

Ministry of Education

**Operational Review Report
Kenora Catholic District School Board**

October 2010

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Executive Summary

This report details the findings and recommendations of the Operational Review of the Kenora Catholic District School Board (the school board or KCDSB) conducted by the Operational Review Team composed of external consultants from PricewaterhouseCoopers LLP and Ministry of Education staff. The Operational Review was conducted over three days beginning May 18, 2010.

Introduction

The Ministry plans to perform 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 school board's student achievement results at the secondary and elementary levels demonstrate improvement in some areas since 2002-03. However, in most areas, the school board's EQAO results have not been consistently improving.

From an operations perspective, the review team found that the school board has adopted some of the leading practices. Noted strengths include a positive working relationship between the Board and school board administration, harmonized hiring practices for all staff groups, and a focus on timely maintenance and cleanliness of school board facilities.

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 has implemented a policy governance model. There are 14 policies, which cover various aspects of governance including the role of the Board, the role of the Director of Education, and the delegation of authority from the Board to the Director.
- In 2006, the school board established an administrative procedure for its strategic planning process. In 2009, with the assistance from an external facilitator, the school board developed a new strategic plan which covers academic and non-academic areas.
- The school board's organization chart is posted on its website. The organization chart includes phone extensions of staff.
- The school board has a variety of formal mechanisms for communication and stakeholder engagement.

The review team notes that the school board would benefit from expanding or enhancing its activities in several areas.

The Board's policy on *Policy Making* was established to provide broad guidelines for the effective operation of school board and a framework for consistent decisionmaking by the Director of Education and staff. The policy stipulates that all existing policies are reviewed annually. However, some policies which are posted on the website have not been reviewed for over one year, or do not indicate the date of the last review. Management has also noted that some of the administrative procedures have not been recently reviewed. Management has established a team composed of school board staff which has been assigned the task of reviewing all procedures and implementing a consistent format. The school board has engaged a retired school principal to undertake a detailed review of the procedures.

The school board has implemented many initiatives to support succession and talent development. However, the school board has not established a formal succession and talent development plan.

Recommendations:

- Management should ensure that all policies are reviewed annually as stipulated in the Board's policy on *Policy Making*. Management should also continue reviewing the administrative procedures to ensure they are consistent with the school board's policies and relevant regulatory requirements.
- The school board should continue to align its leadership development programs and activities with the Ministry leadership initiatives. It should develop a formal Succession and Talent Development Plan in line with the *Leadership Succession*

Planning and Talent Development Ministry Expectations and Implementation Continuum.

Human Resources Management and School Staffing/Allocation

The HR department has implemented a number of the leading practices:

- The school board has a documented staffing procedure. All staff hiring is managed centrally by the HR Manager.
- The school board has a labour liaison committee for the teaching group. The school board has established an effective working relationship with the Ontario English Catholic Teachers' Association. For non-union support staff, the school board has established a liaison committee that consists of representatives from each of the support staff employee groups.
- Staff attendance is tracked electronically in the school board's information system. The information system allows the HR department to generate reports on staff absences.
- The staff allocation process monitors adherence to key Ministry and board policy parameters, such as: class size, prep time, collective agreement requirements and other school board directives.

The review team notes that the school board would benefit from expanding and enhancing its activities in several areas.

The school board undertakes various recruitment activities such as attending career fairs. However, the HR department has not developed documented policies, procedures or plans for recruitment.

Management has established formal procedures for performance appraisal of teachers, program coordinators and support staff. The school board is working to establish formal performance appraisal processes for other staff groups.

Management has established a formal discipline and discharge procedure, which outlines the causes for a disciplinary action. While the school board follows a progressive discipline approach, it is not documented in the procedure. Currently, the HR department tracks employee absences using the HR information system. The HR Manager follows up on noted attendance issues informally. The school board has implemented several employee support programs, but has not yet established a formal attendance support program.

Last year, the school board engaged its external benefit consultant to conduct a compliance audit to assess the accuracy of claim payments. This was the first time that the school board conducted an independent compliance audit of its insurance carrier. The school board should continue conducting periodic independent compliance audits of its benefits carrier.

The HR department manually synchronizes data with the Ontario Teachers Pension Plan (OTTP) and Ontario Municipal Employee Retirement System (OMERS). Management noted that the functionality for electronic synchronization between each carrier and the school board's information system is available, but has not yet been implemented.

The school board has not conducted staff surveys to gauge overall staff satisfaction and general attitudes. However, in the past, the school board conducted surveys on specific issues related to staff satisfaction, such as benefits plans and professional development. The HR department does not conduct exit interviews with staff leaving the school board.

Each year, the school board follows standard practices for staff planning and allocation. However, there are no formal policies or procedures that govern the staff allocation process.

Recommendations:

- Management should establish a formal policy, plan or strategy which would reflect the recruitment needs of the school board, and identify key recruitment principles and activities.
- The HR department should continue developing formal procedures and processes for performance appraisal of all staff groups at the school board.
- The HR department should document a progressive discipline approach in the school board's discipline procedure.
- Management should implement a comprehensive attendance support program.
- Management should develop a way to assess and report on the effectiveness of the attendance support process/programs to senior administration and the Board.
- The school board should finalize the review of pay equity plans for all staff groups.
- Management should examine the capability of the school board's HR information system to enable automated synchronization of data with OTTP and OMERS.

- Management should conduct periodic and confidential staff surveys, to improve communication with staff and provide input for professional development plans and HR policy.
- Management should also conduct exit interviews with all staff leaving the school board to obtain input for HR policy, as well as process and program improvement. Management should consider developing formal policies and/or procedures for conducting exit interviews.
- Management should document policies and procedures which govern the development of an annual staffing plan and allocation process.

Financial Management

The Finance department has implemented a number of the leading practices:

- The school board has recently established a formal budget procedure that outlines the budget development process. The annual budget development process is transparent and clearly communicated, and incorporates input from all key stakeholders.
- As part of budget development, the Superintendent of Administrative Services consults with the Executive Council, principals and program coordinators on priority setting and budget alignment with the school board's strategic and annual programs and priorities.
- The school board's integrated financial system provides adequate, timely and accurate information for management, school staff, and trustees.
- The school board maintains one bank account with one financial institution. Each school is encouraged to use the same bank where possible
- Management monitors financial risk related to cash/investment management, and has established appropriate procedures to mitigate associated risks.
- The school board takes part in the Ontario Education Collaborative Market (OECM) for office supplies, and makes some purchases through contracts established by the coterminous school board.
- The school board uses commitment accounting. The financial system prevents purchases which exceed the established budget within each budget line.

The review team notes that the school board would benefit from expanding or enhancing its activities in several areas.

Management takes a conservative approach to enrolment projections and to the budget development process. However, management does not formally document budget risks as part of the budget development process.

The Superintendent of Administrative Services provides monthly financial reports to principals, coordinators, and managers. However, currently management does not provide regular and consistent interim financial reports to the Board. Management is aware of the Interim Financial Reporting Committee (IFRC) and intends to establish interim financial reporting using the committee's recommendations.

Management noted that the school board has limited administrative resources, particularly within the finance area. As a result, the school board has had difficulties in meeting the Ministry timelines for financial reporting.

The Accounts Payable Accounting Clerk has been working closely with schools over the past year, as part of the rollout of the new school accounting system. The school board does not have a separate internal audit function.

The Board does not currently have an audit committee. The external auditors present audit reports to the Policy Governance committee of the Board. The Superintendent of Administrative Services recently started providing a formal written management response to the external auditor's management letter to the Board.

The school board does not have a formal policy on investments. Management reports to the Board on interest earned at the end of the year as part of financial statements. Management also provides annual reports to the Board on reserve balances.

The school board has not established formal policies and procedures for the management of school-based funds. In 2009, management struck a committee to examine management of school-based funds and school accounting. Management recognizes that currently there are no sufficient controls in place for management of cash at the school level. However, finance staff conduct periodic monitoring of school cash accounting.

Management noted that over the last year the number of EPO grants increased significantly. While the management of these projects is shared between senior administration and school administration, the tracking is maintained centrally. Management recognized that there are a number of issues in tracking and management of EPO grants. The Superintendent of Administrative Services is currently working to identify resources within the administrative services department to take the lead on the coordinating role for managing EPO grants.

The Manager of Operational Services is responsible for overseeing the purchasing activities of the school board. However, there is no dedicated purchasing function, and

purchasing is decentralized. The Manager of Operational Services also works closely with the Purchasing Coordinator from the coterminous school board, since two boards are in a purchasing consortium.

The school board's purchasing procedure outlines the competitive purchasing process for various purchasing limits. However, the procedure does not include provisions for non-competitive purchasing.

The levels of authority for purchasing requisitions are set up in the school board's financial system. However, the levels of authority are not outlined in the purchasing procedure.

The school board uses Electronic Funds Transfer (EFT) for payroll. Management noted that the school board will work with its vendors to maximize the use of EFTs.

Recommendations:

- Management should consider enhancing the process of reporting on the school board's budget risks using the format suggested in section 4.2 of this report. A formal risk management plan/report, which is reviewed and updated periodically, would include strategies to mitigate the risks of spending beyond budgeted levels.
- Management should review the recommendations of the Interim Financial Reporting Committee (IFRC) and establish interim financial reporting that incorporates IFRC guidelines on frequency and format of reports. Management should also communicate the IFRC recommendations to the board of trustees, and request trustees' feedback on the recommended format of interim financial reports.
- The school board should establish approval procedures for interim financial statements, and implement a formal sign-off process of these statements by senior management.
- Management should continue improving internal processes to ensure that all financial reports are completed and filed in accordance with established timelines.
- Management should proceed with its intention to establish an internal audit function, giving consideration to the emerging Ministry direction to establish regional models for internal audit across the school board sector.

- Once the school board establishes an internal audit function, it should ensure any internal audit plans are clearly documented and that internal audit report recommendations are acted upon by management.
- Management should consider establishing an audit committee that includes external advisors in accordance with emerging Ministry direction.
- The school board should establish a formal investment policy and procedures. Management should periodically report to the Board on the performance of the investment activity in accordance with the investment policy.
- Management should establish formal policies and procedures that govern management of school-based funds. Management could consider using the guidelines developed by the Ontario Association of School Business Officials (OASBO) Finance Committee, which outline financial recording and reporting requirements. Formal policies and procedures will help implement adequate controls to safeguard school-based funds and ensure regular and accurate reporting by schools.
- Management should continue improving processes for managing EPO grants.
- Management should update the school board's purchasing procedures to clearly outline circumstances under which the school board will use competitive versus non-competitive procurement methods.
- The school board should continue to improve its monitoring of purchasing activities to ensure compliance with the school board's procurement procedures. Management could consider exploring opportunities with its partners, such as the coterminous school board, municipalities or colleges, to establish a shared purchasing function as part of a cooperative arrangement.
- As part of alignment with the Supply Chain Guideline management should revise the school board's purchasing policy and procedures to clearly indicate the purchasing levels of authority. These levels of authority should be commensurate with job roles and responsibilities, and purchases should be monitored for compliance with the established authorization levels.
- Management should continue identifying opportunities for implementation of the electronic supplier interface for ordering, processing and payment.
- The school board should continue working to set up electronic funds transfer arrangements with its vendors.

School Operations and Facilities Management

The Operational Services department has implemented some of the leading practices:

- The school board recently started conducting bi-annual inspections of schools. The Operational Services department has established formal procedures for school inspections.
- The school board's custodial staff allocation formula considers workload and other factors such as portables. Management is continually reviewing the allocation of custodial staff.
- The Operational Services department facilitates training for custodial and maintenance staff to support ongoing skills development, build awareness of regulatory changes, and ensure work safety. Management has documented training and development events for custodial and maintenance staff in a formal annual plan.
- There is one custodian who is responsible for tracking all major cleaning equipment at the school board. Using tracking information, management is gradually replacing major custodial equipment.
- There is one system-wide Occupational Health and Safety Committee at the school board. The Manager of Operational Services is the co-chair of the committee.
- The school board's capital plan is a summary of ongoing and planned capital projects. It is envisaged that the new stage of capital planning will commence in 2010-2011. Management has prepared a comparative analysis of enrolment projections across facilities over a 20-year period.
- The SFIS database is updated when there are changes in schools' capacity and utilization.
- Management follows a standard process for monitoring of progress on construction projects.

The review team notes that the school board would benefit from expanding its activities in several areas.

The school board has started implementing green-certified cleaning products across all sites. Management indicated that approximately five per cent of cleaning products used by the school board are green-certified. However, the school board has not implemented a formal Green Clean program.

The Operational Services department establishes a plan that includes both capital projects and maintenance (renovation) items. The renovation part of the plan indicates the overall expenditure over the next several years. More specifically, the plan indicates projects completed over the past several years, and those planned for the current year. The annual plan is established using capital renewal requests submitted by principals, inspections and ReCAPP data. However, the multi-year plan does not indicate specific projects planned for the next several years.

In the past, the school board used a web-based work order system. The system did not meet the needs of management for the analysis and reporting of information. As a result, the school board is currently using paper-based work orders, and is moving to the implementation of a new work order system.

The school board has implemented a number of energy management initiatives. However, the school board does not have a multi-year energy management plan that incorporates measures to be implemented, and the tools to monitor and manage the plan.

Management noted that the program implemented by the energy management consultants includes an awareness component which will be incorporated in curriculum. The school board has not established an environmental policy that addresses both environmental education and responsible management practices.

Currently, the school board is not tracking energy consumption. Management reviews utilities spending and analyzes budget variances. The school board has provided the requested data for the Utilities Consumption Database. The school board does not receive consolidated bills from its utility providers.

The school board is working closely with the local Health Unit in developing and implementing health initiatives at the school board. The school board does not have an integrated health plan or strategy that reflects policies, procedures and statutory requirements related to the health of students and employees.

Management noted that in the past the ReCAPP database was used to identify capital priorities. However, management noted that due to technical issues, the data is not consistently up to date.

Recommendations:

- The school board should review the Ministry's Green Clean Program Resource Guide and use the guide to develop a formal green clean program as part of its overarching Education Environmental Policy.

- Using a consultative process, management should develop a multi-year plan for major maintenance and renewal projects. The plan should address the board's preventative and deferred maintenance priorities and optimize the use of available funding (Annual Renewal Grant and Good Places to Learn funding). The plan should be approved by the Board.
- Management should continue examining options to implement an automated work-order system. An automated work-order system would help management process records, monitor and evaluate projects, ensuring the effective use of resources. It would also provide useful information for planning preventative maintenance.
- Using the results of the energy audits, 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.
- Once the formal energy management plan is established, the school board should ensure that its procurement policies and practices support the objectives and targets of the plan. Management should also consider documenting the energy efficiency requirements in procurement policies and procedures and/or the environmental policy.
- Management should provide formal annual reporting on the conservation savings achieved against the plan.
- Successful energy conservation initiatives currently implemented by the school board should be communicated across all schools and with other school boards, to enhance recognition of energy management across the system.
- As part of the energy management planning, the school board should establish a comprehensive system to budget expenditures, track and regulate consumption, and identify opportunities for further savings.
- The school board should identify opportunities for consolidated billing from utilities.

- The school board should establish an overarching environmental policy that addresses both environmental education and responsible management practices, including energy conservation.
- The school board should consider establishing an integrated health plan/strategy that would reflect the existing policies and procedures regarding health and safety of school board employees and students. Management should also consider coordinating the development, implementation and monitoring of the plan centrally.
- Management should continue to resolve technical issues and maintain accurate and up-to-date data in the RECAPP database.

1. Background and Overview

1.1 School Board Profile and Structure

The Kenora Catholic District School Board provides educational services to approximately 1,271 students in five elementary and one secondary school.

The school board's enrolment increased by 168 students, or about 15.2 per cent, from 2002-03 to 2009-10.

The school board's Executive Council is as follows:

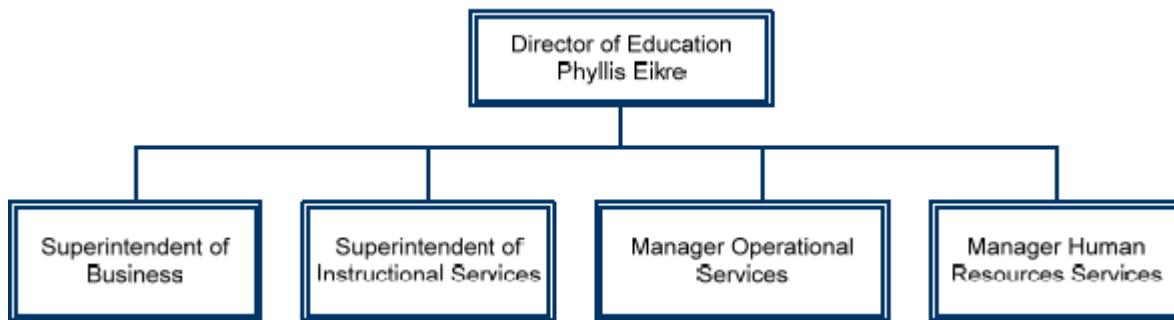


Figure 1: Kenora Catholic District School Board

1.2 Key Priorities of the School Board

The school board's mission statement is:

"We are a Roman Catholic school system dedicated to excellence in education, the Christian formation of youth, and strong partnerships with parents and the church."

The school board has established five strategic directions:

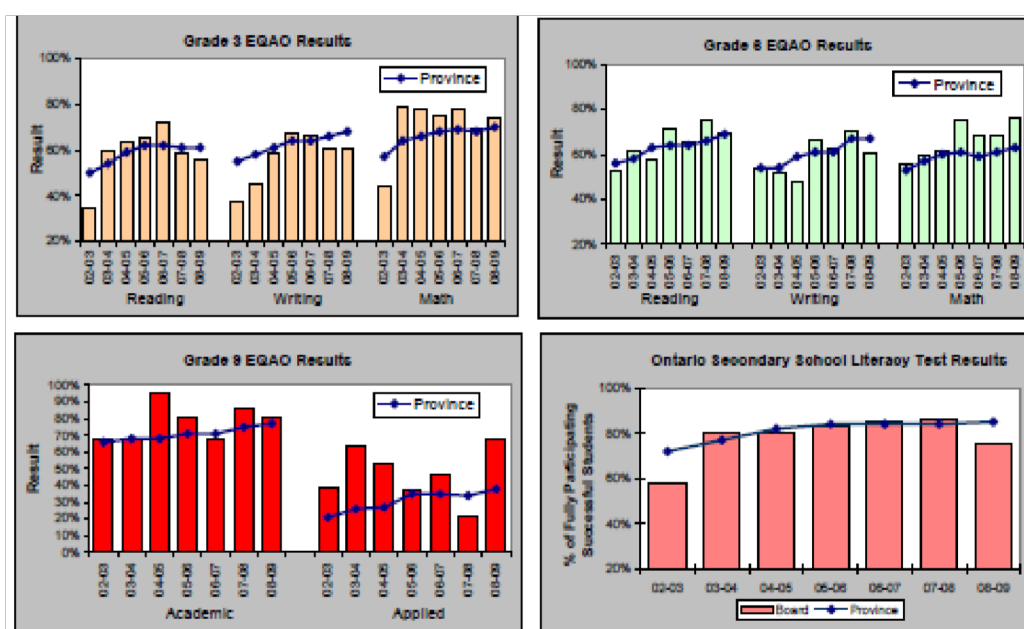
- Strengthening our Catholicity
- Fostering relationships and partnerships
- Teaching and learning excellence
- Communicating effectively
- Championing continuous improvement

1.3 Student Achievement

Since 2002-03, the school board has shown improvement in a number of areas assessed through the EQAO process. However, in most areas the school board's EQAO results have not been consistently improving. Grade 3 EQAO results in reading, writing and math have declined since 2006-07, and the results in reading and writing remain below the provincial average. Grade 3 results in math improved in 2008-2009. Grade 6 results in reading and writing declined in 2008-09, and the results in writing are below the provincial average. Grade 6 results in math improved in 2008-09 and are above the provincial average.

Grade 9 academic results have declined since 2004-05, and were at the provincial average in 2008-2009. Grade 9 applied results improved significantly in 2008-2009 and are above the provincial average.

The following charts demonstrate the school board's EQAO results over the last six years.



1.4 Fiscal Overview

In the 2008-2009 fiscal year, the school board had an in-year budget surplus. The 2009-10 revised estimates forecast a budget deficit. The school board's reserves for working funds have been stable since 2007-08. There is some growth in enrolment which is attributable to the amalgamation of a school authority in 2009-10.

The following table highlights key financial data for the school board.

Summary Financial Data (Revenues)

Revenues	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Legislative Grants	\$12,257,912	\$13,844,328	\$15,874,193
Local taxation	\$2,230,372	\$2,239,655	\$2,573,984
Board Revenues	\$1,225,652	\$1,780,020	\$1,067,220
Other Operating & capital Grants	\$1,888,125	\$1,761,809	\$720,025
Total Revenues (Schedule 9)	\$17,602,061	\$19,625,812	\$20,235,422

Summary Financial Data (Expenditure)

Expenditures:	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Operating expenditures	\$15,912,169	\$16,742,207	\$19,099,084
Capital expenditures - Before transfers from reserves	\$1,470,268	\$2,231,750	\$1,962,770
Transfer to (from) Reserves	\$235,000	\$2	\$0
Total Expenditures	\$17,617,437	\$18,973,959	\$21,061,854
In-year Surplus (Deficit)	-\$15,376	\$651,853	-\$826,433

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	\$57,717	\$57,717	\$57,717
Reserve for Working Funds	\$570,893	\$570,893	\$570,893
Strategic Planning and Initiatives	\$81,616	\$81,616	\$81,616
GPL Reserve	\$46,256	\$46,256	\$46,256
Total Reserve Funds (Schedule 5)	\$756,482	\$756,482	\$756,482
Other Operating Deferred Revenues	\$175,873	\$824,390	\$824,390
Energy Efficient School - Operating	\$0	\$50,000	\$50,000
Energy Efficient School - Capital	\$0	\$60,525	\$60,525

School Board Reserve and Deferred Revenues:	2007-08 Financial Statements	2008-09 Financial Statements	2009-10 Revised Estimates
Total Deferred Revenues (Schedule 5.1)	\$175,873	\$934,915	\$934,915
Total Board Reserves and Deferred Revenues	\$932,355	\$1,691,397	\$1,691,397

1.5 Key Statistics: Kenora Catholic District School Board

Day School Enrolment

Day School Enrolment	2002-03 Actual	2009-10 Revised Estimates
Elementary Day School ADE	862	939
Secondary Day School ADE	241	332
Total Day School Enrolment	1,103	1,271

Primary Class Size

Primary Class Size	2003-04	2009-10
% of Classes Less Than 20	39%	94%
% of Classes Less Than 23	70%	97%
Average Class Size - Jr/Inter	23.58	21.62
% of 3/4 Classes 23 & Under	0%	0%
% of Combined Classes	13%	22%

Staffing

Staffing	2003-04	2009-10
School Based Teachers	78	107
Teacher Assistants	22	35
Other Student Support	13	11
School Administration	6	8
School Clerical	7	8
School Operations	13	15
Other Non-Classroom	9	14
Total Staffing	148	198
Teacher - Pupil Ratio	1:14	1:12

Staffing	2003-04	2009-10
FTE Staff per 1,000 Pupils (ADE)¹	134.2	155.8
Total Salary & Benefits as % of Net Operating Expenditures	70.4%	77.7%

Special Education

Special Education	2003-04	2009-10
Special Education Incremental Expenditures	\$1,265,918	\$2,222,125
Special Education Allocation	\$1,240,789	\$1,793,550
Spending above Allocation (Reserve)	\$25,129	\$428,575

School Utilization

School Utilization	2003-04	2009-10
Number of schools	6	6
Total Enrolment (ADE)	1,103	1,271
School Capacity (Spaces)	1,444	1,725
School Utilization	76.40%	73.70%
Board Area (Km²)	3,070	3,070
Number of Trustees	5	7

¹ Note: Impacted by Class Size and Special Education

2. Governance and School Board Administration – Findings and Recommendations

The school board's governance model and administrative organizational framework make a significant contribution in helping the board of trustees, director, senior administration and community stakeholders support both student achievement strategies and effective school 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 annual plan (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;
- 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.	Yes
The board of trustees, using a consultative process, develops and communicates a multi-year strategic plan that provides a framework for annual planning.	Yes
The director of education and senior administration develop an annual operating plan of their goals/priorities, incorporating both academic and non-academic departments. The plan is aligned with the Board's multi-year strategic plan and has goals that are specific, measurable, achievable, relevant and timely.	Yes
The senior administration periodically/annually report 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 senior administration have appropriate processes for decision making to address student achievement targets and operational performance.	Yes
The board of trustees and senior administration have appropriate processes for the establishment and regular maintenance of policies and administrative procedures for the efficient and effective operation of the board.	No

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 <i>Ontario Leadership Strategy</i> , the director of education, with support from HR, has established a formal Succession and Talent Development Plan to build and sustain leadership capacity.	No

Stakeholder Engagement

Leading Practices – Governance and School Board Administration	Evidence of Adoption?
The board of trustees and senior administration proactively engage internal and external stakeholders on a regular basis and through a variety of communications 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/or Ministry workgroups.	Yes

Establishment of an Effective Governance Model

The school board has adopted a policy governance model. In the past, the school board hired an external consultant to review governance and assist in moving to the policy governance structure. As result of the review, the Board established a new set of policies and trustees received extensive training on the new model and policies.

There are 14 policies, which cover various aspects of governance, including the role of the Board, the role of the Director of Education, and the delegation of authority from the Board to the Director. The policies include foundational statements, which provide guidance and direction for all activities within the school board. The school board has established administrative procedures, which supplement policies and cover operational aspects. It is stated on the school board's website that the development of two separate and distinct sets of documents, policies and procedures is meant to reinforce the distinction between the Board's responsibility to govern and the Director of Education's executive or administrative duties. The Board's policy on the *Board's Job Description* indicates that the Board delegates through policy, administrative authority and responsibility and entrusts the day-to-day management of the Board to its staff through the school board's Director of Education.

The Board's governance model facilitates the effective working relationship between the Board and school board administration. When the Governance Review Committee recommendations were published, trustees discussed the recommendations and

provided a formal response. The Board also reviewed all policies and updated the role of the Chair, Vice-Chair, and the trustees' code of conduct.

The Board is composed of six trustees: four trustees have over six years of experience serving on the Board, one trustee has over four years of experience, and one has served for over two years.

There is open communication between the senior administration and the Board. The senior administration ensures that trustees have sufficient understanding of various issues to make informed decisions.

The Board has established policies on the role of the Board's Chair and Vice-Chair. It is stated in the policies that the Chair safeguards the integrity of the Board's processes and represents the board of trustees to the broader community. The role of the Vice-Chair is to share the leadership role of the Chair. The Vice-Chair assists the Chair in ensuring that the Board operates in accordance with its own policies.

The Chair and Vice-Chair of the Board have an open, trusting relationship with the Director of Education.

Subsequent to the review of the school board's governance model, the trustees were provided with training on the new governance model. One of the Board's policies establishes the Code of Ethics for Trustees, which has been updated as part of the consultation process initiated by the Governance Review Committee.

The Board's policies do not stipulate a process for the Director's performance appraisal. The Director's evaluation is conducted once every two years and is linked to the compensation review.

Development of the Board's Strategic Directions/Plan

In 2006, the school board established an administrative procedure for its strategic planning process. In 2009, the procedure was revised and the school board hired an external facilitator to assist in the development of the new multi-year strategic plan.

It is stated in the procedure that the strategic plan provides common goals that reflect the desired improvements to the system for the next year and align with the vision of the board. It is also emphasized that strategic planning is an ongoing process, and the strategic plan will be continually revised and refined. The school board reviews and updates its strategic plan each year. The update of the strategic plan entails the development of an annual operating plan for the school board.

The procedure sets out system planning guidelines as follows:

- The purpose, vision, goals and principles of the board provide overall direction for system planning
- The planning process also recognizes any corporate priorities identified by the board
- The planning process must provide ample opportunity for input and meaningful involvement by persons from stakeholder groups. Formal processes will be implemented each year for the system and its schools to develop, revise and extend the strategic plan that identifies priorities, courses of action, outcomes, measures, strategies and timelines for task completion.

In 2009, with the assistance from the external facilitator, the school board developed a new strategic plan with six areas: a system plan comprising the Board Improvement Plan and school improvement plans, an HR plan, an IT plan, an operational plan (including capital), a leadership plan, and a finance plan. Management noted that currently the goals of the Board Improvement Plan and school improvement plan are formulated as SMART goals. However, goals for other areas are not consistently specific and measurable. For each area of the strategic plan, the school board should continue to formulate specific, measureable goals with associated timelines. This would assist management in establishing indicators of success.

The status of the strategic plan is reviewed monthly by the Executive Council. During each Board meeting, the Director provides a status update to trustees on one of the six areas of the strategic plan.

Decision-Making Process

The Board has established a policy on *Board Operations*, which sets out the process for inaugural meetings, regular meetings, special meetings, the establishment of committees, and rules of order. It is stated in the policy that the agenda of all meetings of the Board is determined by the Chair and Vice Chair of the Board and the Director of Education. The policy on the *Role of the Chair* indicates that the Chair assists the Director of Education in the development of the Board meeting agenda. The Chair ensures that members of the Board have the information needed for informed discussion of the agenda items.

The Chair also ensures that, as per Board policy, meeting agenda items are confined to those issues which clearly belong to the Board to decide, and have not been delegated to the Director of Education. During the first week of each month, the Executive Council sets the draft agenda using the last year's agenda and adds new items. The Chair, Vice-Chair and the Director review and approve the agenda, which is provided to trustees a week before the scheduled Board meeting.

The policy on *Committees of the Board* states that the Board may establish committees composed of its members to make recommendations in respect of education, finance, personnel and property. The policy sets out the process and rules for the establishment of standing, *ad hoc*, statutory committees and the Committee of the Whole. The statutory committees of the Board include the Special Education Advisory Committee, Student Disciplinary Committee and Supervised Alternative Learning for Excused Pupils Committee (SALEP). Standing committees are established to assist the Board with work of an ongoing or recurring nature. It is stipulated in the policy that from time to time, the Board may establish committees for special purposes that may be either ongoing or *ad hoc*.

The Board also establishes the Director's Review Committee to provide a performance evaluation for the Director of Education.

The Board's policy on *Policy Making* was established to provide broad guidelines for the effective operation of school board, and a framework for consistent decisionmaking by the Director of Education and staff. Board policies shall provide an appropriate balance between the responsibility of the Board to develop the broad guidelines to guide the school board, and the opportunity for the Director of Education to exercise professional judgment in its administration. The policy stipulates that all existing policies are reviewed annually. However, some policies which are posted on the school board's website have not been reviewed for over one year, or do not indicate the date of the last review.

The Board may develop the policy itself or may delegate the responsibility for development to the Director or to a Board committee. All policies are posted on the school board's website.

Management establishes administrative procedures as the primary written source of administrative direction for the school board. There are five categories of administrative procedures:

- General administration
- Educational programs and materials procedures
- Students
- Personnel and staff relations
- Business administration.

The Business Administration procedures include finance, facilities and operations matters. All procedures are posted on the school board's website. Management noted

that some of the procedures have not been recently reviewed. Management has established a team composed of school board staff to review all procedures and implement a consistent format. The school board has hired a retired school principal to undertake a detailed review of the procedures.

Organizational Structure and Accountability

The school board's administrative areas include Instructional Services and Administrative Services. Each department is led by a superintendent who reports to the Director of Education. The Administrative Services department includes operational services, human resource services, and financial services.

The senior administration team is represented by the Executive Council, which is composed of the Director of Education, Superintendent of Instructional Services, Superintendent of Administrative Services, Manager Human Resources Services, Manager Operational Services and Principal Classroom Services. At the time of the Operational Review, an Acting Director of Education was in place due to the longterm leave of the Director of Education.

The school board's organizational chart is posted on its website, along with contact information for staff.

Succession and Talent Development

The school board has implemented many initiatives to support succession and talent development. The school board's *Future Leaders Program* is focused on teaching staff. There is also an informal approach to mentoring of staff who aspire to hold leadership positions.

Within the school board administration, there is informal mentoring and support to staff pursuing supervisory officer qualifications. However, the school board has not established a formal succession and talent development plan.

Stakeholder Engagement

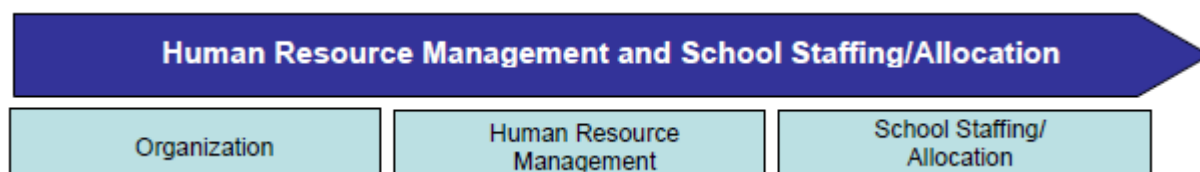
The school board has a variety of formal mechanisms for communication and stakeholder engagement. The school board has recently updated its website.

The Director and supervisory officers take part in a number of regional and provincial committees.

Recommendations:

- Management should ensure that all policies are reviewed annually as stipulated in the Board's policy on *Policy Making*. Management should also continue reviewing the administrative procedures to ensure they are consistent with the school board's policies and relevant regulatory requirements.
- The school board should continue to align its leadership development programs and activities with the Ministry leadership initiatives. It should develop a formal Succession and Talent Development Plan in line with the *Leadership Succession Planning and Talent Development Ministry Expectations and Implementation Continuum*.

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 school 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 departmental operating plan. They are aligned to the annual board operating plan accessible by key stakeholders. The plan incorporates measurable targets, specific timelines and identified responsibilities.	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, etc.).	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

The Human Resources department has established an annual departmental operating plan. Some examples of key priorities from the current year's departmental plan are:

- Implementing support staff performance appraisals
- Updating job descriptions
- Training on discipline procedures
- Reviewing the hiring process and training for new hires
- Reviewing the benefits plans.

The HR Manager has identified the priorities for the current annual plan, based on the assessment of the critical needs of the school board. Since the Human Resources department was established two years ago, the HR Manager has focused on reviewing and formalizing all HR activities and processes. Prior to the beginning of the 2009-2010 school year, the senior management team and all school principals and coordinators met to provide input for each department's proposed annual operating plan.

The HR Manager meets regularly with staff through formal committee meetings and informal discussions to obtain feedback on HR operations. HR management should continue to formulate goals which are specific, measurable, and have associated timelines. This would assist management in establishing indicators of success for monitoring implementation of the plan.

The HR department does not provide regular reports to the Board. However, the HR Manager provides *ad hoc* presentations to the Board on specific HR issues as requested. The HR department also provides trustees with periodic staffing updates.

Organizational Structure and Accountability

The school board established the HR department and the HR Manager position two years ago. Prior to this, the HR function was part of the responsibility of the Superintendent of Instruction and Human Resources Services. Management noted that many aspects of HR management were also managed by the Superintendent of Administrative Services. Subsequent to a school board initiated operational review which was carried out in 2008, Management established a centralized HR function reporting to the Superintendent of Administrative Services.

The HR department is responsible for personnel records, staff allocation, recruitment and hiring, attendance management, benefits management employee relations, labour relations, and performance management. The HR department is composed of the HR Manager, who is supported by a half-time administrative assistant, and a booking clerk. Management noted that the position of the administrative assistant will become full-time in 2010-2011. The HR Manager reports to the Superintendent of Administrative Services and is a member of the Executive Council. The Booking Clerk works directly with each school principal and is responsible for booking supply teachers and tracking and entering staff absences into the information system. There is a current organization chart of the school board administration that indicates HR staff and lines of reporting.

The HR Manager is completing a full review of job descriptions for all non-teaching staff. This will ensure that job descriptions follow a standard format and accurately reflect roles and responsibilities.

The HR Manager is completing a Certified Human Resources Professional (CHRP) designation to meet the requirements of the position.

Monitoring and Communication of Policies

The HR department is responsible for a number of procedures related to staffing, staff transfers, performance evaluations, discipline and discharge, and harassment. These procedures are available on the school board's website.

The HR Manager has been focused on establishing standard processes and central controls to ensure compliance with HR procedures. Such central controls include, for example, centralized hiring processes and a central booking process to track attendance and replace absent staff.

The HR Manager works closely with peer boards, and leverages the network of school boards' HR staff across the province to support the development of new procedures.

The HR Manager acknowledged that communication and training of staff should be enhanced to build awareness and understanding of new and existing procedures. Currently, the HR Manager communicates any changes in HR procedures and processes to staff via e-mail. As part of the process to centralize and formalize many HR processes, the HR Manager encourages staff to find answers to their questions and familiarize themselves with the documented procedures, which are posted on the website. The HR Manager participates in monthly principals' meetings to provide updates on changes in HR procedures. The HR Manager also attends the school board office staff meetings and support staff liaison committee meetings once a month to provide information and updates on specific procedures or issues. The HR Manager also attends specific school staff meetings as requested.

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 student achievement targets;
- 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.	No
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?
HR management and the board of trustees have established labour/management committees.	Yes
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.	No
HR management maintains and communicates formal disciplinary policies and procedures for all staff.	No
The HR department actively supports the professional development activities of the school board.	Yes

Attendance Management 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

Leading Practices – Human Resource Management	Evidence of Adoption?
Attendance management processes/programs exist that include employee supportive policies and procedures to minimize the cost of absenteeism.	No
Management periodically reports on the effectiveness of the attendance management processes/programs to senior management and the board.	No

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.	No

Management of School Board's Benefit Plans

Leading Practices – Human Resource Management	Evidence of Adoption?
HR management periodically conducts independent compliance audits of the school board's insurance carrier to ensure adherence to benefit plan's terms and conditions.	Yes
Employee data is automatically synchronized between the school board and external carriers (i.e. OTPP, OMERS and the board's benefit provider(s)).	No
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.	No
Confidential exit interviews are performed for all staff who resign, take early retirement or transfer.	No

Staff Recruitment/Hiring

The school board does not generally have many permanent teaching vacancies. As a result, its recruitment activities are predominately focused on recruiting French teachers, and occasionally other specialty subjects, such as music teachers, librarians, and Native languages teachers.

The HR department has not developed documented policies, procedures or plans for recruitment activities. The HR Manager has attended career fairs at the faculties of education at several universities in Ontario and in other provinces. The school board also successfully recruits candidates using local knowledge of potential candidates. The school board has difficulty finding qualified candidates for schools in the northern part of the region. Occasionally, the school board fills vacant positions with staff on letters of permission.

The school board posts vacant positions on its website and in schools. The HR department occasionally uses the Apply to Education website as a secondary advertising mechanism, if the initial postings generate a limited number of applicants. For non-teaching positions, the HR Manager advertises in the local newspapers and more broadly, if necessary, to obtain an acceptable number of qualified applicants.

The school board has a documented staffing procedure, which includes procedures for interviewing and short-listing candidates, testing of candidates, minimum number and qualifications of interviewers, documentation for the interview team, and the interview follow-up. All staff hiring is managed centrally by the HR Manager.

All applicants are short-listed by the HR Manager, in discussion with the members of the interview panel. The HR department has established a checklist with criteria to guide the short-listing process. The criteria include identifying candidates who are Catholic and have appropriate qualifications for the subject area and are qualified to teach. As part of the screening process all candidates are asked to complete a personality test.

The interview panel consists of a minimum of three staff and typically includes the HR Manager, the school principal, or the supervisor and another principal, viceprincipal or a superintendent. The interviews are conducted either in person or, if necessary, by phone. The HR department has established a standard document for scoring interviews. The interview panel identifies the preferred candidate. However, the HR Manager has the authority to make the offer of employment. The HR Manager conducts reference checks and ensures that all other required documentation is complete, including criminal reference forms and the TB test.

The school board maintains an eligible occasional teacher list of qualified and unqualified teachers. The HR Manager has difficulty in maintaining a sufficient number of staff on the list to meet the school board's needs. As a result, the school board is

frequently looking for additional candidates. Occasional teachers may be added to the list through either a formal or informal interview, at the discretion of the HR Manager with the consent of the Ontario English Catholic Teachers' Association (OECTA) president. The Booking Clerk ensures compliance with the collective agreement requirements during the occasional teacher hiring process.

Labour Relations

The teachers and occasional teachers are members of OECTA. The nonmanagement support staff are members of a non-union bargaining group.

The school board has a labour liaison committee for the teaching group. The HR Manager, an elementary principal, a secondary principal and the Superintendent of Instructional Services participate in this committee. The committee meets monthly to discuss emerging issues. The school board has also established elementary and secondary staffing committees, a professional development committee, and a benefits committee for OECTA that meet four times per year.

The school board has established an effective working relationship with OECTA. The HR Manager meets regularly with the OECTA representative to review issues and determine if the issues can be resolved informally.

The support staff have formed a liaison committee that consists of representatives from each of the support staff employee groups. The HR Manager meets with the Support Staff Liaison Committee monthly or as needed to discuss and resolve issues.

The school board has a small number of outstanding grievances that the HR Manager and senior management have been working to resolve. The HR Manager acts as the chief negotiator during labour negotiations with the teachers' group. The Superintendent of Administrative Services also participates in the negotiation team, as well as other school board staff who provide additional support as required.

Employee Performance Evaluation Processes

The school board has established a procedure for Teacher and Program Coordinator Performance Appraisal that is consistent with the acts and regulations of the provincial government for the New Teacher Induction Program Appraisal and the Teacher Performance Appraisal for Experienced Teachers. The school board evaluates its experienced teachers on a five-year cycle. New teachers are reviewed during the first and second year, as part of NTIP. The school board has not established a performance review process for occasional teachers.

Each school principal is responsible for tracking the completion of performance appraisal of experienced teachers within a five-year cycle. The HR Manager has

indicated that the information system has the capacity to track the completion of teacher performance appraisals. Management indicated that implementing the electronic tracking of performance appraisals using the HR information system is one of the key priorities of the HR department. The Superintendent of Instructional Services monitors teachers in the NTIP program and notifies the Ontario College of Teachers on completion of the NTIP program.

The HR department has established a performance appraisal procedure for support staff. The procedure outlines the roles and responsibilities and the process for annual reviews. This process also applies to managers in the school board's administration team. Support staff supervisors are responsible for conducting performance appraisals. The Manager of Operations is responsible for conducting appraisals of custodial staff, in discussion with school principals and head custodians, where applicable. The evaluation process for support staff has been implemented over the past year. The HR department intends to review the process, obtain staff feedback, and make adjustments in the process and standard templates prior to the beginning of the new school year. The HR department staff have manually tracked the completion of appraisals for support staff.

One of the Director's current goals is to establish a performance appraisal process for superintendents, and update the existing process for principals. The Superintendent of Instructional Services is responsible for conducting principals' performance appraisals each year. The performance appraisal process for school principals is being revised to include a requirement that performance appraisals for all staff in their schools are completed in a timely manner. As part of the implementation of the formal process for appraisal of support staff, the HR department trained principals on providing performance feedback.

Management has established a formal discipline and discharge procedure, which outlines the causes for a disciplinary action. Although the school board follows a progressive discipline approach, it is not documented in a procedure. When supervisors identify a disciplinary issue with a member of staff, the HR department is notified in writing. The HR Manager provides support and guidance to supervisors in addressing disciplinary issues. In cases of serious disciplinary issues, the HR Manager, the Superintendent of Instructional Services or the Superintendent of Administrative Services and union representatives are involved. The current annual plan of the HR department identifies training for principals and supervisors on addressing disciplinary issues as one of the key departmental goals.

Teacher dismissals require Board approval. The Board has established a policy for Hearings Regarding Teacher Termination. The dismissal of support staff is in the purview of management, but is reported to the Board.

Management has established a procedure on professional development that delegates the responsibility for providing professional development to each supervisor or manager. Program coordinators within the instructional area are responsible for setting professional development plans for teachers and other classroom-based staff. The school board has a professional development committee with OECTA to provide input in the planning of professional development activities for teachers. Program coordinators participate in this committee. In the past, the committee has conducted surveys of its members to obtain feedback on the content and format of professional development activities.

The HR Manager has identified that more professional development is needed for support staff and management. Last year, the HR Manager organized a full-day workshop for all support staff. Although program coordinators are responsible for providing professional development for classroom staff, management noted that there is not sufficient coordination of professional development activities across other employee groups. Some specific job-embedded training is provided for support staff. The Manager of Operations is responsible for providing mandatory training to all staff, such as WHMIS training, as well as providing specific training to custodial staff. The school board supports staff in attending conferences and out-of-district professional development activities.

Attendance Management Processes/Programs

Staff attendance is tracked electronically in the school board's information system. The booking clerk is responsible for inputting all reported absences into the system. For an unplanned absence, staff must notify the booking clerk. For planned absences, staff are required to complete an absence form, obtain approval from their supervisor or principal, and send the approved form to the Booking Clerk two weeks in advance of the planned absence.

The school board has established different codes for various types of absences. The booking clerk is responsible for contacting staff on the occasional teachers list and other supply staff to fill required positions. Absences are immediately entered into the system, and allow principals and vice-principals to generate daily reports on absences and replacements at their schools.

The information system allows the HR department to generate reports on specific staff absences relative to the average across all school board staff. These reports are typically generated when a supervisor identifies attendance issues with a specific staff member. The school board requires that staff present a doctor's note following five consecutive days of absence. The HR Manager follows up informally on noted attendance issues.

The HR department staff are currently receiving training from the information system provider on developing customized reports on staff absences. The HR department has provided reports on monthly absence statistics for all staff at principals' meetings. The HR Manager has recently requested a quote from the external consultant to conduct a needs assessment of absence data collection, to assist the school board in identifying options for introducing a formal attendance management program.

The school board has implemented programs to support employees returning to work. The required work modifications are identified on a case-by-case basis in discussions between the HR Manager and the staff member. There are no formal procedures or guidelines for the program.

The school board has also implemented proactive measures to reduce absences and increase overall employee wellness. The school board has established a wellness committee, which prepares a monthly wellness newsletter to staff. The school board also offers employees discounted gym memberships.

Management of HR and Payroll Data

The Payroll Coordinator reports to the Superintendent of Administrative Services and is responsible for all payroll services of the school board. The Payroll Coordinator works closely with the HR Manager to ensure that changes made to personnel files are reflected in payroll information. The Payroll Coordinator receives an absence report summary each week and compares this with the payroll data to ensure that the payroll data is accurate.

The information system generates audit reports to track any changes that have been made in personnel and payroll files. These reports are reviewed by the Payroll function. Payroll staff also compare the payroll data with the HR data before each pay to ensure that all staff have been appropriately accounted for. Teachers are required to submit updated ratings from the Qualifications Evaluation Council of Ontario (QECO) to the Payroll Coordinator to request a reclassification.

Each year, the HR department synchronizes data in the school board's information system with the Ontario College of Teachers (OCT) data. The HR department also confirms qualifications of each new teacher with the OCT, prior to completing the hiring process.

The school board has not updated its pay equity plans recently. The HR Manager indicated that the plans need to be updated and that this is one of the key priorities of the department.

Management of the School Board's Benefit Plans

The school board has contracted a local insurance broker as the school board's benefits consultant. The benefits consultant provides advice and support to the school board in working with the benefits carrier. The consultant supports the HR Manager in resolving any issues related to management of benefit plans, and works directly with the benefits carrier as required. The benefits consultant provides regular reports to the school board, which provide market analysis and comparative information for other public sector organizations in the region.

Last year, the school board engaged the external benefit consultant to conduct a compliance audit to assess the accuracy of claim payments. This was the first time the school board conducted independent compliance audits of its insurance carrier. The school board should continue conducting periodic independent compliance audits of its benefits carrier.

The school board is in the process of renegotiating the benefits plan with the benefits carrier. During the process, the HR department held an information session for staff, and conducted a survey to obtain staff input and feedback. The Benefits Plan Negotiation Committee, which is responsible for determining the structure of the new plans, is composed of the HR Manager, the school board's external benefits consultant, and the teachers' union representative. The Support Staff committee has been informed about all aspects of the process.

The school board's external benefits consultant has assessed the current plans to identify services that are under-utilized and services that can be accessed through other means. As part of the renegotiation, such services will be replaced by coverage for services that were deemed to be higher priority, to maximize the value of the benefits plans for staff. The school board has also implemented other mechanisms to control costs, such as placing a cap on dispensing fees.

The HR department manually synchronizes data with the Ontario Teachers Pension Plan (OTTP) and Ontario Municipal Employee Retirement System (OMERS). Management noted that the functionality for electronic synchronization between each carrier and the school board's information system is available, but has not yet been implemented. The HR department oversees the enrolment of staff in OTTP and OMERS and forecasts the contribution amounts throughout the year. At the end of each year, the payments are manually reconciled and adjusted.

Monitoring Staff Satisfaction

The school board has not conducted staff surveys to gauge overall staff satisfaction and general attitudes. However, in the past the school board conducted surveys on specific issues related to staff satisfaction, such as benefits plans and professional

development. The HR department does not conduct exit interviews with staff leaving the school board.

Recommendations:

- Management should establish a formal policy, plan or strategy which would reflect the recruitment needs of the school board, and identify key recruitment principles and activities.
- The HR department should continue developing formal procedures and processes for performance appraisal of all staff groups at the school board.
- The HR department should document a progressive discipline approach in the school board's discipline procedure.
- Management should implement a comprehensive attendance support program.
- Management should develop a way to assess and report on the effectiveness of the attendance support process/programs to senior administration and the Board.
- The school board should finalize the review of pay equity plans for all staff groups.
- Management should examine the capability of the school board's HR information system to enable automated synchronization of data with OTPP and OMERS.
- Management should conduct periodic and confidential staff surveys to improve communication with staff and provide input for professional development plans and HR policy.
- Management should also conduct exit interviews with all staff leaving the school board to obtain input for HR policy, as well as process and program improvement. Management should consider developing formal policies and/or procedures for conducting exit interviews.

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 management 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 policies and procedures govern the development of an annual staffing plan and allocation process that reflects the priorities of the Board and Ministry initiatives.	No
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

Each year, the school board follows standard practices for staff planning and allocation. However, there are no formal policies or procedures that govern the staff allocation process. The staff allocation process begins in April based on enrolment projections prepared at the end of March. For elementary schools, the HR department uses a spreadsheet to establish the enrolment projections at each school for each grade, based on a formula that considers retention rates between grades. The number of

teaching staff required is determined using the requirements in the collective agreement and ministry class size caps.

This initial stage of the staffing allocation process is followed by meetings with the Staffing Committee, and with the principals to determine where there are additional needs. Last year, the HR department met with each principal to discuss their schools' individual needs. This year, the HR department took a different approach by meeting with the principals to identify the high priority needs for the system. The HR department shared the enrolment-based staffing spreadsheet with all principals to ensure transparency in the staffing process and the allocation model. The principals jointly reviewed the allocation model, provided individual requests and jointly negotiated changes to the model. Management noted that there are no formal procedures to guide this process.

Once the allocation model is finalized, the HR department meets with principals to place staff at each school based on seniority and identify vacancies and surplus staff.

There is only one high school at the school board and one elementary school that has Grades 7 to 8. The staffing model for the secondary panel is based on the course selections submitted by students. In addition, the school board identifies specific areas, such as the multi-skills centre, that may require additional staff resources.

The Executive Council and principals review the support staff and central administration staffing model each year as part of the budget review process. For special education resources, the special education coordinators identify needs and provide their staffing recommendations, but the senior administration team makes staffing decisions.

Monitoring and Reporting on Staff Allocation

The HR Manager provides periodic staffing updates to trustees throughout the year with information on new staff. The HR department also provides reports to trustees during the budget development process, which includes the changes to the staff allocation model, staff transfers, staff that have been deemed surplus, and postings for vacant posting. The HR department also provides a report of the updated enrolment numbers to trustees at the end of October.

Many of the surplus staff are recalled in September, once the actual enrolment numbers are known. The HR department ensures that additional staff are not hired beyond the approved allocation model without first obtaining management approval by centrally controlling the hiring process.

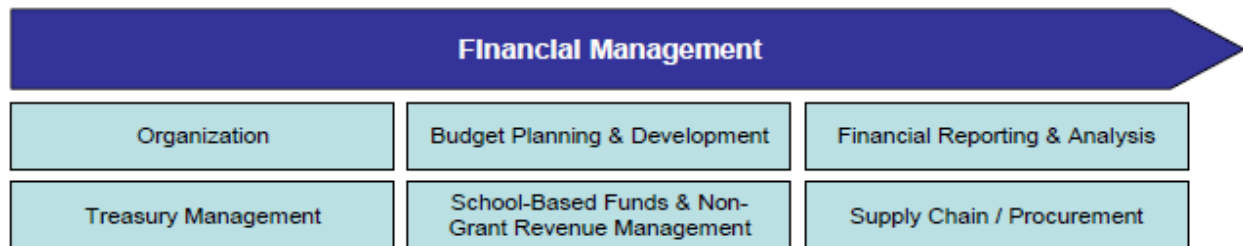
Management could consider using the using the format of interim financial reporting recommended by the Interim Financial Report Committee (IFRC) to report to the Board

on the actual allocation of staff, compared to the original approved allocation plan and budget.

Recommendation:

- Management should document policies and procedures which govern the development of an annual staffing plan and allocation process.

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 support of the roles and responsibilities for the 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 departmental operating 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 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 educational sessions.	Yes

Development and Reporting of Annual Goals and Priorities

The Finance department has set its key priorities in the annual departmental plan. Some examples of the priorities included in the current plan are:

- Establishing a procurement procedure
- Implementing a tangible capital assets system
- Establishing a procedure for school-based fundraising

- Reviewing internal controls in administrative areas
- Developing contingency plans.

The school board has been developing formal annual departmental operating plans for the past two years. The plans outline each initiative including goals and objectives, the required resources, timelines and the level of priority. Management should continue to formulate goals which are specific, measurable, and have associated timelines. This would assist management in establishing indicators of success for monitoring implementation of the plan.

Prior to the beginning of the school year, the Executive Council holds a full-day meeting to review and validate annual priorities identified by each department. Each month, one meeting of the Executive Council is dedicated to the review and discussion of progress in the implementation of departmental plans. Each year management provides presentations to the Board on the priorities of each department and progress to date. In addition, trustees occasionally request updates on specific topics.

Organizational Structure and Accountability

The Finance department is led by the Superintendent of Administrative Services. The Superintendent is supported by three accounting clerks responsible specifically for accounts payable, payroll, and accounts receivable, respectively. The Superintendent, with support of the finance staff, is responsible for budgeting and forecasting, financial reporting, accounting services, payroll services, and school support services. The Manager of Operations who leads the Operational Services department is responsible for purchasing services.

In 2008, subsequent to the review of the central administration organization structure, management implemented a number of changes in roles and responsibilities within the Administrative Services department. The school board has a current organizational chart of the central administration, which indicates the structure of the finance function and lines of reporting. The organizational chart is not posted on the school board's website. The website provides names of the key central administration staff. The HR department is working to update and standardize job descriptions for all central administration positions. Within the finance function, the accounting clerks have as a minimum a relevant college degree or equivalent experience. The Superintendent of Administrative Services holds accounting and supervisory officer certifications.

The Superintendent of Administrative Services provides reports to the Policy Governance committee of the Board, which is composed of all trustees and meets monthly in addition to regular board meetings.

Monitoring and Communication of Policies

The Superintendent of Administrative Services is responsible for ensuring compliance with a number of administrative procedures related to financial management such as budget, accounting and signing authority, accounts receivable, staff travel, trustee remuneration, and trustee travel. All procedures and accompanying forms are posted on the school board's website. The Superintendent attends regular principal meetings to discuss finance procedures and collect feedback on finance processes.

Through the internal review of the organizational structure completed in 2008, the school board has identified the need for enhanced cross-training between staff. Since then, the accounting clerks have received cross-training within the finance department. In addition, the Finance department provided training to casual staff to provide back-up if required. The Finance department has also started developing documentation that outlines key financial processes. One of the priorities of the Finance department is to continue documenting finance processes and providing training to finance staff and other staff of the school board.

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 transparent, clearly communicated and incorporates input from all key stakeholders including management (with principals), board of trustees and the community.	Yes

Leading Practices – Budget Planning and Development	Evidence of Adoption?
Management has adopted an integrated (at school board and school level) approach to enrolment forecasting that drives the budget process.	Yes
Budget planning 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.	No
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 Superintendent of Administrative Services has recently established a formal budget procedure that outlines the budget development process. According to the procedure, the budget process begins with the Ministry announcement of the grant for student needs (GSN). The Superintendent provides a presentation to the Board on key changes and impacts to the budget as a result of the GSN announcement. This presentation is also an opportunity for the trustees to provide direction and input in the budget development process. A similar presentation is provided to the Executive Council and school principals during a principals' meeting. In April, the Superintendent gathers actual enrolment numbers and projected enrolments from each principal to estimate the enrolment for the following year.

The Superintendent of Administrative Services develops the budget, using a spreadsheet and the budgeting module in the financial information system. As part of budget development, the Superintendent consults with the Executive Council, principals and program coordinators on priority setting and budget alignment with the school board's strategic and annual programs and priorities. The Superintendent provides this group with the estimated revenues based on enrolment projections. The group meets as a team to review the multi-year plan and estimated revenues, to identify the highest priority programs over the next one to three years. The Manager of HR develops the preliminary staffing plan based on enrolment projections. The Superintendent of Administrative Services compares the staffing costs to the allocated funding, to determine what levels of staffing are feasible. The Superintendent also meets with the

Special Education Advisory Committee to gather input. The Superintendent occasionally shares information informally with supervisory officers at coterminous school boards, about specific costs and salary grids.

The Manager of Operational Services provides input into the fixed operational costs in the budget. Any remaining funding is used to fund new or priority initiatives, that are not specifically funded by the GSN. In 2009-2010, the remaining funding has been allocated into three separate envelopes for capital/operations, special education and classroom teachers, to ensure that funding is spread across all priority areas of the school board. In the past, the school board implemented blanket cost reductions across all areas to deal with budget pressures. The school board is currently facing budget pressures in administration as a result of the amalgamation of the school authority in 2009.

The Superintendent of Administrative Services provides principals and coordinators with a base level of funding, and provides assistance in developing detailed strategic school or program budgets based on annual plans. Management noted that over the past several years, school principals have been focused on aligning their budget requests with their school improvement plans.

If there are specific challenges throughout the budget development process, management may present them to the Board for consideration and further direction. The Superintendent of Administrative Services presents a final draft budget to the trustees during a Policy Governance Committee meeting in June for final comments or direction. The final budget is approved by the trustees at the following Board meeting. Management presents the budget to the Board in a public session.

Risk Mitigation and Board Approval

Management takes a conservative approach to enrolment projections and to the budget development process. Management noted that contingencies are built into some areas of the budget, such as sick leaves and other types of leaves. Management tracks trends in retirement eligibility to ensure that the school board can meet its obligations with respect to retirement gratuities. However, management does not formally document budget risks as part of the budget development process.

Management has been adding funds to the school board's reserves each year. The school board maintains a working fund reserve, as well as a strategic initiative reserve to fund new initiatives that arise throughout the year. The school board also has a reserve for retirement gratuities. The Board approves the use of reserves as part of financial statements.

The process of reporting on risk mitigation strategies varies significantly among school boards. An enhanced process would include formal documentation of the following elements:

At the beginning of the budget cycle:

- Identification of significant expenditures not explicitly included in the budget, but may arise due to unforeseen circumstances.
- Assessment of the probability of occurrence for each budget risk, as well as a quantification of the impact to the budget should the risk materialize.
- Proposed mitigation strategies to minimize the probability of occurrence for each risk, as well as contingency measures that management will undertake should the risk materialize.

Throughout the budget cycle:

- Periodic reporting of material budget variances that may negatively impact the financial outcome of the board - this may be communicated through the interim financial reports.
- An update on the probability of occurrence, quantification and impact of each of budget risk identified formally at the beginning of the budget cycle.
- Any new budget risks not previously identified.

The level of detail of the budget risk mitigation plan will depend on the preferences of management and the Board. At a minimum, it should include a summary outlining the above elements in table format. The documentation of such information on a periodic basis would give reviewers a better understanding of the board's budget risks.

Recommendation:

- Management should consider enhancing the process of reporting on the school board's budget risks using the format suggested in section 4.2 of this report. A formal risk management plan/report, which is reviewed and updated periodically, would include strategies to mitigate the risks of spending beyond budgeted levels.

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 receives timely, accurate and complete financial information of all school 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 to appropriate benchmarks and with appropriate variance explanations) for a clear understanding of the status of the current year's budget and the outlook for the year.	No
Senior management is held accountable for the integrity of financial reporting through formal sign-off and approval procedures.	No
Management completes and files all financial reports in accordance with established timelines.	No

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 as advisors.	No
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 implemented a new financial information system in 2007-2008. The integrated financial system provides adequate, timely and accurate information for management, school staff and trustees. The financial system includes the following modules: general ledger, accounts payable, purchasing, payroll, and human resources and absence tracking. The school board is working with the vendor to customize the HR and absence tracking modules and make full use of the available functionality in the system. The school board added the capital asset module in 2009-2010. HR staff have participated in vendor user groups for the system. The school board is also completing the implementation of a new application for managing school accounts.

The Superintendent of Administrative Services authorizes new account codes in the system.

Interim and Annual Financial Reporting

The Superintendent of Administrative Services provides monthly financial reports to principals, coordinators and managers. These include budget amount used to date, encumbered amounts, and remaining budget, expressed as both the amount and the percentage of the total budget. Account holders are responsible for verifying the accuracy of their accounts. Principals regularly meet with the Superintendent of Instruction and the Accounts Payable Clerk to review their budgets and discuss any significant variances or potential overspending.

In September, the Superintendent of Administrative Services provides an enrolment update to the Board, identifying the actual enrolment relative to projections. At revised estimates, a report is provided to the Board.

Management recognizes that regular and consistent interim financial reports should be provided to the Board. Over the past several years, the focus of the Finance department has been on standardizing and documenting processes and implementing electronic processes using the financial information system. Management is aware of the Interim Financial Reporting Committee (IFRC), and intends to establish interim financial reporting using the committee's recommendations.

Management noted that the school board has limited administrative resources, particularly within the finance area. As a result, the school board has had difficulties in meeting the Ministry timelines for financial reporting. In 2009-2010, the school board has experienced additional challenges as a result of the amalgamation of the school authority, and has not submitted financial reports on time.

Audit

The school board does not have a separate internal audit function. The Accounts Payable Accounting Clerk has been working closely with schools over the past year, as part of the rollout of the new school accounting system. The Superintendent of Administrative Services has identified the development of procedures to document processes for management of school accounts and school-based funds as a priority. The Board does not have a separate audit committee. The external auditors present audit reports to the Policy Governance committee of the Board. The trustees and auditors have an opportunity to meet in-camera, but there were no such meetings in the past. The Superintendent of Administrative Services has started providing a formal written management response to the management letter to the Board.

The school board had a long-term relationship with its external auditors before it tendered for external audit services several years ago, as part of the group tender with the coterminous and other local regional boards. As result of the tender, the school board renewed its contract with the existing external auditor.

Recommendations:

- Management should review the recommendations of the Interim Financial Reporting Committee (IFRC) and establish interim financial reporting that incorporates IFRC guidelines on frequency and format of reports. Management should also communicate the IFRC recommendations to the board of trustees, and request trustees' feedback on the recommended format of interim financial reports.
- The school board should establish approval procedures for interim financial statements, and implement a formal sign-off process of these statements by senior management.
- Management should continue improving internal processes to ensure that all financial reports are completed and filed in accordance with established timelines.
- Management should proceed with its intention to establish an internal audit function, giving consideration to the emerging Ministry direction to establish regional models for internal audit across the school board sector.
- Once the school board establishes an internal audit function, it should ensure any internal audit plans are clearly documented and that internal audit report recommendations are acted upon by management.

- Management should consider establishing an audit committee that includes external advisors in accordance with emerging Ministry direction.

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 consolidated with a single financial institution.	Yes
Management periodically reports to the board on the performance of the investment activity and the approved investment policy in accordance with the <i>Education Act</i> .	No
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

Management noted that the school board does not have short-term investments, and the interest rate on the current bank account is beneficial for the school board. However, management regularly examines various investment options. Until recently, the school board used the line of credit due to significant tuition arrears. However, over

the past year, the school board collected a significant amount of funds which have been used as an additional source of funding for a major capital project.

The Finance department does not track the school board's cash flow formally due to the limited resources within the department. Cash flow has been managed through the line of credit. Formal cash flow analysis is conducted for capital projects. In the past, the school board established a reserve fund to accumulate funds for repayment of debt. Currently, the Superintendent of Administrative Services is reviewing the school board's debt repayment obligations.

In the past, the Superintendent of Administrative Services performed bank reconciliations. However, the school board's external auditors have identified the lack of segregation of duties as a potential issue for the school board. Subsequent to the external auditor's recommendations, the Superintendent of Administrative Services has begun transitioning the responsibility for bank reconciliations to the Manager of Operations. Bank reconciliations prepared by the Manager of Operations will be signed off by the Director of Education.

The school board maintains one bank account with the one financial institution. Each school is encouraged to use the same bank where possible. However, due to the geographic spread of the school board, schools may use the services of local financial institutions. The school board has maintained the relationship with its financial institution for over 30 years. Five years ago, management conducted a review of fees and rates to ensure that the existing terms were beneficial for the school board. Management should continue to conduct periodic reviews of banking terms and conditions.

The school board does not have a formal policy on investments. Management reports to the Board on interest earned at the end of the year as part of financial statements. Management also provides annual reports to the Board on reserve balance.

Most of the school board's payments are made using cheques. Manual cheques are used at the school level. At the central level, cheques can be printed by a limited number of staff, including the Superintendent of Administrative Services, Manager of HR, Manager of Operations, and the Director of Education. Most cheques are issued by the Superintendent of Administrative Services.

The school board uses wire transfers for debt payments. To ensure that unauthorized wire transfers are not made, wire transfers require authorization by two of the signing officers: the Chair of the Board, the Director, or the Superintendent of Administrative Services.

Recommendation:

- The school board should establish a formal investment policy and procedures. Management should periodically report to the Board on the performance of the investment activity in accordance with the investment policy.

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.	No

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 and expenditure for each EPO program. Management monitors activity to ensure compliance with terms and conditions.	No

Management of School-Based Funds

The school board has not established formal policies and procedures for schoolbased funds. In 2008-09, management struck a committee to examine the management of school-based funds and school accounting. As result of the review by the committee, management has made changes in the school-based accounting system, and moved from the specialized software to the system that was linked with the financial system. Management has also identified the need to document many processes related to school-based funds and accounting. One of the priorities of the Finance department is to establish a procedure for the management of school-based funds and implement central controls to ensure compliance with procedures.

Management noted that currently there are no sufficient controls in place for management of cash at the school level. However, finance staff make every effort to conduct periodic monitoring of school cash accounting. Using the school cash accounting system integrated with the financial system, finance staff can monitor cash activity centrally. The Finance department also provides regular guidance and advice to school administrator on management of school funds, such as ensuring weekly bank deposits.

Management of Non-Grant Revenue

The main sources of non-grant revenue for the school board are tuition fees, rental revenues from daycare, cafeteria services, continuing education, and community use of schools. The school board has had difficulty in collecting tuition fees. The Superintendent of Administrative Services and Accounts Receivable Clerk have worked with the First Nations bands to establish regular payment arrangements. As a result, the school board has collected most of the outstanding tuition fees.

The school board has established procedures for community use of schools. The Manager of Operational Services is responsible for coordinating the community use of schools. The school board has implemented an electronic system for booking. The community use of schools is managed centrally. Management noted that the school

board has purchased licenses for specialized software to support booking and payment for the community use of schools. However, the Operational Services department has been recently focused on the development of specifications for the work order system, and has not yet implemented the new system for community use of schools.

The Administrative Services department maintains a central record of all EPO grants. Management noted that over 2009-2010, the number of EPO grants increased significantly. While the management of these projects is shared between senior administration and school administration, the tracking is maintained centrally. Management recognized that currently there are a number of issues in tracking and management of EPO grants. For example, budget codes may not be set on time. The Superintendent of Administrative Services is currently working to identify resources within the administrative services department to take the lead on the coordinating role for managing EPO grants.

Recommendations:

- Management should establish formal policies and procedures that govern the management of school-based funds. Management could consider using the guidelines developed by the Ontario Association of School Business Officials (OASBO) Finance Committee, which outline financial recording and reporting requirements. Formal policies and procedures will help implement adequate controls to safeguard school-based funds and ensure regular and accurate reporting by schools.
- Management should continue improving processes for managing EPO grants.

4.6 Supply Chain/Procurement

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

- Whether supply chain/procurement policies and practices are in place 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 supply chain/procurement policies and practices are clearly communicated to staff with purchasing authority and are periodically reviewed and updated.	Yes
Approved procurement policies clearly outline circumstances under which the board will use competitive versus noncompetitive procurement methods.	No
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.	No

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?
Purchasing authorization levels are commensurate to job roles and responsibilities, and are monitored for compliance by a supervisor or department head.	No

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.	Yes

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, receipts/invoice and inspection) before invoices are paid.	Yes
Commitment accounting is in place to monitor budget utilization.	Yes
Management has implemented electronic supplier interface for ordering, processing and payment.	No

Use of Electronic Funds Transfer

Leading Practices – Supply Chain/Procurement	Evidence of Adoption?
Management maximizes use of electronic funds transfer (EFT) for vendor payments.	No

Policies and Procedures

The school board has recently established a purchasing procedure. The procedure has not been posted on the school board's website. The Manager of Operational Services has been responsible for drafting of the procedure, using common practices in using the school board's financial system for purchasing and practices in conducting tenders. Management noted that since most of the purchasing activity of the school board is within the Operational Service department, the Manager of Operational Services has been responsible for overseeing the purchasing activities of the school board. The Manager of Operational Services also works closely with the Purchasing Coordinator from the coterminous school board, since two boards are in a purchasing consortium. There is no dedicated purchasing function at the school board, and purchasing is decentralized. The school board is currently working to align the procedure with the Supply Chain Guideline.

The purchasing procedure indicates that the Superintendent of Instructional Services acts as the school board's purchasing agent. Management noted that this provision was

included in the procedure with the view to ensuring the segregation of duties. However, in practice, purchasing is in the remit of the Administrative Services department.

The purchasing procedure does not include provisions for non-completive purchasing. The procedure outlines the competitive purchasing process for various purchasing limits:

- Less than \$1,000 orders are placed at the discretion of the appropriate individual with consideration of the best interests of the Board
- \$1,000 - \$5,000 - three competitive verbal or written quotes are required
- \$5,000 – \$25,000 require three competitive quotes in writing
- Over \$25,000 - require a tender.

All tenders issues by the school board are posted on the website. Some tenders are advertised in local and regional newspapers.

Participation in Group Purchasing Initiatives

The school board takes part in the Ontario Education Collaborative Market (OECM) for office supplies and makes some purchases through contracts established by the coterminous school board. The school board participates in the Northwestern Ontario Purchasing Consortia, Northwestern Ontario Transportation Consortium, and the Ontario School Board's Insurance Exchange consortium.

Purchasing Levels of Authority

The levels of authority for purchasing requisitions are set up in the school boards' financial system. However, the levels of authority are not outlined in the purchasing procedures.

Policies and Procedures for PCard/Corporate Card Use

The Superintendent of Administrative Services, school principals and operational services staff have corporate cards. Each school office and the central board office have pre-paid grocery retailer's cards, which are used for purchases related to school and system events.

All corporate credit card holders are responsible for preparing reconciliations using a standard reconciliation form. There are two signatures required for approval of reconciliations.

The purchasing procedure indicates that all purchases over \$200 require a purchasing order (PO). Management noted that a significant volume of low dollar value purchases is made using purchasing orders. Management intends to consider implementing PCards with the view to minimizing administrative costs related to the use of POs for low dollar value purchases. Currently, bulk ordering of cleaning and office supplies, which constitute the majority of school board's purchases, helps reduce the number of POs.

Accounting for Completeness of Purchase/Payment Cycle

For bulk orders of school and office supplies, principals collect feedback from teachers and submit a purchase order using the school board's financial system. When a PO is generated, a copy is printed at the school and central school board office. POs are printed by the Accounts Payable department twice a day. Upon receipt of the order, the school secretary checks it, signs a copy and sends it to the Accounts Payable departments. The Accounts Payable department matches the invoice with the PO and the receipt. The school board makes some online purchases, which are paid for using corporate cards.

The school board uses commitment accounting. The encumbrance is created when a PO is created. The financial system prevents purchases which exceed the established budget within each budget line. Any expenditure that exceeds the established budget requires approval of the Superintendent of Administrative Services. Management intends to allow budget holders make purchases within their overall budgets and enable them to move funds between budget lines.

Use of Electronic Funds Transfer for Greater Efficiency

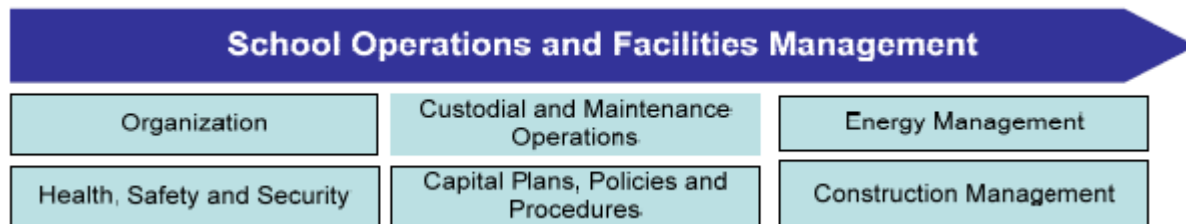
The school board uses Electronic Funds Transfer (EFT) for payroll. Management noted that the school board will work with its vendors to maximize the use of EFTs.

Recommendations:

- Management should update the school board's purchasing procedures to clearly outline circumstances under which the school board will use competitive versus non-competitive procurement methods.
- The school board should continue to improve its monitoring of purchasing activities to ensure compliance with the school board's procurement procedures. Management could consider exploring opportunities with its partners, such as the coterminous school board, municipalities or colleges, to establish a shared purchasing function as part of a cooperative arrangement.

- As part of alignment with the Supply Chain Guideline, management should revise the school board's purchasing policy and procedures to clearly indicate the purchasing levels of authority. These levels of authority should be commensurate with job roles and responsibilities, and purchases should be monitored for compliance with the established authorization levels.
- Management should continue identifying opportunities for implementation of the electronic supplier interface for ordering, processing and payment.
- The school board should continue working to set up electronic funds transfer arrangements with its vendors.

5. School Operations and Facilities Management – Findings and Recommendations



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 reviewing the 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 departmental operating plan. They are aligned to the annual board operating plan, accessible by key stakeholders. The plan incorporates measurable targets, specific timelines and identified responsibility.	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 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.	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

The Operational Services department is responsible for maintenance, custodial services, school operations, school and building grounds, and construction projects within the school board.

The Operational Services department has established an annual departmental operating plan. Some examples of key priorities from the current year's departmental plan are:

- Implementing an energy management program using the energy efficiency school funding program
- Implementing semi-annual school inspections
- Implementing a preventative maintenance program
- Implementing of a Green Clean program
- Facilitating the community use program by developing an electronic application process.

The Operational Services Manager has identified the priorities for the current annual plan based on the assessment of the critical needs of the school board. The plan identifies the objectives/goals, outcomes, resource requirements, timelines, and level of priority. Management noted that the plan is a living document. Management should continue to formulate goals which are specific, measurable, and have associated timelines. This would assist management in establishing indicators of success for monitoring implementation of the plan.

The current priorities of the department have been presented to the Executive Council. The Manager of Operational Services has also provided a presentation to the Board on departmental priorities. The department plans to provide monthly updates to the Executive Council on progress in the implementation of the plan.

Organizational Structure and Accountability

The Operational Services department is part of the Administrative Services department of the school board. The Manager of Operational Services reports directly to the Superintendent of Administrative Services. The Manager of Operational Services oversees the Maintenance Supervisor and custodians. The Maintenance Supervisor oversees the maintenance function, which is composed of two maintenance staff: one electrician, and one general tradesperson. The maintenance staff of the department have a range of qualifications which enable them to provide essential maintenance services across the school board's facilities. Specialized maintenance service providers are contracted by the school board as needed. The custodial staff report to the Manager of Operational Services and school principals. There are head custodians at large schools.

The structure of the department and lines of reporting are reflected in the departmental organization chart. The HR department is currently working to update job descriptions for all positions within the school board administration.

The management staff of the Operational Services department are qualified as per job specifications, and have relevant professional experience. Maintenance staff hold professional certifications in various trades.

Monitoring and Communication of Policies

The Operational Services department has established a number of procedures, for various areas such as school inspections, occupational health and safety, use of facilities and equipment, board vehicles and equipment, maintenance, repairs, work orders, and playground inspections.

The Manager of Operational Services is responsible for monitoring changes in policy and regulations. The Operational Services department monitors compliance with the school board's procedures and statutory requirements, by conducting various inspections.

All new procedures or revised procedures developed by the appropriate subcommittee or committee are presented to the Executive Council for comment and approval. Once approved, the procedures are then sent to the Executive Assistant to the Director of Education to be logged and posted on the school board's website. All school board employees receive a copy of the new procedure via e-mail, or a message indicating that a new procedure has been developed.

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 maintaining 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.	Yes
The school board has implemented a formal green clean program as part of its overarching Education Environmental Policy.	No
Management’s custodial/maintenance allocation model optimizes the use of staff and considers various factors (e.g., square footage, portables, gyms, etc).	Yes

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 and 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.	No

Training to Support Skills Development and Safety

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
A monitored annual training plan for 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

Leading Practices – Custodial and Maintenance Operations	Evidence of Adoption?
Management has defined common standards to ensure efficient procurement of supplies 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.	No
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 school board recently started conducting bi-annual inspections of schools. At the time of the Operational Review, inspections of several schools had been completed. The Operational Services department has established formal procedures for school inspections, which contain the procedure for completion of a school inspection report and standard forms and templates. The procedures contain formal cleanliness standards which form the basis of the inspection process. Inspections are conducted by the Manager of Operational Services, the principal or his or her designate, and the head custodian or custodian.

Subsequent to the inspection, the Manager of Operational Services prepares a report which indicates priority tasks for the school. The school principal and custodians review and sign off the report. Management noted that in the future a formal follow-up process will be implemented as part of school inspections. The new procedure on school inspections has been communicated to all relevant staff of the school board. The procedure is also posted on the school board's website.

The school board has started implementing green-certified cleaning products across all sites. Management indicated that approximately five per cent of cleaning products used by the school board are green-certified. Management is aware of the Green Clean Program Guide and intends to take part in training events facilitated by the Ministry of Education. Management also noted that the school board intends to issue a new tender for cleaning products which will include clear requirements for green certification. The school board has not established a formal environmental education policy.

The school board's custodial staff allocation formula was initially based on square footage. However, as the school board added new facilities with various features, management considered the resulting changes in workloads. The custodial staff allocation also includes factors such as portables. Management is continually reviewing the allocation of custodial staff.

Most of the school board's maintenance services are provided by its maintenance staff. The school board contracts maintenance services in specialized areas, such as plumbing and electrical work, when required.

Development of Annual and Multi-Year Maintenance Plan

The Operational Services department establishes a plan that includes both capital projects and maintenance (renovation) items. The renovation part of the plan indicates overall expenditures over the next several years. More specifically, the plan indicates projects completed over the past several years and those planned for the current year. To develop the annual maintenance plan, the Operational Services department provides a standard capital renewal request form to school principals to identify potential projects. Principals are required to provide an explanation of how the proposed projects would support student learning. Capital renewal requests are prioritized by the Executive Council.

Management noted that some capital renewal projects are also identified by maintenance staff or through occupational health and safety inspections. Management uses data in the ReCAPP database and inspections to prioritize projects. Once capital renewal projects are identified for the year, school principals are notified of approved projects. The final capital renewal and renovation plan is presented to the Board. During the year, there are also periodic updates for the Board on progress of various capital projects.

While the maintenance plan indicates the overall maintenance budget estimate for the next two years, there is no indication of specific projects that address the school board's preventative and deferred maintenance priorities. The projects are identified each year, based on capital renewal requests submitted by principals, inspections and ReCAPP data.

Training to Support Skills Development and Safety

The Operational Services department facilitates training for custodial and maintenance staff to support ongoing skills development, build awareness of regulatory changes, and ensure work safety. Current training and professional development activities include mandatory training, such as WHMIS and health and safety, training related to new projects and initiatives and leadership and communication skills training. Management noted that the development of the annual training program is determined by needs

identified as part of the performance appraisal process and new initiatives. Based on individual performance evaluations, management identifies and supports various professional development opportunities for employees, including external training courses and programs. Management tracks mandatory training such as WHMIS or First Aid.

The Operational Services department often requires vendors to provide training on the use of new equipment to custodial and maintenance staff.

Management has documented training and development events for custodial and maintenance staff in a formal annual plan. The Manager of Operational Services tracks completion of training by staff.

Standardization of Cleaning and Maintenance Supplies

There is one custodian responsible for tracking all major cleaning equipment at the school board. Using tracking information, management is gradually replacing major custodial equipment. The school board has three maintenance vehicles and maintenance staff are responsible for maintenance tools and equipment.

Purchasing of custodial supplies is conducted through a tender. Bulk orders are submitted four times a year. The Manager of Operational Services approves all orders. If any additional custodial supplies need to be purchased during the year, custodians submit requests to one head custodian, who has a coordinating role and reviews all requests jointly with the Manager of Operational Services.

Management noted that each school is assigned a budget for custodial supplies. Custodial staff at each school are accountable for using the custodial supplies within the established budget. Setting a budget for each school also helps monitor and compare the use of custodial supplies between schools. The Manager of Operational Services specifically monitors the use of paper products.

Project Management, Monitoring and Supporting Systems

In the past, the school board used a web-based work order system. The system did not meet the needs of management for analysis and reporting of information. As a result, the school board is currently using paper-based work orders, and is moving to implement a new work order system. Management noted that one of the key requirements for the work order system is its capacity to analyze and report on costs of maintenance jobs. It is also expected that the new system should serve as a planning and reporting tool. The new work order system is planned to be implemented by the beginning of the 2010-11 school year.

The school board has established an administrative procedure on work orders which outlines the process for their submission and approval. As part of the current work order process, school principals complete a work order request, and submit it to the Manager of Operational Services for approval. The Manager forwards the approved request to the maintenance department staff, who track pending work orders using a whiteboard. The completion of work orders is approved by the Maintenance Supervisor.

Recommendations:

- The school board should review the Ministry's Green Clean Program Resource Guide and use the guide to develop a formal green clean program as part of its overarching Education Environmental Policy.
- Using a consultative process, management should develop a multi-year plan for major maintenance and renewal projects. The plan should address the board's preventative and deferred maintenance priorities and optimize the use of available funding (Annual Renewal Grant and Good Places to Learn funding). The plan should be approved by the Board.
- Management should continue examining options to implement an automated work-order system. An automated work-order system would help management process records, monitor and evaluate projects, ensuring the effective use of resources. It would also provide useful information for planning preventative maintenance.

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 <i>Ontario Green Energy Act, 2009</i> , 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.	No
Successful conservation initiatives are communicated across all schools and with other school boards.	No

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.	No
A comprehensive system exists to budget expenditures, track and regulate consumption, and identify opportunities for further savings.	No
Billing for all board facilities is consolidated from each utility.	No
The Board has established an overarching environmental policy that addresses both environmental education and responsible management practices.	No

Energy Management Plan

The school board has implemented a number of energy management initiatives. However, there is no multi-year energy management plan incorporating measures to be implemented and the tools to monitor and manage the plan. Using the energy efficiency funding provided by the Ministry of Education, the school board hired external consultants to conduct energy audits across all buildings of the school board.

In 2009, the consultants presented a comprehensive facility and energy renewal report to the school board. The review identified many opportunities for the school board to improve energy efficiency. Subsequent to the audit, management implemented some of the recommended projects, including replacement of lighting, windows upgrades, and replacement of heating systems. The external energy management consultant is responsible for overall project management for the energy efficiency program. The program is currently moving into its second stage, which includes the implementation of building automation systems in three schools.

Management noted that the program implemented by the energy management consultants includes an awareness component which will be incorporated in curriculum. Among the next steps in program implementation, management has identified the development of a training and professional development schedule for staff involved in energy efficiency projects, and working with schools on education opportunities in the area of energy conservation. The school board has not established an environmental policy that addresses both environmental education and responsible management practices.

Tracking and Reporting Energy Conservation

One high school and a new elementary school have a building automation system (BAS). As part of the energy efficiency program managed by the external consultant, it is planned to implement BAS in three more schools.

The school board is not tracking energy consumption. Management reviews utilities spending and analyzes budget variances. The school board has provided the requested data for the Utilities Consumption Database. It awaits implementation of the database, to further improve monitoring and analysis of consumption data and support the development of a formal energy management plan in line with the *Green Energy Act*.

The school board does not receive consolidated bills from its utility providers.

Recommendations:

- Using the results of the energy audits, 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.
- Once the formal energy management plan is established, the school board should ensure that its procurement policies and practices support the objectives and targets of the plan. Management should also consider documenting the energy efficiency requirements in procurement policies and procedures and/or the environmental policy.
- Management should provide formal annual reporting on the conservation savings achieved against the plan.

- Successful energy conservation initiatives currently implemented by the school board should be communicated across all schools and with other school boards, to enhance recognition of energy management across the system.
- As part of the energy management planning, the school board should establish a comprehensive system to budget expenditures, track and regulate consumption, and identify opportunities for further savings.
- The school board should identify opportunities for consolidated billing from utilities.
- The school board should establish an overarching environmental policy that addresses both environmental education and responsible management practices, including energy conservation.

5.4 Health, Safety and Security

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

- Whether adequate planning and communication exist to support the provision of a safe 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 of an occupational health and safety strategy/plan that reflects the board’s occupational health and safety policies and administrative procedures and ensures that 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 of 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.	Yes
Develop, implement and monitor of a health strategy/plan that reflects the board's health policies and procedures and ensures the board is in compliance with statutory health requirements.	No

Health, Safety and Security Management

There is one system-wide Occupational Health and Safety Committee at the school board. The Manager of Operational Services is the co-chair of the committee. The committee meets six times a year, and reviews incident reports and results of inspections. The school board publishes a periodic newsletter on employee wellness, which stems from the work of the Occupational Health and Safety Committee.

Management is currently working to establish a reference binder for schools with policies, procedures and forms related to occupational health and safety.

The school board is working closely with the local Health Unit in developing and implementing health initiatives at the school board. For example, the school board is planning to re-tender its cafeteria services, and has worked with the Health Unit to ensure that statutory health requirements are reflected in the contract. The school board does not have an integrated health plan or strategy to reflect policies, procedures, and statutory requirements related to health of students and employees.

The school board has established emergency procedures which are posted on its website. Each school has an emergency preparedness plan that follows a standard template.

Recommendation:

- The school board should consider establishing an integrated health plan/strategy that would reflect the existing policies and procedures regarding health and safety of school board employees and students. Management should also consider coordinating the development, implementation and monitoring of the plan centrally.

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 (i.e. NPP funding);
- 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.	Yes
The school board has an approved pupil accommodation review 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).	No

Leading Practices – Capital Plans, Policies and Procedures	Evidence of Adoption?
Capital forecasts and related funding plans are assessed annually and adjusted to meet current needs and changes to original assumptions such as enrolment projections and capital grants.	Yes

Development of Annual and Multi-Year Capital Plans

The school board's capital plan is a summary of ongoing and planned capital projects. Management noted that the plan needs to be updated with the proposal for a "campus" project, which includes a complex of several facilities built around a new school. The school board has been working on the development of the campus concept since 2004, and has consulted with numerous stakeholders. In general, over the past several years capital activities of the school board have been focused on renovations and additions.

Management is aware of future potential capital needs of the school board, which include the need for additions, increasing enrolment at the elementary French immersion school, and the full day learning program. It is envisaged that the new stage of capital planning will commence in 2010-2011. Management has prepared a comparative analysis of enrolment projections across facilities over a 20-year period. This information is shared with the Director of Education and trustees when the school board applies for capital funding.

Management noted that in the past, the ReCAPP database was used to identify capital priorities. However, due to challenges in using and updating the database, data has not been recently analyzed. It is recognized, however, that long-term capital planning will require that data in ReCAPP is accurate and up-to-date.

The school board has submitted the capital liquidity template. Management noted that it has also maintained an internal detailed spreadsheet for tracking of capital projects funding. The school board has two debts associated with previous construction projects. All recent capital projects, such as additions and major renovations were funded through OFA.

The school board has established an accommodation review policy. The Manager of Operational Services took part in the provincial technical working group which was set up to develop the policy.

Ongoing Monitoring and Maintenance of Data to Support Capital Planning

Management indicated that the SFIS database is updated when there are changes in a school's capacity and utilization. The Manager of Operational Services is responsible for updating the SFIS.

Management has also updated the ReCAPP database with major projects. However, management noted that due to technical issues, the data is not consistently up to date.

Recommendation:

- Management should continue to resolve technical issues and maintain accurate and up-to-date data in the RECAPP database.

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 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.	Yes
In constructing, acquiring, operating and managing school facilities, the school board is guided by the principles outlined in the <i>Ontario Green Energy Act, 2009</i> .	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?
An effective management process monitors and controls construction projects and their costs. This includes periodic project status updates and post-construction project evaluation.	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

As part of the “campus” project, which has been planned around a new school construction, the school board is working with Confederation College to establish a joint venture for construction of a multi-skills centre. The centre will be used as shared space by the school board and the Confederation College, and by other organizations in the broader community for training programs.

The school board and the college are working to finalize the facilities management agreement and an administrative agreement to determine cost-sharing arrangements.

The school board is considering a partnership with the City of Kenora to run the community centre, since it is located on the property adjoining to the proposed “campus” complex. The school board has been using the community centre extensively, and would consider upgrading the facility and sustaining the existing community programs.

The school board’s latest new school construction was completed in 2009. There was a school addition constructed using the Prohibitive to Repair funding. In preparation for construction projects, all stakeholders, including the principal and teachers, are given an opportunity to provide their input on desirable features of the new building. Management conducts costing of required classrooms and other priority spaces, and works with the school board’s architects to identify what features are feasible. The school board also uses a quantity surveyor to ensure that the estimated costs are realistic.

During the design stage, management considers the energy efficiency features of new buildings. Management also requests the architects to identify energy efficiency opportunities in design. The school board sets specific standard requirements for construction, such as perimeter heating to allow the main heating to be switched off

when the school is closed, exterior insulation, motion sensors, low flush toilets, and on-demand hot water heaters.

The school board conducts cost comparisons with other local school boards in the region. Management noted that comparisons with southern Ontario are not relevant, since the construction market is less competitive in the northern regions. Overall, construction costs at the school board have been above the provincial standard.

Monitoring and Reporting of Progress on Construction Projects

Management follows a standard process to monitor progress on construction projects. Change orders can be generated by contractors of the school board. The Manager of Operational Services reviews change orders, and the Superintendent of Administrative Services approves them. The Superintendent of Administrative Services also signs progress reports and payment certificates.

The school board maintains a contingency provision in all construction projects budgets, which is closely monitored. The school board also maintains a percentage holdback at the completion of construction until all items on the deficiency list are addressed.

During construction, the Manager of Operational Services conducts weekly site meeting with the architects, the general contractor and subcontractors. The Director of Education periodically attends site meetings, and provides updates to the Board through formal briefing notes. Trustees are also provided with updates regarding any changes in cost estimates and use of contingencies. The trustees are also invited to take part in several site meetings during construction.

The school board's architects have an overall responsibility for contract management. While the school board's contracts with the architects require them to provide contract administration services, the Manager of Operational Services and the Maintenance Supervisor closely oversee construction projects. The Manager of Operations receives copies of all contract-related documents, and tracks payments, percentage completed, and change orders.

The school board has met construction schedules and budgets, and opened new buildings on time.

Maintaining Current Approved Professional Service Providers

The school board's architects are responsible for conducting the tender for the general contractor services. The school board provides recommendations on advertising of tenders, and hosts the public opening of tender submissions. Bidders' responses are reviewed by the architects, who also provide recommendations on contract award.

For recent construction projects, the school board has used a local contractor. The school board has been using services of the same architects for the past five years. However, management noted that the school board will tender for architectural services for the construction of the new Catholic Education Centre, since the scope of the existing engagement with the architects is expiring.

In general, the school board tenders and hires contractors for each construction project. The school board has established policy and procedures for tendering for capital projects. The policy and procedures have been updated, with standards and leading practices set out in the Supply Chain Guideline.

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
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Financial Management

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

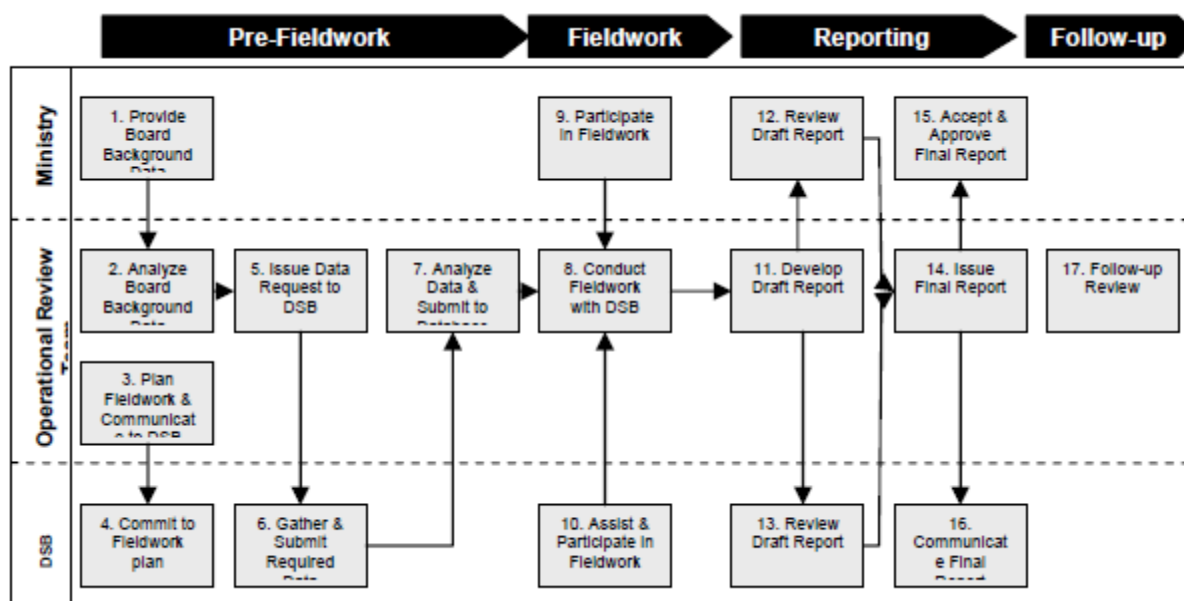
School Operations and Facilities Management

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 end-to-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.

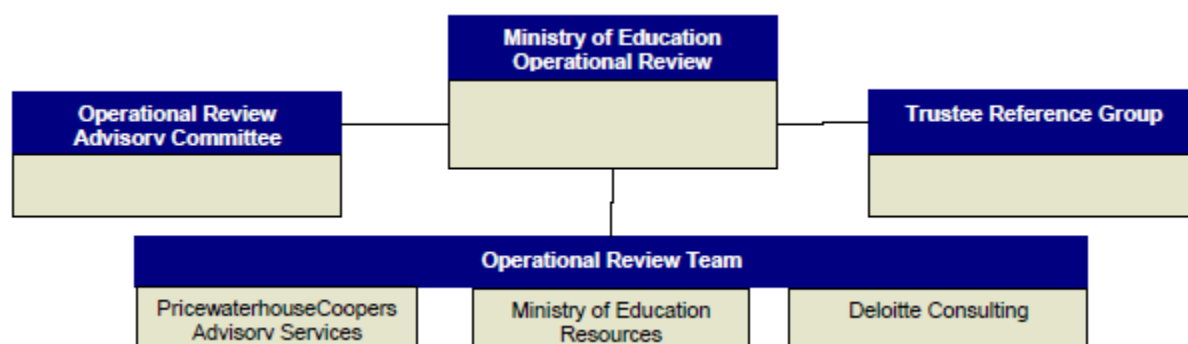
Phase: Follow-up

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 Kenora Catholic 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.	Management should ensure that all policies are reviewed annually as stipulated in the Board's policy on Policy Making. Management should also continue reviewing the administrative procedures to ensure they are consistent with the school board's policies and relevant regulatory requirements.
2.	The school board should continue to align its leadership development programs and activities with the Ministry leadership initiatives. It should develop a formal Succession and Talent Development Plan in line with the Leadership Succession Planning and Talent Development Ministry Expectations and Implementation Continuum.

Human Resources Management and School Staffing/Allocation

No.	Recommendation
3.	Management should establish a formal policy, plan or strategy which would reflect the recruitment needs of the school board, and identify key recruitment principles and activities.
4.	The HR department should continue developing formal procedures and processes for performance appraisal of all staff groups at the school board.
5.	The HR department should document a progressive discipline approach in the school board's discipline procedure.
6.	Management should implement a comprehensive attendance support program.
7.	Management should develop a way to assess and report on the effectiveness of the attendance support process/programs to senior administration and the Board.
8.	The school board should finalize the review of pay equity plans for all staff groups.
9.	Management should examine the capability of the school board's HR information system to enable automated synchronization of data with OTPP and OMERS.
10.	Management should conduct periodic and confidential staff surveys, to improve communication with staff and provide input for professional development plans and HR policy.
11.	Management should also conduct exit interviews with all staff leaving the school board to obtain input for HR policy, as well as process and program improvement. Management should consider developing formal policies and/or procedures for conducting exit interviews.
12.	Management should document policies and procedures which govern the development of an annual staffing plan and allocation process.

Financial Management

No.	Recommendation
13.	Management should consider enhancing the process of reporting on the school board's budget risks using the format suggested in section 4.2 of this report. A formal risk management

No.	Recommendation
	plan/report, which is reviewed and updated periodically, would include strategies to mitigate the risks of spending beyond budgeted levels.
14.	Management should review the recommendations of the Interim Financial Reporting Committee (IFRC) and establish interim financial reporting that incorporates IFRC guidelines on frequency and format of reports. Management should also communicate the IFRC recommendations to the board of trustees, and request trustees' feedback on the recommended format of interim financial reports.
15.	The school board should establish approval procedures for interim financial statements, and implement a formal sign-off process of these statements by senior management.
16.	Management should continue improving internal processes to ensure that all financial reports are completed and filed in accordance with established timelines.
17.	Management should proceed with its intention to establish an internal audit function, giving consideration to the emerging Ministry direction to establish regional models for internal audit across the school board sector.
18.	Once the school board establishes an internal audit function, it should ensure any internal audit plans are clearly documented and that internal audit report recommendations are acted upon by management.
19.	Management should consider establishing an audit committee that includes external advisors in accordance with emerging Ministry direction.
20.	The school board should establish a formal investment policy and procedures. Management should periodically report to the Board on the performance of the investment activity in accordance with the investment policy.
21.	Management should establish formal policies and procedures that govern management of school-based funds. Management could consider using the guidelines developed by the Ontario Association of School Business Officials (OASBO) Finance Committee, which outline financial recording and reporting requirements. Formal policies and procedures will help implement adequate controls to safeguard school-based funds and ensure regular and accurate reporting by schools.
22.	Management should continue improving processes for managing EPO grants.
23.	Management should update the school board's purchasing procedures to clearly outline circumstances under which the school board will use competitive versus non-competitive procurement methods.
24.	The school board should continue to improve its monitoring of purchasing activities to ensure compliance with the school board's procurement procedures. Management could consider exploring opportunities with its partners, such as the coterminous school board, municipalities or colleges, to establish a shared purchasing function as part of a cooperative arrangement.
25.	As part of alignment with the Supply Chain Guideline management should revise the school board's purchasing policy and procedures to clearly indicate the purchasing levels of authority. These levels of authority should be commensurate with job roles and responsibilities, and purchases should be monitored for compliance with the established authorization levels.
26.	Management should continue identifying opportunities for implementation of the electronic supplier interface for ordering, processing and payment.
27.	The school board should continue working to set up electronic funds transfer arrangements with its vendors.

School Operations and Facilities Management

No.	Recommendation
28.	The school board should review the Ministry's Green Clean Program Resource Guide and use the guide to develop a formal green clean program as part of its overarching Education Environmental Policy.
29.	Using a consultative process, management should develop a multi-year plan for major maintenance and renewal projects. The plan should address the board's preventative and deferred maintenance priorities and optimize the use of available funding (Annual Renewal Grant and Good Places to Learn funding). The plan should be approved by the Board.
30.	Management should continue examining options to implement an automated work-order system. An automated work-order system would help management process records, monitor and evaluate projects, ensuring the effective use of resources. It would also provide useful information for planning preventative maintenance.
31.	Using the results of the energy audits, 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.
32.	Once the formal energy management plan is established, the school board should ensure that its procurement policies and practices support the objectives and targets of the plan. Management should also consider documenting the energy efficiency requirements in procurement policies and procedures and/or the environmental policy.
33.	Management should provide formal annual reporting on the conservation savings achieved against the plan.
34.	Successful energy conservation initiatives currently implemented by the school board should be communicated across all schools and with other school boards, to enhance recognition of energy management across the system.
35.	As part of the energy management planning, the school board should establish a comprehensive system to budget expenditures, track and regulate consumption, and identify opportunities for further savings.
36.	The school board should identify opportunities for consolidated billing from utilities.
37.	The school board should establish an overarching environmental policy that addresses both environmental education and responsible management practices, including energy conservation.
38.	The school board should consider establishing an integrated health plan/strategy that would reflect the existing policies and procedures regarding health and safety of school board employees and students. Management should also consider coordinating the development, implementation and monitoring of the plan centrally.
39.	Management should continue to resolve technical issues and maintain accurate and up-to-date data in the RECAPP database.