

**THE REGULAR MEETING FOR THE BOARD OF EDUCATION OF THE  
SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION**

**Board Room, Education Centre**

**545 – 11<sup>th</sup> Street East**

**Prince Albert, SK S6V 1B1**

**Monday, February 2, 2026**

**Time: 2:00 p.m.**

**AGENDA (#26R-2)**

- 1. Call to order by Board Chair Cher Bloom**
- 2. Motion to move into Closed Session**
- 3. Regular session convenes – 3:00 p.m.**
- 4. Land Acknowledgement – Trustee Barry Hollick**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
  - (a) Adoption of the Regular Meeting Minutes – January 12, 2026
- 8. Business arising from the previous meeting**
- 9. Accountability reports**
  - (a) Transportation Services Accountability Report – *J. Pidborochynski*
- 10. New business (Board Committee Reports, Trustees' Items and Notice of Motions)**
  - (a) Matters and Motions brought forward from Closed Session of February 2, 2026
  - (b) External Board Committees (if any)
  - (c) Provincial Update (if any)
  - (d) Recap of the Meeting with Mayor / City Council – January 19, 2026 – *C. Bloom*
- 11. Reports from administrative staff**
  - (a) Enterprise Risk Management – *N. Finch*
- 12. Notice of Motion**
- 13. Three key messages for SCC/public from meeting**

**14. Board members' forum**

**15. Adjournment**

<b>CALENDAR OF EVENTS</b>	
<b>Monday, February 9, 2026</b> <b>Time: 10:00 a.m. to 3:00 p.m.</b>	SCC/SRSC/School Admin (optional), Wildlife Federation Building
<b>Friday, March 13, 2026</b> <b>Time:</b> <b>8:30 a.m.</b> – smudge <b>9:00 am</b> – opening address <b>9:45 am</b> – keynote speaker	Prince Albert & Area Teachers' Association Convention. St. Mary's High School, 380 – 14 <sup>th</sup> Street West, Prince Albert
<b>Monday, March 16, 2026</b> <b>Time: 5:00 p.m. to 7:00 p.m.</b>	Meeting with Prince Albert Catholic Separate School Division Education Centre, 118 – 11 <sup>th</sup> Street East, Prince Albert, SK
<b>Monday, March 23, 2026</b> <b>Time: 9:00 a.m. to 2:00 p.m.</b>	Policy/Board Development Planning Session, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
<b>Monday, March 23, 2026</b> <b>Time: 2:00 p.m.</b>	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

**FEBRUARY**

***Regular Board Meeting Agenda Items***

- Review Semi-annual Transportation Report

***Events/Action***

- Elders Council / Winter Pipe Ceremony
- SCC / SRSC Engagement Meeting

**MARCH**

***Regular Board Meeting Agenda Items***

- Review Quarterly Statement of Financial Position and Operations
- Enterprise Risk Management Summary Report

***Events/Action***

- P.A. Separate School Division Joint Board meeting

***Budget Considerations***

- Review Budget Development Progress

**MEETING DATE:** February 2, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
Primary Policy Reference:	<u>8.8</u>	

**FROM:** N. Finch, Director of Education **ATTACHMENTS** [v]

## BACKGROUND

**RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING**

- January 12, 2026 Regular Meeting minutes

## RECOMMENDATION

*That the minutes of the Regular meeting of January 12, 2026 be approved as presented.*

**NO. #2026R-1 (MONDAY, JANUARY 12, 2026)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, JANUARY 12, 2026 AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11<sup>TH</sup> STREET EAST, PRINCE ALBERT, SK**

**PRESENT:**

**MEMBERS OF THE BOARD**

**C. BLOOM**, Board Chair

**J. BROWN**, Trustee

**N. FRANC**, Trustee

**B. GEROW**, Trustee

**B. HOLLICK**, Trustee

**M. LEWIS**, Trustee

**A. LINDBERG**, Trustee

**A. NUNN**, Vice-Chair (absent)

**D. SANDER**, Trustee (virtual)

**B. YEAMAN**, Trustee (virtual)

**SENIOR ADMINISTRATION**

N. Finch, Director of Education

J. Hingley, Superintendent of Schools

G. Tebay, Superintendent of Schools

J. Court, Superintendent of Schools

J. Pidborochynski, Chief Financial Officer

J. Ward, Administrative Services Officer

C. Bloom, Board Chair, called the meeting to order.

**MOTION TO MOVE INTO CLOSED SESSION:**

**#26R-1**

***Moved by N. Franc that the meeting move into Closed Session with Board and Administration present.***

***Carried.***

Regular meeting resumed.

**OTHERS:**

M. Oleksyn, Prince Albert Daily Herald

T. Vaughan, Student Board Representative

B. Gerow provided his personal land acknowledgment.

Trustees were given an opportunity to provide any conflict of interest.

**ADOPTION OF THE AGENDA:**

**#26R-2**

***Moved by M. Lewis that the agenda be approved as amended.***

***Carried.***

**CONSENT ITEMS:**

**#26R-3**

***Moved by M. Lewis that the following consent item be approved:***

**(a) *That the minutes of the Regular meeting of December 8, 2025 be approved as presented.***

**(b) *That the Board approve the Statement of Operations – Revenue and Expenses for the first quarter ending November 30, 2025.***



**NEW BUSINESS:**

**(a) Update on the Progress of the 2024-2028 Board Development Plan**

The Board Development Plan is aligned with the Division's Strategic Plan. The two focus areas for the 2025-2026 year are mental health & well-being and inclusion & cultural responsiveness. The session that the Board and/or individual trustees attended or will be attending was shared for information. It was noted that governance and leadership will be a focus for the Board in 2026-27.

**(b) Review Progress of the 2024-2028 Board Advocacy Plan**

A review of the 2024-2028 Board Advocacy Plan and some of the successes and challenges were shared.

**(c) Administrative Procedure Changes**

A trustee requested that this item be placed on the agenda for discussion. Administration reviewed the proposed changes that aligned with the Division's fund raising process.

**REPORTS FROM ADMINISTRATIVE STAFF:**

**(a) Director's Update**

• WP Sandin Raises Funds for Relay for Life

WP Sandin students organized a successful Relay for Life event on May 30, 2025 and raised \$16,240.25. Please see attached the letter of celebration shared with SRPSD.

• Attendance

Division average for 2023-2025 with rural and urban information was provided. We will continue to work with and support our families and communities to ensure attendance is important for our students in all communities.

• Parent Engagement Survey

Beginning in the 2024/25 school year, SRPSD shifted from administering a parent engagement survey through OurSCHOOL to administering the survey internally. While the survey maintained the same themes, there were changes to the survey to remove redundant questions and proprietary information. 536 surveys were completed in 2025/26 compared to 771 in 2024/25.

**(b) Trach Sports Academy Update**

J. Court, Superintendent of Schools, provided a report on the Trach Sports Academy that included number of students from Grade 6 to 12 involved in the hockey and Grades 9 to 12 multi-sport programs.

**(c) Indigenous Languages Update**

J. Hingley, Superintendent of Schools, provided a copy of the year-end ISSI reports that were submitted to Ministry of Education for Montreal Lake Cree Nation, Muskoday First Nation and Wahpeton Dakota Nation.

**KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:**

- Board Advocacy Plan Successes.
- Invitational Shared Services Initiatives.
- Trach Sports Academy partnership.

**MOTION TO MOVE INTO CLOSED SESSION:**

**#26R-4**

*Moved by A. Lindberg that the meeting move into Closed Session with Board and Administration present.*

*Carried.*

**NEW BUSINESS:**

**(a) Matters and Motions from the Closed Session of January 12, 2026:**

**#26R-4**

*Moved by C. Bloom that the following motion be brought forward:*

*1. That the Board approve the 2026-2027 school year calendar as presented and request administration to distribute the calendar following Ministry confirmation of legislative compliance.*

*Carried.*

*2. That the Board approve the change to internally restricted surplus listing as presented.*  
*Carried.*

**BOARD MEMBERS' FORUM:**

Trustees were given an opportunity to share information on items of mutual interest.

**ADJOURNMENT:**

Board Chair C. Bloom adjourned the meeting. (4:50 p.m.)

**SIGNATURES:**

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Administrative Services Officer

\_\_\_\_\_  
Date of Approval

**MEETING DATE:** February 2, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	
Primary Policy Reference:	<u>2</u>	
<b>FROM:</b>	<b>J. Pidborochynski, Chief Financial Officer</b>	<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>

## BACKGROUND

### RE: TRANSPORTATION SERVICES ACCOUNTABILITY REPORT

The accountability report for transportation provides the Board with timely, sufficient, and relevant information on pupil transportation on a semi-annual basis.

The report has been appended for the review and information of the Board.

## RECOMMENDATION:

*That the Board approve the Semi-Annual Transportation Report as presented.*

**Saskatchewan Rivers Public School Division #119**  
**Semi-Annual Transportation Services Report**

**Background Information:**

Saskatchewan Rivers Public School Division (SRSD) offers transportation services to 31 of our 32 schools with Winding River Colony School being the exception.

The following statistics are a summary of the transportation services as of January 31<sup>st</sup>, 2026 with a five-year comparison including January 31<sup>st</sup>, 2025, January 31<sup>st</sup>, 2024, January 31<sup>st</sup>, 2023, and January 31<sup>st</sup>, 2022.

Performance Indicator*	Results				
	Jan 31, 2026	Jan 31, 2025	Jan 31, 2024	Jan 31, 2023	Jan 31, 2022
Total students transported	3,206	3,268	3,321	3,179	3,368
Number of transportation routes	102 (24 contracted)	103 (25 contracted)	105 (25 contracted)	106 (25 contracted)	112 (25 contracted)
Number of unfilled routes	-	-	-	-	-
Number of cancellations (days):	294.5	575	254	350.5	739.50
Mechanical	16.0	4.0	8.5	5.0	16.5
Weather	254.0	553.5	210	326.5	685.5
No substitute driver	24.5	17.5	35.5	19	25.5
Covid related	-	-	-	-	12
Average age of bus fleet (years)	9.1	8.5	8	7	8
Capacity utilized on bus (average)	50%	50%	50%	50%	51%
Average <b>urban</b> one-way ride time (in minutes)	15	15	14	14	14
Average <b>rural</b> one-way ride time (in minutes)	26	26	27	29	27
Longest <b>urban</b> one-way ride time (in minutes)	45	75	75	80	50
Longest <b>rural</b> one-way ride time (in minutes)	80	95	95	95	95
City bus passes purchased	1,273	1,123	1,266	915	80
Complaints of a serious nature	1	0	0	3	1

Emerging issues: Not an issue, but our new GPS system is working very well.



**MEETING DATE:** February 2, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input checked="" type="checkbox"/> Decision
	<input type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Board Chair</u>	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>10</u>	

**FROM:** C. Bloom, Board Chair **ATTACHMENTS** ☒

## BACKGROUND

**RE: RECAP OF THE MEETING WITH MAYOR / CITY COUNCIL – JANUARY 19, 2026**

The Board met with Mayor Bill Powalinsky and several members of City Council on January 19, 2026, to discuss matters of mutual interest. One topic of discussion was the Joint City/School Board Liaison Committee, which was under review by the City, as well as the possibility of inviting the Mayor and City Council to an annual meeting. We had hoped to discuss what option the Board would prefer, meeting with the committee or whole Board.

At its January 26, 2026 meeting, City Council approved the dissolution of the Joint City/School Board Liaison Committee, with the option to invite all school boards to meet with the City as needed (see attached excerpt from the City Council meeting package). As a result, we can discuss the potential of the City meeting with the Board on annual basis.

## RECOMMENDATION

***That the Board of Education invite the Mayor and City Council of the City of Prince Albert to meet annually as part of the Board's work plan.***



# City of Prince Albert

RPT 2025-437

**TITLE:** Council Committees Structure Review

**DATE:** November 25, 2025

**TO:** Management Committee

**PUBLIC:** X **INCAMERA:**

---

## RECOMMENDATION:

That the following be forwarded to an Executive Committee meeting for consideration:

1. That the following Council Committees be dissolved:
  - a. Community Services Advisory Committee
  - b. Planning Advisory Committee
2. That the Airport Advisory Committee be evolved into the Joint Users Airport Meeting.
3. That the Golf Course Advisory Committee be evolved into the Golf Course Users Group.
4. That the Mayor's Office provide an invitation to all School Boards within the City for a meeting, as required, in replacement of the Joint City/School Board Liaison Committee.
5. That Administration develop a Working/User Groups Policy for consideration at an upcoming meeting.
6. That the City Clerk's Office complete a review of the new structure prior to the end of 2027 to assess the model's effectiveness.

## EXECUTIVE SUMMARY:

The findings from the April 2025 and December 2025 Committee Structure Reviews are outlined in the report below. The overall conclusion remains consistent: traditional Committees are no longer the most effective method of public engagement due to quorum challenges, broad mandates, declining participation, and limited actionable outcomes. Modern engagement practices, supported by recent survey data and operational experience, show that targeted, flexible, short-term consultation methods produce stronger resident participation and more useful input. This structure increases participation, reduces administrative burden, and provides more actionable public input.

**MEETING DATE:** February 2, 2026

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
Primary Policy Reference:	<u>2.2.6, 13.9</u>	

**FROM:** N. Finch, Director of Education **ATTACHMENTS** [ ☒ ]

## BACKGROUND

### RE: ENTERPRISE RISK MANAGEMENT

Over the past few years, the Board and Administrative Council have developed an Enterprise Risk Management (ERM) system in the division and that system had its first full year of implementation from January 1 to December 31, 2022. There continues to be an evolution of familiarity and expertise within the division related to ERM. This evolution will continue as we learn through our experience of monitoring, responding to and reporting risks in a systemic way. The documents attached are provided so that the Board can fulfil their duty to provide ERM oversight.

The following documents are attached.

**1. The SRPSD ERM Framework**

This was approved by the Board in February 2021, and after some experience and refinement of the process, the framework was revised in December 2021. It provides the structure for the ERM program and the foundation for the related Admin Procedures and processes.

**2. The SRPSD Risk Register**

A summary of the top 12 system-level risks. These are the kinds of things that could interrupt or prevent the Board from achieving its Strategic Plan priorities. The summary identifies the risk, the risk owner, and the current mitigation procedures along with the existing risk rating.

**3. The Risk Owners Reports**

For each of the most significant risks, one senior leader is assigned responsibility to lead the monitoring, mitigation and reporting. The Owners Report provides some detail about the key actions in the mitigation plans and the status of those mitigation efforts. Some actions are ongoing and may change little from year to year while others are shorter term interventions that will progress over the course of a year or two.

## RECOMMENDATION

***That the Board approve the Enterprise Risk Management Report as presented.***

### On an Annual Basis:

- **August-October** – The Director prepares documents for a November meeting with Administrative Council. These documents are found L:\Pool\Admin Council\_Data, Planning Docs, Resources\Enterprise Risk Management (ERM).
- **November-December** – The team meets in November to talk about the process and outline the areas that were a focus in the current year (January 1 – December 31).  
The team will fill out their rating for each area in the Risk Rating document, this will be completed by mid-December. It is important to have the likelihood and impact scales document open while doing the individual rating as this will help when looking at what the definition of the risk is.  
By the end of December, the Director will update the Owners Risk Reports based on the numbers from the Risk Rating document.
- **January-March** – Administrative Council will review the compiled data by mid January and by the end of January each owner will update their areas with actions for mitigation of the risk as well as specific Risk reports for any risk over a 7.5.  
The Director will bring the results to the Board, principals, vice-principals and supervisors by the end of March.
- **April-August**– Monitor progress, in May bring it back to admin Council to see if there is anything significant that we are missing in our high priority areas.

### Reminder of some items from AP 158 Enterprise Risk Management

## SRPSD ENTERPRISE RISK MANAGEMENT FRAMEWORK

### ENTERPRISE RISK MANAGEMENT FRAMEWORK

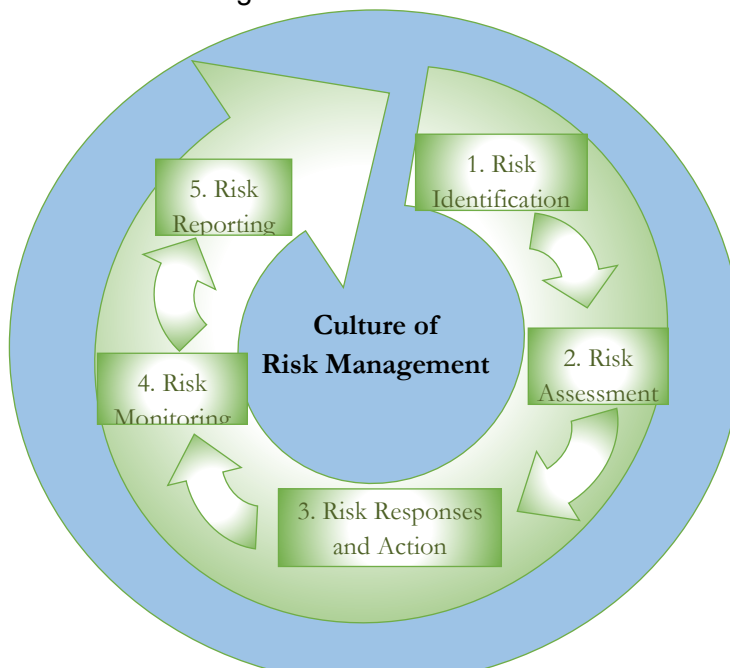
This framework is supplementary to the Enterprise Risk Management (ERM) Administrative Procedure, and attempts to:

- Anticipate and respond to the changing business environment;
- Manage risk in accordance with leading practice and demonstrating due diligence in decision making;
- Balance the cost of controls with the anticipated benefits; and,
- Provide understanding of the need for enterprise wide risk management.

### APPROACH TO RISK MANAGEMENT

Risk is to be identified, assessed, managed, monitored and reported in a thorough and systematic fashion in accordance with the risk management procedures outlined in this framework. As depicted in the diagram below, SRPSD's ERM approach has five stages:

1. Risk Identification;
2. Risk Assessment;
3. Risk Responses and Action;
4. Risk Monitoring; and;
5. Risk Reporting.





## 1 RISK IDENTIFICATION

Identification of risks should occur on an on-going basis (at least annually) and on an ad-hoc basis as required for significant changes or new processes, programs and initiatives.

## 2 RISK ASSESSMENT

Risk assessment will identify the significant of events that might affect the achievement of SRPSD's objectives. Risk assessment includes consideration of the **likelihood** of a risk occurring and the **impact** of a risk on the achievement of the SRPSD's objectives.

### Likelihood

The likelihood of identified risks is to be assessed by estimating the probability of the risk occurring during the planning horizon as:

Rare	Unlikely	Moderate	Likely	Almost Certain
Event may occur in exceptional circumstances: <ul style="list-style-type: none"><li>• The event has not yet occurred in the past, but has occurred elsewhere. <b>OR</b></li><li>• The event is likely to occur once in a 5-year period. <b>OR</b></li><li>• The event has less than 10% chance of occurrence.</li></ul>	Event is expected to occur infrequently: <ul style="list-style-type: none"><li>• The event has not yet occurred in the past, but might occur. <b>OR</b></li><li>• The event is likely to occur once in a 3- to 4-year period. <b>OR</b></li><li>• The event has 10% - 29% chance of occurrence.</li></ul>	Event is expected to occur occasionally: <ul style="list-style-type: none"><li>• The event has occurred in the past and could occur again. <b>OR</b></li><li>• The event is likely to occur once in a 2-year period. <b>OR</b></li><li>• The event has 30% - 59% chance of occurrence.</li></ul>	Event is expected to occur in some circumstances: <ul style="list-style-type: none"><li>• The event has occurred in the past and is likely to occur again. <b>OR</b></li><li>• The event is likely to occur once in a 1-year period. <b>OR</b></li><li>• The event has 60% - 89% chance of occurrence.</li></ul>	Event is expected to occur frequently in most circumstances: <ul style="list-style-type: none"><li>• The event has occurred in the past and is expected to occur frequently. <b>OR</b></li><li>• The event is likely to occur more than once in a one-year period. <b>OR</b></li><li>• The event has more than 90% chance of occurrence.</li></ul>

### Impact

The impact of the identified risk is assessed by estimating how the impact would be characterized if the risk occurred:

- **Insignificant** - The consequences might be meaningful, but are dealt with by normal day-to-day operational actions and procedures.
- **Minor** - The consequences would threaten the efficiency or effectiveness of some aspects of SRPSD, but would be dealt with internally.
- **Moderate** - The consequences would not threaten SRPSD's viability, but the administration of SRPSD's strategy would be subject to significant review or changed ways of operating.
- **Major** – The consequences would threaten the survival of SRPSD in its current form or continued effective function of a strategic area, or require the direct intervention by the Director of Education or the Board of Trustees.
- **Catastrophic** – The consequences would likely result in significant organizational or structural changes at SRPSD, or likely cause major problems for SRPSD's Stakeholders or the Ministry of Education.

The impact of identified risks is to be assessed by considering the following impact factors: Financial, Operations, Students, Staff and Reputation of the Division

### 3 RISK RESPONSE AND ACTION

A Risk Evaluation Matrix is used to calculate the residual risk exposure with a score of 1 – 25, based on the risk likelihood and the risk impact. The risk evaluation matrix is used to determine the top risks for SRPSD.

- Accept – SRPSD accepts, manages and monitors the level of risk and takes no action to reduce the risk (e.g. cost of mitigation is great than the benefit).
- Mitigate – SRPSD accepts some risk by implementing control processes to manage the risk within established tolerances.
- Transfer – SRPSD transfers the risk to a third party (e.g. obtaining insurance).
- Avoid – SRPSD feels the risk is unacceptable and will specifically avoid the risk (e.g. cease the activity).

#### Risk Rating Matrix Legend

Risk Rating		Risk Treatment Guidelines
1 to 3	Low Risk	Accept and monitor. Manage by routine procedures
4 to 7	Moderate risk	Accept or mitigate. Risk Owner to review specific monitoring procedures at least every 12 months
8 to 14	High Risk	Mitigate or transfer risk. Risk owner to develop and implement appropriate risk mitigation strategies and plans within 12 months
15 to 25	Extreme Risk	Mitigate, transfer or avoid. Immediate risk treatment action is required with collective leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.

### 4 RISK MONITORING

SRPSD will engage in a high-level review of the risk register once per year to identify whether new key risks have emerged or changes in existing key risks or mitigating processes have arisen since the last annual risk assessment.

### 5 RISK REPORTING

- **Annual Reporting of Risk Assessment Results:**

Upon the completion of the annual risk assessment process, as noted in the Roles and Responsibilities portion of the ERM Admin Procedure, the following is reported to the Board of Trustees:

- Prioritized risk register displaying the top organization-wide risks;
- The corresponding key risk mitigation processes or controls; and
- Strategies developed to address key risks that were insufficiently mitigated.

- **Status Reporting:**

The following is reported to the Board:

- That the review has been undertaken;
- Any new risks that have been identified, including ranking the new risk based on the impact and likelihood criteria; and
- Significant changes in existing key risks or mitigations processes.

# SRPSD RISK REGISTER AS OF JANUARY 1, 2026

Risk Name	Risk Statement	Risk Consequences	Risk Owner	Controls & Mitigation Actions	2026 Residual Risk Score	Risk Appetite Exceeded?
<b>Enrolment</b>	Declining enrolment.	<ul style="list-style-type: none"> <li>• Decrease in funding</li> <li>• Decreased programing and learning paths</li> <li>• Staff reductions</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	Garette Tebay	<ul style="list-style-type: none"> <li>• Strong academic, sport, and citizenship programs.</li> <li>• Advertising and promotion through traditional and social media.</li> <li>• Follow up with children and their families if enrolled in other divisions and learn more about reasons for the move.</li> <li>• Follow up with absent children and their families who are not attending school and have strategies to reengage those students.</li> <li>Strong "early learning" program and well-trained staff in that area.</li> <li>Specific, safe spaces are set aside for early learning.</li> <li>• Facilities tailored for younger children.</li> <li>• Inclusive and culturally responsive environment.</li> <li>• Individual tailored programming for students, regardless of need.</li> <li>• Before and after care for students and partnerships with child care facilities.</li> <li>• Early entrance that recognize supports for students as young as 3 years old.</li> <li>• Collect data on grade 8's, particularly registration location. There will be a process in place to help support schools that lose a high number of grade 8s to another school division(s) on an annual basis.</li> <li>• Accessible transportation - priority focus.</li> </ul>	<b>8.2</b>	<b>Yes</b>



<b>Mental Health &amp; Wellness</b>	<p>The Division does not have sufficient supports to respond to Staff and/or student mental health and wellness challenges that negatively impact their performance and/or achievement.</p>	<ul style="list-style-type: none"> <li>• Harm to students or staff</li> <li>• Adverse impact on student success</li> <li>• Adverse impact on staff engagement</li> <li>• Adverse impact on reputation</li> <li>• Legal consequences and liability</li> <li>• Financial loss</li> </ul>	<p>Kelly Gerhardt</p>	<ul style="list-style-type: none"> <li>• Employee Assistance Programs (EAP) available to all staff.</li> <li>• VTRA/ARTO training and guidance/resources provided by the Centre for Trauma-Informed Practice to support teachers, principals, and staff in preventing and responding to threats.</li> <li>• NVCI (Non-Violent Crisis Intervention) Training offered to staff as needed.</li> <li>• Trauma Response Teams deployed to school communities to guide responses to critical incidents.</li> <li>• Mental Health Literacy training offered to enhance staff and student well-being.</li> <li>• ASIST (Applied Suicide Intervention Skills Training) provided to teachers and staff to help recognize and respond to suicide risks.</li> <li>• Administrative procedures in place affirming the division's commitment to student and staff safety.</li> <li>• Access to provincial mental health grants used to fund training initiatives and supports.</li> <li>• Social workers and mentors assigned to schools to strengthen student mental health and wellness.</li> <li>• Dedicated team of coaches and consultants focused on building classroom-based capacity, especially in trauma-informed practices.</li> <li>• Mental health models and coaching supports available across the division.</li> <li>• Partnership with SHA offering Mental Health and Addictions counselling services.</li> <li>• Additional SHA partnership providing educational supports and outreach in select Prince Albert schools.</li> <li>• Elders and Knowledge Keepers available to support students.</li> <li>• Engagement in a local community HUB program supporting collaborative intervention for families in crisis.</li> <li>• Expansion of the Provincial Mental Health Capacity Building in Schools pilot project at PACI and École Vickers.</li> <li>• Expansion of Student Engagement Centers to include Arthur Pechey and John Diefenbaker as well as continuing at Queen Mary.</li> </ul>	<p><b>8.0</b></p>	<p><b>Yes</b></p>
-------------------------------------	---	--	-----------------------	--	-------------------	-------------------

<b>Staff Availability</b>	<p>The Division is unable to fill staff positions that are required for the organization.</p>	<ul style="list-style-type: none"> <li>• Education support may not be able to meet expected standards.</li> <li>• Existing staff may be stretched thin with potential of burnout.</li> <li>• Could result in increased absenteeism, turnover, and decreased morale.</li> <li>• Strategic plan priorities, innovation, and professional development may be postponed or cancelled.</li> </ul>	<p>Cory Trann &amp; Jeff Court</p>	<ul style="list-style-type: none"> <li>• Task Force regarding solutions when we are short.</li> <li>• Build partnerships with local universities, colleges, Indigenous teacher education programs, and other post-secondary certification pathways, and develop leadership certification (i.e. masters cohorts)</li> <li>• Maintain an ongoing recruitment cycle for substitutes rather than seasonal hiring.</li> <li>• Provide early supports for new teachers through mentorship and proactive onboarding</li> <li>• Use annual staffing preference surveys to adjust placements proactively and reduce burnout.</li> <li>• Monitor staff leaves</li> <li>• Monitor and survey supply and demand projections for future staffing needs in all departments</li> <li>• Provide access to quality professional development to respond to workforce needs</li> <li>• Consider Utilizing exit interviews to ascertain common themes for leaving the education workspace (outside retirement).</li> <li>• Expand and create recruitment strategies to access more qualified applicants in all classifications.</li> <li>• Enhance partnerships with post-secondary institutions, to improve professional growth opportunities for existing employees. Increase access to local post secondary programming for all classification for future employees.</li> </ul>	<p>7.7</p>	<p>Yes</p>
---------------------------	---	--	------------------------------------	--	------------	------------

<b>IT Security</b>	An IT security incident resulting in loss of access to systems, data loss, data integrity or privacy being compromised.	<ul style="list-style-type: none"> <li>• Disruption to learning and operations</li> <li>• Financial loss</li> <li>• Legal consequences and liability</li> <li>• Adverse impact on student success</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	Jerrold Pidborochynski	<ul style="list-style-type: none"> <li>• AP 800 - IT security.</li> <li>• Disaster Recovery plan in place.</li> <li>• Web filters, monitoring of traffic, firewalls and email filters are in place.</li> <li>• Use of daily backups, servers back-ups, redundancy, battery backups, etc.</li> <li>• Acceptable use policy and annual sign off.</li> <li>• Password change and policy.</li> <li>• Security patches run and applied regularly.</li> <li>• Implementation of cybersecurity services from Artic Wolf in August 2024(managed detection and response, security operations warranty/insurance, incident response)</li> <li>• Implementation of Multi-factor authentication requirements</li> <li>• Provincial agreement for Cnet and Microsoft provided current versions and patches.</li> <li>• M365 employee training/awareness beginning in October 2024</li> <li>• Consultants help staff and students with appropriate needs while providing security.</li> <li>• Automation of application patching started August 2025 via PatchmyPC.</li> <li>• Laptops and desktop storage is encrypted with BitLocker.</li> </ul>	<b>7.5</b>	<b>Yes</b>
--------------------	---	---	------------------------	--	------------	------------

<b>Student Needs &amp; Support</b>	<p>The Division is unable to meet the needs of vulnerable and students with intensive needs.</p>	<ul style="list-style-type: none"> <li>• Negative outcomes for intensive and vulnerable students</li> <li>• Adverse impact on student success</li> <li>• Decreased enrolment and retention</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	<p>Kelly Gerhardt</p>	<ul style="list-style-type: none"> <li>• Implementation of the SRPSD Inclusive Education Model across all schools.</li> <li>• High school Functionally Integrated Programming designed to support diverse learner needs.</li> <li>• Early, needs-based interventions available for children as young as three.</li> <li>• Policies established to guide responses for students with intensive needs.</li> <li>• Specialized Learning Centers providing targeted interventions for students requiring intensive interventions.</li> <li>• Inclusive Education Coaches assigned to every school to support intensive needs students, targeted intervention, and build capacity and support staff.</li> <li>• Full alignment with the provincial needs-based model through comprehensive Response to Intervention (RTI) practices.</li> <li>• Regulation and social-emotional supports offering specialized programming for students with regulation challenges.</li> <li>• Dedicated resources for assistive technology and specialized equipment to meet diverse classroom learning needs.</li> <li>• Strong interdisciplinary team of consultants, coaches, SLPs, and OTs.</li> <li>• Sensory rooms available in most schools as part of the division's commitment to inclusive learning environments.</li> <li>• Targeted funding allocated to all schools to support vulnerable students.</li> <li>• Accessible transportation maintained as a priority to ensure equitable access to education.</li> <li>• Systems in place (surveys, SRSC student council) to capture student voice and inform decision-making.</li> <li>• Expansion of Student Engagement Centers to include Arthur Pechey and John Diefenbaker as well as continuing at Queen Mary.</li> <li>• Newly hired Language Assistants to carry out Speech and Language Programming.</li> <li>• Formation of an Autism Team to implement targeted intervention and support students with Autism.</li> </ul>	<p><b>5.8</b></p>	<p><b>Yes</b></p>
------------------------------------	--	--	-----------------------	---	-------------------	-------------------



<b>Division Expectations and Staff Engagement</b>	Decreased staff engagement due to challenging work conditions and insufficient resources	<ul style="list-style-type: none"> <li>• Decreased staff engagement</li> <li>• Staff burnout</li> <li>• Adverse impact on student success</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	Cory Trann & Jeff Court	<ul style="list-style-type: none"> <li>• Senior Administration meet with CUPE and PAATA executive to discuss labour management celebrations and concerns that arise.</li> <li>• Communication is open and questions and comments are encouraged.</li> <li>• Administration procedure is in place to deal with complaints and feedback.</li> <li>• Employee staffing surveys provide valuable insight into staff sentiment about current assignments. Each year, most employees complete individual surveys to indicate whether they are satisfied or seeking a change to remain challenged, engaged, and fulfilled. These surveys support our commitment to proactively and positively balancing staffing requests with the needs of the school.</li> <li>• Affirmation provided to teachers and support staff. Remind them that they are doing great things for kids and why they do what they do.</li> <li>• An accountability report is provided annually to the Board. Additional reporting around engagement and grievances is provided.</li> <li>• At the beginning of the year, additional staff is provided to help with the administrative workload. October 1 of each school year for increasing teacher staffing due to enrolment.</li> </ul>	<b>5.2</b>	<b>No</b>
<b>Government Priorities</b>	The Division is unable to adapt to or manage changing government priorities.	<ul style="list-style-type: none"> <li>• Decrease in funding</li> <li>• Decreased programing and learning paths</li> <li>• Staff reductions</li> <li>• Decreased enrolment and retention</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	Neil Finch	<ul style="list-style-type: none"> <li>• Regular connection with different Ministry.</li> <li>• Regular participation (PEPIT and others) in planning and discussion around finance, education etc.</li> <li>• Regular contact with Deputy Minister, Assistant Deputy Minister to get feedback and provide input.</li> <li>• Budgeting process allocates funding to priority areas of our strategic plan.</li> <li>• Strategic plan provides stable vision and mission that is aligned with provincial direction. It also serves as a filter for large changes in provincial direction and provides an opportunity to think about how to respond and implement.</li> <li>• Board meets with MLA at least once a year with an invite for the education minister and Premier to join.</li> </ul>	<b>4.7</b>	<b>No</b>

<b>Financial Sustainability</b>	<p>The Division's financial resources, including reserves, are insufficient to sustain current and future operations.</p>	<ul style="list-style-type: none"> <li>• Adverse impact on reserves</li> <li>• Adverse impact on cashflow</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Decreased programing and learning paths</li> <li>• Staff reductions</li> <li>• Adverse impact on student success</li> <li>• Adverse impact on staff engagement</li> <li>• Adverse impact on reputation</li> </ul>	<p>Jerrold Pidborochynski</p>	<ul style="list-style-type: none"> <li>• Strong budgeting process in place with follow-through during the year. There is an estimate of funding in March which allows for timely reactions.</li> <li>• Reserves and surplus allocations are reviewed with the Board on an annual basis to outline restricted and unrestricted reserves. This identifies what is available and can be used while maintaining a comfortable reserve.</li> <li>• Financial audit and internal audits completed for schools.</li> <li>• Financial reporting to the Board via quarterly Board report.</li> <li>• Maintain connections with ministry staff to understand what is 'coming down the pipe'.</li> <li>• Live budget vs. actual provided via the Atrieve system.</li> </ul>	<b>4.4</b>	<b>No</b>
---------------------------------	---	--	-------------------------------	--	------------	-----------

<b>Diversity &amp; Inclusion</b>	<p>The Division is or is perceived to be racist or discriminatory.</p>	<ul style="list-style-type: none"> <li>• Adverse impact on reputation</li> <li>• Adverse impact on student success</li> <li>• Decreased enrolment and retention</li> <li>• Inability to meet strategic initiatives</li> </ul>	<p>Kelly Gerhardt</p>	<ul style="list-style-type: none"> <li>• Strategic plan prioritizes diversity, equity, and inclusion across the division.</li> <li>• Strong partnerships with First Nations and Métis organizations to inform systems and practices.</li> <li>• Ongoing engagement with the Elders Advisory Council for guidance and cultural insight.</li> <li>• Elders present in schools to offer consultation, cultural support, and student engagement.</li> <li>• Settlement workers embedded in schools to assist newcomers, refugees, and immigrant families in accessing supports and building community connections.</li> <li>• Rich multicultural community within Prince Albert enhances school diversity.</li> <li>• Gay–Straight Alliances and Inclusion Groups established to support gender- and sexually-diverse students.</li> <li>• SRPSD Gender and Sexual Diversity Leadership Team providing direction and system-wide leadership.</li> <li>• Dedicated coaching team focused on equity, diversity, accessibility, safety, connection, and inclusion.</li> <li>• Professional development opportunities centered on anti-racism and anti-oppression education supporting school leaders in fostering culturally responsive learning environments.</li> <li>• Active participation in provincial initiatives, such as Following Their Voices, to enhance Indigenous student engagement and achievement.</li> <li>• Strong partnership with the Saskatchewan Native Teachers Association, including placement of teacher candidates and a representative teaching workforce nearing 30% Indigenous educators.</li> <li>• Indigenous Perspectives Team, comprised of consultants and coaches, delivers professional development, builds partnerships, and supports the integration of Indigenous culture and knowledge into teaching practices.</li> <li>• Invitational Shared Services initiatives enabling collaboration with tribal councils on student achievement.</li> <li>• Alternative divisional logos used to visibly demonstrate commitment to diversity and inclusion.</li> <li>• Teacher Resource Centre staff review materials to remove potentially offensive resources and guide teacher-librarians in selecting inclusive, culturally responsive materials.</li> <li>• Creation and implementation plans of the Accessibility Plan.</li> </ul>	<p><b>3.9</b></p>	<p><b>No</b></p>
----------------------------------	--	---	-----------------------	--	-------------------	------------------

Infrastructure	Aging or insufficient infrastructure that does not meet current or future needs of the Division.	<ul style="list-style-type: none"> <li>• Adverse impact on student success</li> <li>• Inequitable opportunities</li> <li>• Decreased enrolment and retention</li> <li>• Harm to staff, students, or the public</li> <li>• Interruption to operations</li> <li>• Financial loss</li> <li>• Loss of stakeholder confidence</li> <li>• Legal consequences and liability</li> <li>• Adverse impact on reputation</li> </ul>	Derek Blais	<ul style="list-style-type: none"> <li>• Asset Planner maintains facility condition and lifecycle data to identify aging infrastructure and forecast renewal needs.</li> <li>• Board Facilities Committee and Maintenance Accountability Report provide oversight on infrastructure performance and emerging risks.</li> <li>• Annual PMR Plan prioritizes capital investment to address aging systems and reduce operational disruption.</li> <li>• FCI and condition assessments monitor deterioration trends and guide replacement or upgrade planning.</li> <li>• Annual walkthroughs with principals identify deficiencies affecting learning environments and safety.</li> <li>• Major/Minor Capital Plans use demographic data to ensure capacity needs are met.</li> <li>• SR system centralizes tracking and prioritization of daily maintenance issues.</li> <li>• School–Facilities collaboration ensures SCC or school-funded projects follow approved design, safety, and installation standards to protect Division assets.</li> <li>• PM schedules ensure regular inspection and servicing of mechanical, electrical, and structural systems to prevent failures.</li> <li>• Safety reviews and caretaker audits confirm compliance with fire, accessibility, and OHS standards.</li> <li>• Facility security systems, including controlled access and surveillance, protect assets from vandalism and reduce repair costs.</li> <li>• Fire protection and emergency lighting are tested quarterly to safeguard occupants and prevent damage.</li> <li>• Environmental controls (ventilation, IAQ, hazardous materials) reduce health risks and extend facility life.</li> <li>• Disposal and asset replacement processes ensure obsolete infrastructure is responsibly removed and replaced.</li> <li>• Contractor management standards enforce building code, safety, and warranty compliance.</li> <li>• Ongoing review of Facilities APs and Ministry guidelines ensures alignment with regulations and best practices.</li> <li>• Major donor processes for facility enhancements are Board-approved to ensure alignment with facility standards and safeguards.</li> </ul>	3.4	No
----------------	--	---	-------------	---	-----	----

<b>Technology</b>	Technology does not meet current or future needs of the Division.	<ul style="list-style-type: none"> <li>• Adverse impact on student success</li> <li>• Disruption to learning and operations</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Inability to deliver innovative and creative learning experiences.</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	Jerrold Pidborochynski	<ul style="list-style-type: none"> <li>• Provincial agreement for Cnet and Microsoft provided current versions and patches.</li> <li>• Ongoing hardware refresh including servers, desktops and laptops on an annual basis. Additional funding will provide top up, evergreening program in place.</li> <li>• Interactive/non-interactive devices in classrooms that remain up to date.</li> <li>• New technology purchases utilize a cost benefit analysis.</li> <li>• Tech directions committee that meet regularly to project trends etc.</li> <li>• Assistive technology - consultants are in touch with professional organizations and suppliers - mobility, support, technology.</li> </ul>	<b>3.4</b>	<b>No</b>
-------------------	---	---	------------------------	---	------------	-----------

<b>Student Learning &amp; Engagement</b>	Inconsistent educational delivery or lack of enriched student learning.	<ul style="list-style-type: none"> <li>• Adverse impact on student success</li> <li>• Decreased enrolment and retention</li> <li>• Decreased funding</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	Jennifer Hingley	<ul style="list-style-type: none"> <li>• Coaching program for staff, including classroom support coaches, particularly new hires.</li> <li>• Strong, evidence-based professional development system, helps keep students engaged.</li> <li>• Individual tailored programming for students, regardless of need.</li> <li>• Structured teacher learning communities, with a focus on learning opportunities and goals for schools or communities.</li> <li>• Structured leadership learning communities.</li> <li>• Models of instruction developed Literacy, Experiential Play-Based Learning, Math, high school.</li> <li>• New teacher onboarding program allows new hires to join the community with an understanding of expectations.</li> <li>• Superintendents connect with principals which helps with consistent messaging. Meetings are ad hoc as well as scheduled, formal, learning blocks.</li> <li>• Procedures in place around teacher supervision and strong growth plans are in place.</li> <li>• Prescriptive assessment plan and tools provide for assessments including timing and methodology.</li> <li>• Student information system in place that collects student data and provides analysis to aid in creating individual learning plans.</li> <li>• Professional learning days are provided with a focus on alignment to the individual school and ministry.</li> <li>• Ongoing learning is included in teacher's agreement and LINC (Local Implementation and Negotiation Committee) agreement.</li> <li>• Inclusive learning helps to provide an enabling environment for students with intensive needs.</li> </ul>	<b>3.0</b>	<b>No</b>
--	---	--	------------------	--	------------	-----------








## SRPSD ERM Risk Owners Report: Enrolment

**2026/01/05**

### Risk Status Categories

Low Risk	Accept and monitor. Manage by routine procedures
Moderate risk	Accept or mitigate. Risk Owner to review specific monitoring procedures at least every 12
High Risk	Mitigate or transfer risk. Risk owner to develop and implement appropriate risk mitigation strategies and plans within 12 months
Extreme Risk	Mitigate, transfer or avoid. Immediate risk treatment action is required with collective

























### Action Status Legend

not started-1		in progress-3		complete/ongoing-5	
early stages-2		nearly complete-4			






































### Risk Description

<b>Risk Name</b>	Enrollment				
<b>Risk Description</b>	Declining Enrolment				
<b>Risk Owner</b>	Garette Tebay				
<b>Previous Risk Status</b>	High	1/5/2025			
<b>Current Risk Status</b>	High	1/5/2026			

### Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Strong academic, sport, and citizenship programs.		
Advertising and promotion through traditional and social media.		
Follow up with children and their families if enrolled in other divisions and learn more about reasons for the move.		
Follow up with absent children and their families who are not attending school and have strategies to reengage those students.		
Strong "early learning" program and well trained staff in that area. Specific, safe spaces are set aside for early learning.		
Facilities tailored for younger children.		
Inclusive and culturally responsive environment.		
Individual tailored programming for students, regardless of need.		
Before and after care for students and partnerships with child care facilities.		
Early entrance plans that recognize supports for students as young as 3 years old.		
Collect data on grade 8's, particularly registration location. There will be a process in place to help support schools that lose a high number of grade 8s to another school division(s) on an annual basis.		
Accessible transportation - priority focus.		



SRPSD ERM Risk Owners Report: Mental Health and Wellness					
2026/01/05					
Risk Status Categories					
Low Risk	Accept and monitor. Manage by routine procedures				
Moderate risk	Accept or mitigate. Risk Owner to review specific monitoring procedures at least every 12				
High Risk	Mitigate or transfer risk. Risk owner to develop and implement appropriate risk mitigation strategies and plans within 12 months				
Extreme Risk	Mitigate, transfer or avoid. Immediate risk treatment action is required with collective				
Action Status Legend					
not started-1		in progress-3		complete/ongoing-5	
early stages-2		nearly complete-4			
Risk Description					
Risk Name	Mental Health and Wellness				
Risk Description	The Division does not have sufficient supports to respond to Staff and/or student mental health				
Risk Owner	Kelly Gerhardt				
Previous Risk					
Status	High	1/5/2025			
Current Risk					
Status	High	1/5/2026			
Key Actions in Risk Management Plan					
Action Description				Previous Status	Current Status
Employee Assistance Programs (EAP) in place.					
VTRA/ARTO training and guidance/resources provided by the Centre for Trauma-Informed Practice to support teachers, principals, and staff in preventing and responding to threats.					
NVCI (Non-Violent Crisis Intervention) Training offered to staff as needed.					
Trauma response teams in place to go to school communities to guide responses to critical incidents.					
Mental health literacy training offered to enhance staff and student well-being.					
ASIST (Applied Suicide Intervention Skills Training) provided to teachers and staff to help recognize and respond to suicide risks.					
Administrative procedures in place affirming the division's commitment to student and staff safety.					
Access to provincial mental health grants used to fund training initiatives and supports.					
Social workers and mentors assigned to schools to strengthen student mental health and wellness.					
Dedicated team of coaches and consultants focused on building classroom-based capacity, especially in trauma-informed practices.					
Mental health models and coaching supports available across the division.					
Partnership with SHA offering Mental Health and Addictions counselling services.					
Additional SHA partnership providing educational supports and outreach in select Prince Albert schools.					
Elders and Knowledge Keepers available to support students.					
Engagement in a local community HUB program supporting collaborative intervention for families in crisis.					
Expansion of the Provincial Mental Health Capacity Building in Schools pilot project at PACI and École Vickers.					








# SRPSD ERM Risk Owners Report: Staff Availability

2026/01/05

## Risk Status Categories

Low Risk	Accept and monitor. Manage by routine procedures
Moderate risk	Accept or mitigate. Risk Owner to review specific monitoring procedures at least every
High Risk	Mitigate or transfer risk. Risk owner to develop and implement appropriate risk mitigation strategies and plans within 12 months
Extreme Risk	Mitigate, transfer or avoid. Immediate risk treatment action is required with collective























## Action Status Legend

not started - 1		in progress - 3		complete/ongoing - 5		
early stages - 2		nearly complete - 4				

## Risk Description

Risk Name	Staff Availability					
Risk Description	The Division is unable to fill staff positions that are required for the organization.					
Risk Owner	Cory Trann and Jeff Court					
Previous Risk Status	High	5-Jan-25				
Current Risk Status	High	5-Jan-26				

## Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Task Force regarding solutions when we are short.		
Build partnerships with local universities, colleges, Indigenous teacher education programs, and other post-secondary certification pathways, and develop leadership certification (i.e masters cohorts)		
Maintain an ongoing recruitment cycle for substitutes rather than seasonal		
Provide early supports for new teachers through mentorship and proactive		
Use annual staffing preference surveys to adjust placements proactively and		
Monitor staff leaves		
Monitor and survey supply and demand projections for future staffing needs in		
Provide access to quality professional development to respond to workforce		
Recruit and hire for difficult to fill positions, months before the position is		
Expand and create recruitment strategies to access more qualified applicants		
Enhance partnerships with post-secondary institutions, to improve professional growth opportunities for existing employees. Increase access to local post secondary programming for all classification for future employees.		






## SRPSD ERM Risk Owners Report: IT Security

**2026/01/05**

### Risk Status Categories

Low Risk	Accept and monitor. Manage by routine procedures
Moderate risk	Accept or mitigate. Risk Owner to review specific monitoring procedures at least every 12
High Risk	Mitigate or transfer risk. Risk owner to develop and implement appropriate risk mitigation strategies and plans within 12 months
Extreme Risk	Mitigate, transfer or avoid. Immediate risk treatment action is required with collective



























### Action Status Legend

not started -1		in progress-3		complete/ongoing-5		
early stages -2		nearly complete-4				

### Risk Description

<b>Risk Name</b>	Name of Risk from Risk Register				
<b>Risk Description</b>	An IT security incident resulting in loss of access to systems, data loss, data integrity or				
<b>Risk Owner</b>	Jerrold Pidborochynski				
<b>Previous Risk Status</b>	High	1/5/2025			
<b>Current Risk Status</b>	High	1/5/2026			

### Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
AP 800 IT security.		
Disaster Recovery plan in place.		
Web filters, monitoring of traffic, firewalls and email filters are in place.		
Use of daily backups, servers back-ups, redundancy, battery backups, etc.		
Acceptable use policy and annual sign off.		
Password change and policy.		
Security patches run and applied regularly.		
Implementation of cybersecurity managed detection and response service provided by Artic Wolf/SaskTel.		
Implementation of Multi-factor authentication requirements		
Provincial agreement for Cnet and Microsoft provided current versions and		
M365 employee training/awareness beginning in October 2024		
Consultants help staff and students with appropriate needs while providing		
Automation of application patching started August 2025 via PatchmyPC.		
Laptops and desktop storage is encrypted with BitLocker.	