insight into school board operations in Ontario. The team has also received guidance and feedback from an Advisory Committee and a Trustee Reference Group convened by the Ministry of Education.
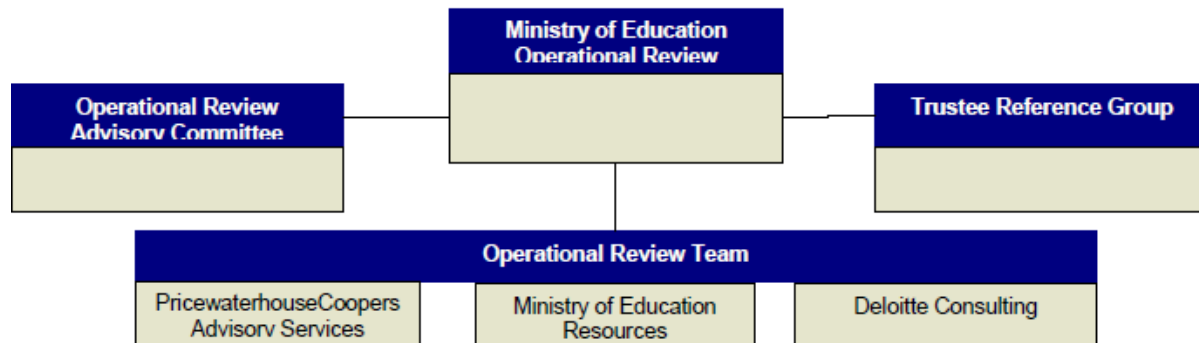
Limitations of this Review

The purpose of this report is to document the results of the Operational Review of the Kawartha Pine Ridge District School Board. The review has been conducted using the methodology as previously described. The review is not of the nature or scope that constitutes an audit made in accordance with generally accepted auditing standards.

Appendix B: Summary of Recommendations

Governance and School Board Administration

No.	Recommendation
1.	The school board should develop a formal governance policy that clearly delineates the division of duties and responsibilities between the board of trustees and in particular, the Director of Education. The school board's governance model should reflect the roles and responsibilities mandated by the Student Achievement and School Board Governance Act, Bill 177.

Human Resources Management and School Staffing/Allocation

No.	Recommendation
2.	The Director should review the composition of its interview panels, and develop formal hiring policies and procedures to clarify the roles of trustees and school board staff. Trustees should provide strategic direction to govern staffing and recruitment. They should not sit on hiring panels, with the exception of hiring the Director of Education.
3.	Trustees should provide the school board with a policy and priority framework for bargaining, and not directly participate in negotiations.

Financial Management

No.	Recommendation
4.	Management should continue working with the regional audit team on the development of a risk assessment to determine priority areas for internal audit activities.
5.	Management should work with the regional audit team to ensure annual audit plans are clearly documented. Audit report recommendations should be acted upon by management. Where management chooses not to implement an audit recommendation and to accept the risks associated with an audit finding, the justification should be clearly documented and agreed to by the audit committee.
6.	Department staff should consider implementing the use of Purchase Cards (PCards) to appropriate school staff. PCards can reduce the volume of supplier invoices to be processed and increase overall efficiency. Appropriate control procedures would be put in place to support the expanded use of the PCard.
7.	Management should perform a detailed review of the school board's purchaseto-payment cycle and implement three-way matching.

School Operations and Facilities Management

No.	Recommendation
8.	The school board should develop an allocation model for custodial staff, and compare it with those of other school boards, to ensure the optimization of staff and consideration of various factors.
9.	The school board should establish a multi-year energy management plan that incorporates quantifiable measures and the tools to monitor and manage the plan. In line with the Green Energy Act, 2009, energy management planning should include the development of policies, guidelines, goals (conservation targets), and priorities for energy management and resource conservation. The plan should include short-term and long-term opportunities, with milestones, roles, responsibilities and budgets with a process for ensuring community support.
10.	The school board should develop an overarching security strategy and plan reflecting the security and student safety policies and ensuring compliance with associated statutory security requirements for both students and all staff groups.