

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

Board Room, Education Centre

545 – 11th Street East

Prince Albert, SK S6V 1B1

Monday, March 18, 2024

Time: 2:00 p.m.

AGENDA (#24R-3)

1. **Call to order by Board Chair**
2. **Land acknowledgement – Trustee Michelle Vickers**
3. **Declaration of conflict of interest**
4. **Motion to move into Closed Session**
5. **Regular session convenes at 3:30 p.m.**
6. **Adoption of the agenda**
7. **Accountability reports**
 - (a) **Facilities Accountability Report – *M. Hurd***
8. **Consent items**
 - (a) **Adoption of the Regular meeting minutes – February 12, 2024**
 - (b) **Administrative Procedures Changes**
 - (c) **Correspondence – Proclamation of March 21, 2024**
 - (d) **Financial Statement – for the Second Quarter Ending February 29, 2024**
9. **Business arising from the previous meeting**
10. **New business (Board Committee Reports, Trustees' items and Notice of Motions)**
 - (a) **Matters and Motions brought forward from Closed Session of March 18, 2024**
 - (b) **External Board Committees**
 - (c) **Provincial Update**
 - (d) **SRSC Report – *C. Lysyk, Student Board Representative***
 - (e) **Board Representative on the CUPE Bargaining Committee – *D. Rowden***
11. **Reports from administrative staff**
 - (a) **Revision to the Saskatchewan Rivers Public School Division Strategic Plan – *N. Finch***
 - (b) **Enterprise Risk Management Update – *N. Finch***
 - (c) **2024 School Board Election Options - *J. Pidborochynski***

12. Notice of Motion

13. Three key messages for SCC/public from meeting

14. Board members’ forum

15. Adjournment

CALENDAR OF EVENTS	
Thursday, March 21, 2024 <i>Time: 5:30 p.m.</i>	Joint meeting with Prince Albert Roman Catholic Separate School Division – PARCSSD Office
Thursday, April 11 and Friday, April 12, 2024	SSBA Spring Assembly, Saskatoon, SK
Monday, April 15, 2024 <i>Time: 2:00 p.m.</i>	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK
Monday, April 22, 2024 <i>Time: 9:00 a.m. to 2:00 p.m.</i>	Strategic Planning/Board Seminar, Log House, Prince Albert Exhibition Centre
Monday, April 29, 2024 <i>Time: all day</i>	School tours – urban schools
Monday, May 6, 2024 <i>Time: 9:00 a.m. to 4:00 p.m.</i>	Board/Director Evaluation Session – Education Centre, 545 – 11 th Street East, Prince Albert

MARCH

Regular Board Meeting Agenda Items

- Review Progress of Board Advocacy Plan
- Review Legal Update of any outstanding cases
- Review Quarterly Statement of Financial Position and Operations
- Enterprise Risk Management Summary Report
- Review agenda items for the City/School Board Liaison Committee

Events/Action

Budget Considerations

- Review Budget Development Progress

APRIL

Regular Board Meeting Agenda

- Review Progress of Board Development Plan
- Review Maintenance Accountability Report
- Revision of the Strategic Plan

Events/Actions

- SSBA Spring General Assembly
- Public Section Meeting
- SCC Regional Meeting – urban (*pilot*)

Budget Considerations

- Review Budget Development Progress

MEETING DATE: March 18, 2024

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 type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>Accountability Report</u>	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2

FROM: M. Hurd, Superintendent of Facilities **ATTACHMENTS**

BACKGROUND

RE: FACILITIES ACCOUNTABILITY REPORT

The attached Facilities Accountability Report will be reviewed at the Board table. There will be an opportunity for trustees' feedback and questions during the presentation.

RECOMMENDATION

That the Board confirm that the intent of Policy 8, Item 8 and Policy 13, Item 6.1 have been met and that the Facilities Accountability Report be referred to the Director Evaluation process.



Accountability Report

Facilities

Mike Hurd, Superintendent of Facilities

March 18, 2024

Accountability Report

SOURCE DOCUMENTS:

- **SRPSD Policy 2: Role of the Board, item 8 states the following:**

“8.0 Fiscal Accountability

- 8.2 Approve annually the Preventative Maintenance and Renewal Plan and amendments.
- 8.3 Review facilities master plan and establish long-range capital priorities.
- 8.4 Approve the submission of capital projects to the Ministry of Education.

- **SRPSD Policy 13: Role of the Director of Education**

“6.0 Continuous Improvement Planning and Reporting

- 6.1 *Leads the strategic planning process including the development of Division goals, budget, student learning, facilities and transportation plans and implements plans as approved. Involves the Board appropriately (Board identification of priorities and outcomes, opportunity for Board input early in the process, final Board approval).”*

- **SRPSD 2021 -2024 Strategic Plan**

Core value related to the infrastructure and facilities indicates:

“Effective Infrastructure and Facilities”

Long Term Outcome

Students will be supported in their learning by appropriate infrastructure and engaged communities.

Broad Strategies

- Use of Asset Planner for facility management.
- Engagement with community partners for shared facility usage.

- There are several Administrative Procedures that guide the work of the Facilities Department.

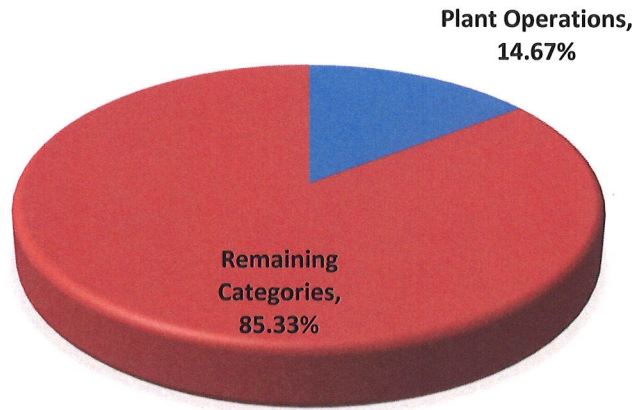
Accountability Report

EVIDENCE:

A. Budget

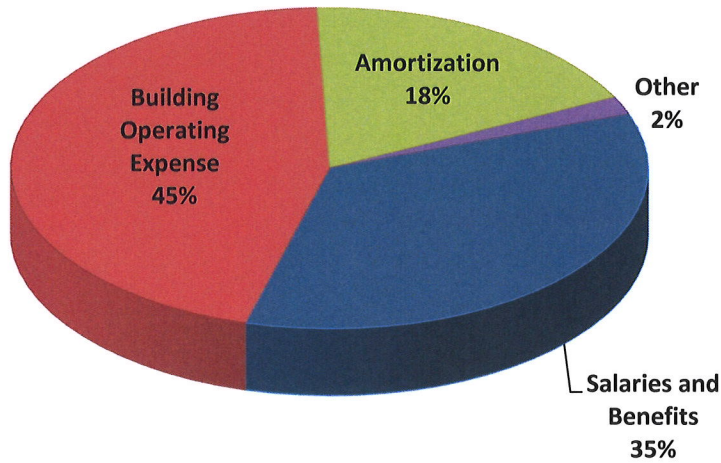
- Facilities operating budget is \$14.2 million.
- This includes PMR and capital expenditures.

PLANT OPERATIONS AND MAINTENANCE AS A PERCENTAGE OF BUDGET



Source: Budget 2022-23

OPERATING BUDGET



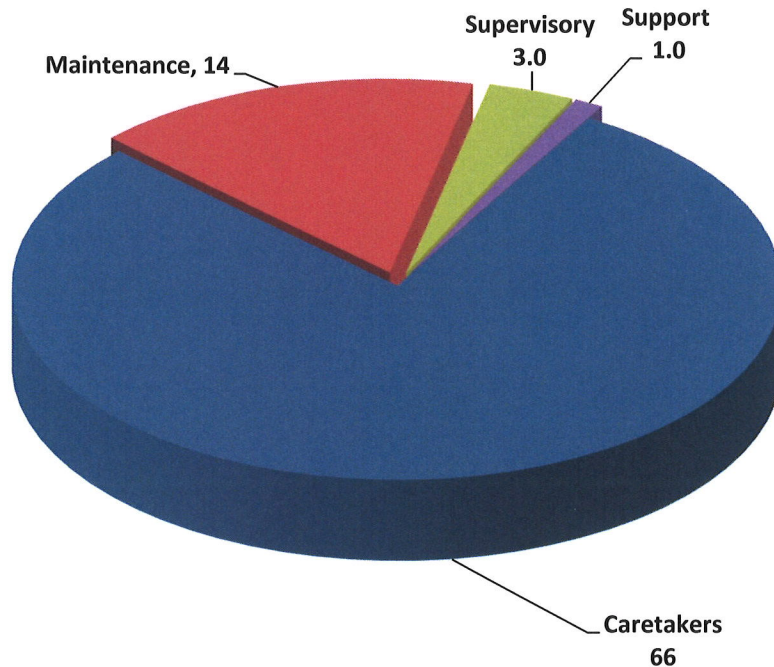
Source: Budget 2022-23

Accountability Report

B. Staff

- Total number of staff in the department – see below.

Facility Department Staff



Source: Budget 2022-23

- Caretakers assigned to schools based on the size of the facility.
- Maintenance tradespersons (carpenters, plumbers, electrician, and welder) are assigned to the Maintenance Centre and service all facilities in the Division.
- Due to the size of facility, Carlton Comprehensive Public High School has three full time maintenance staff assigned to it permanently.

C. Maintenance Services Delivery Methods

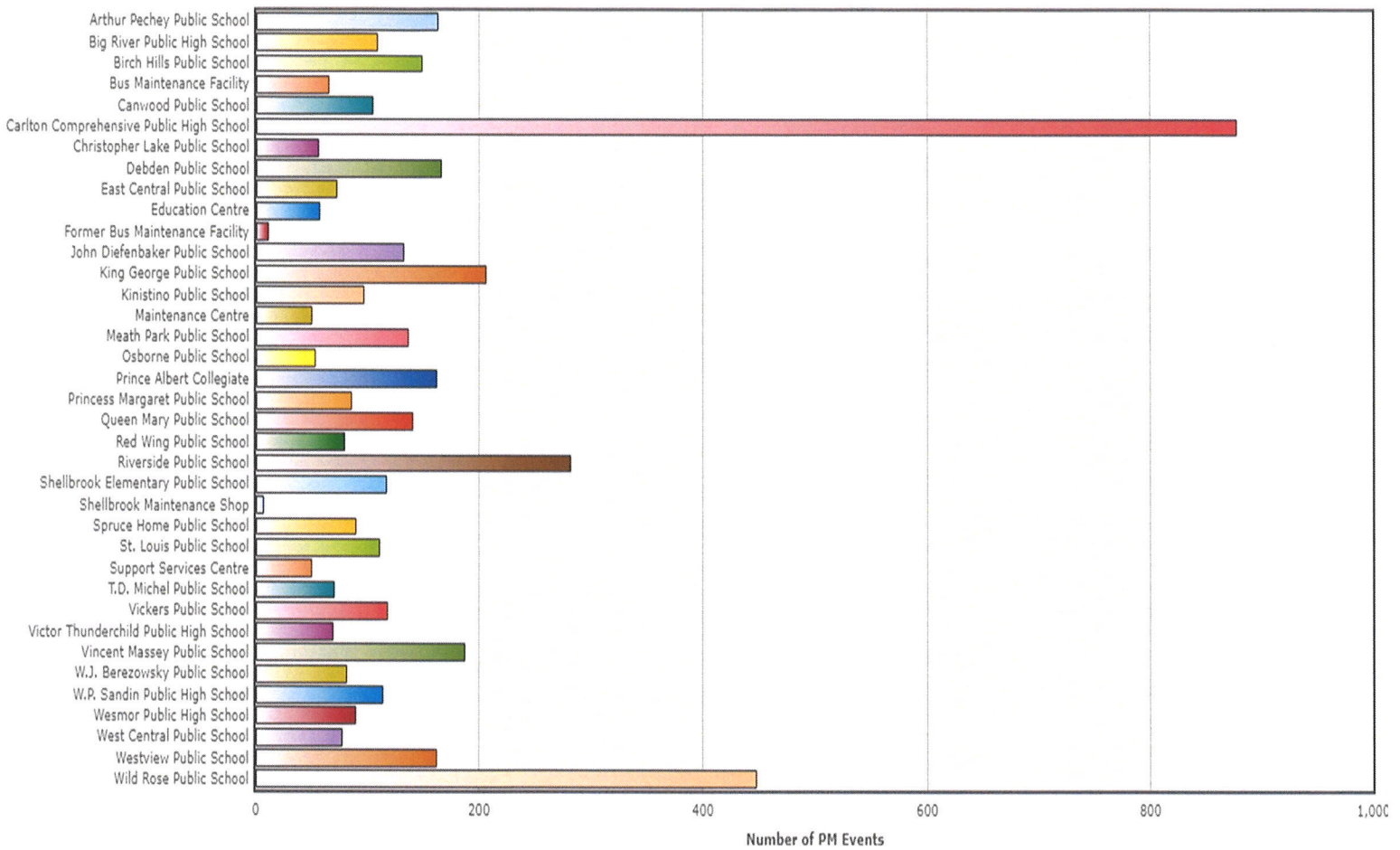
- Service Requests
 - Service requests submitted electronically through the Asset Planner software by school administration and caretakers. The support person distributes the requests to the appropriate maintenance staff.
 - Approximately 250 service requests monthly.
 - Service requests reviewed quarterly to ensure targets for completion are being met.

Accountability Report

- **Preventative Maintenance Requests**

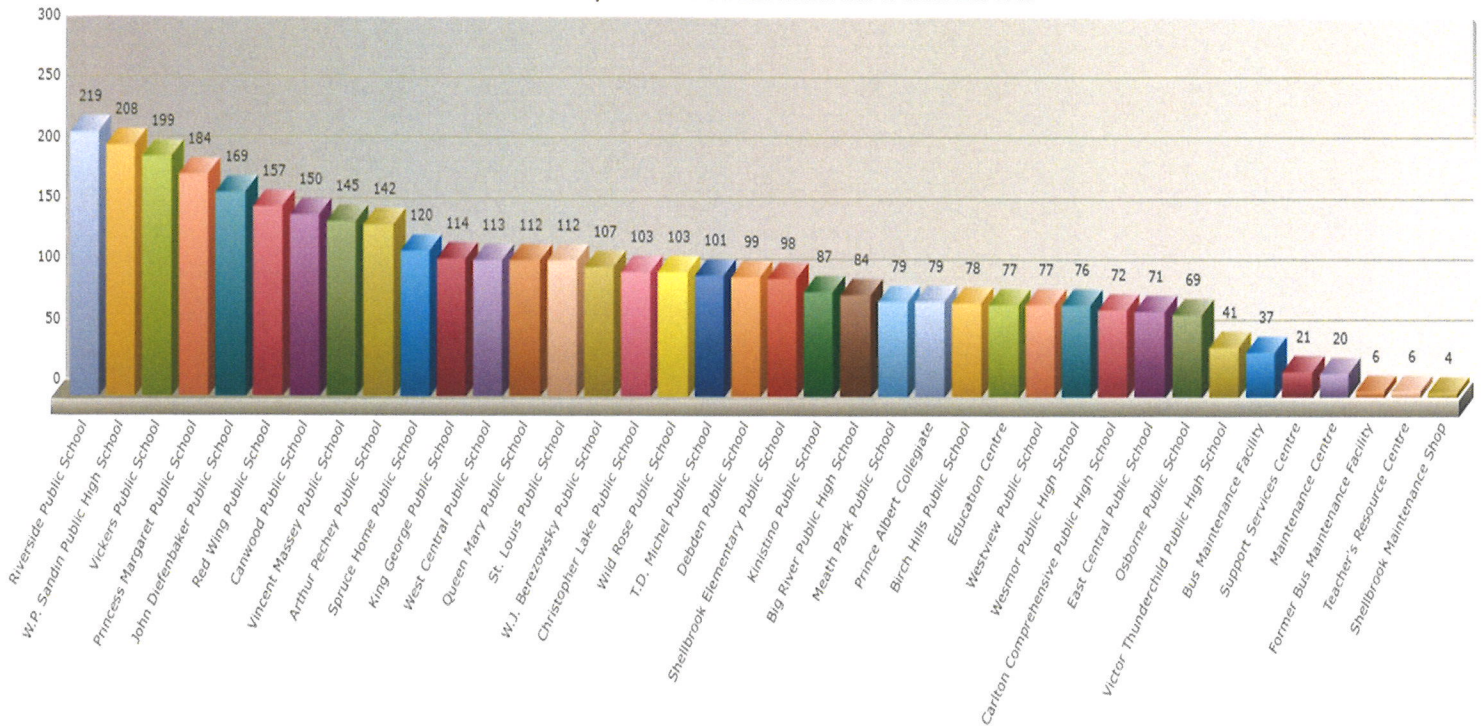
- Maintenance staff performs regularly scheduled maintenance on facility and components, i.e., boilers, furnaces, air-handling units.
- Approximately 230 preventative maintenance requests monthly.
- Preventative maintenance requests reviewed quarterly to ensure targets for completion are being met and discuss equipment that may be reaching the end of its lifecycle.

Volume of PM Events by Facility
 where Facility Status = Active Scheduled to start between 2022-09-01 and 2023-08-31



Accountability Report

Service Request Volume by Facility
where Facility Status = Active Created between 2022-09-01 and 2023-08-31



D. Projects

• Annual Small Projects

- Work is determined by regular facility inspections and annual review meetings with principals and the use of the Asset Planner audit module.
- Maintenance Centre staff undertook a large number of projects this past year, some examples are as follows:
 - Handicapped washroom facility at John Diefenbaker.
 - Handicapped washroom facility at Wesmor.
 - Refinishing of gym floors at Carlton, Riverside and St Louis.
 - Replace kindergarten floor at Vickers.
 - Replace floor in relocatable at John Diefenbaker.
 - Replace floor music room at Birch Hills.
 - Installation of new roller shades in St Louis, Birch Hills, PACI , Westview and Meath Park.
 - Refresh painting exterior at St. Louis.
 - Refresh painting interior Elementary wing at Birch Hills.
 - Refresh painting interior at Canwood and Wesmor.
 - Modifications to fire doors at École Vickers, Queen Mary and Riverside.
 - Replace gym light fixtures at École Debden.
 - Replace second floor windows north and south ends at Riverside.
 - Replaced heating coils in air handler at WP Sandin.
 - Renovations to gym change rooms at Birch Hills.
 - Renovations to high school hallway at Kinistino.
 - Wireless network upgrades to Spruce Home and Princess Margaret.

Accountability Report

- Installation of AC in server rooms at Education Centre, École Debden, and Vincent Massey.
- Installation ac in daycare kitchen area at Riverside.
- Rebuild west stairs and railing at Carlton.
- Replaced CCTV system at Education Centre.
- Replaced carpet in library at Osborne.
- Constructed shade structure for PreK at École Arthur Pechey.
- Undertook concrete projects involving sidewalks steps, garage slabs in a number of schools including Kinistino, PACI, Big River.
- Constructed garage and shade structures at Victor Thunderchild.
- Constructed sensory room at École Debden.
- Applied sound attenuation to walls in mini gym at École Arthur Pechey.

Some examples of small projects:

Wesmor



Handicapped washrooms

John Diefenbaker



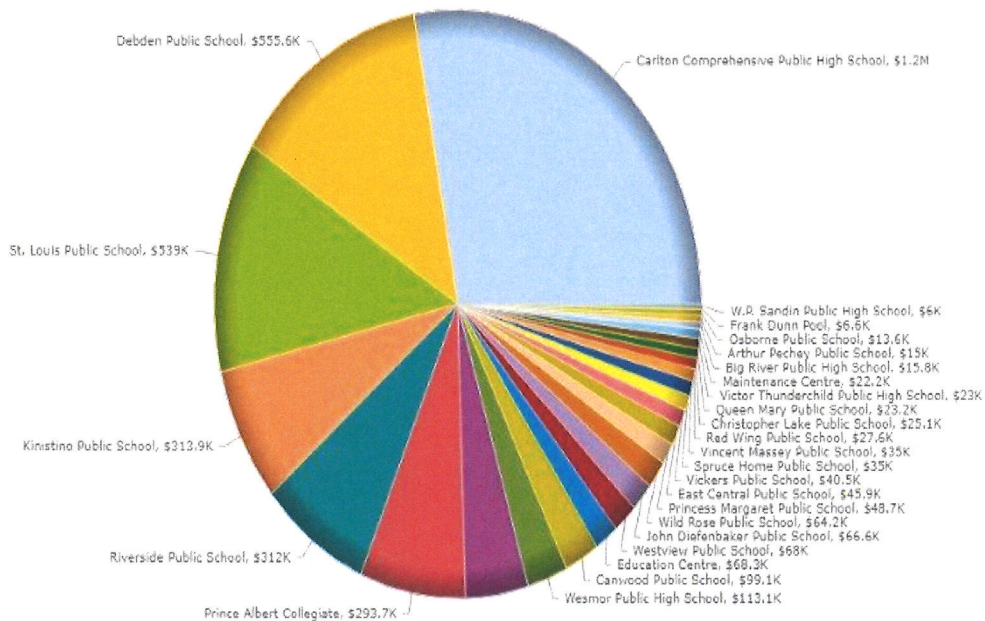
Accountability Report

Kinistino – high school wing renovations



- **Preventative Maintenance and Renewal (PMR)**
 - Ministry funding in addition to operating budget.
 - Based on square footage of facilities.
 - Board approved updated three-year PMR plan prior to May 31 of each year.
 - The division received \$2,900,000.00 in 2022-23
 - Preventative Maintenance and Renewal Projects tracked on the Asset Planner software.

Project Cost by Facility
where Facility Status = Active Scheduled to start between 2022-09-01 and 2023-08-31



- **Major Projects**

- Replacement of boilers at Birch Hills.
- Replacement of boilers at Riverside.
- Replace Boilers in CPAC Carlton.
- Replacement of windows at St. Louis.
- Installation of BMS (automated controls) at Spruce Home and Wild Rose.
- Replace fire panel at Big River.
- Complete PH IV washroom renovations at Carlton.
- Replace roof at Education Centre.
- Replace the roof of the library at Carlton.
- Replaced east section of roof on HS wing at Kinistino.
- Replaced gym floor at Princess Margaret.
- Replaced gym floor at Westview.
- Completed Phase III and Phase IV of Facilities Master Plan.

Riverside boiler replacement



CPAC boiler replacement



Carlton - Phase IV washroom modernization



Accountability Report



Gym floor replacements

Westview



Princess Margaret



Carlton – library roof replacement



Accountability Report

St. Louis – window and renovation



E. Capital Planning

- **Summary**

The present level of the deferred maintenance backlog and facility renewal for the SRPSD portfolio is about \$87 million. The replacement value of the assets estimated to be \$410 million based on cost per square foot analysis projections (in current year dollars). Using these two numbers, without funding, we find that the overall portfolio is in the “Poor” range (20.1% FCI) based on industry standards.

The current portfolio FCI of 20.1% is common among school boards & public infrastructure in Canada and can be effectively managed with adequate funding and the application of capital planning strategies. Without funding, the portfolio migrates to “Critical” by 2025 but with current funding the portfolio will reach “Critical” by 2054. The current estimated annual funding of \$5.3 Million extends the life of the portfolio by 29 years.

Accountability Report

- **Detailed Findings**

- **Age Profile**

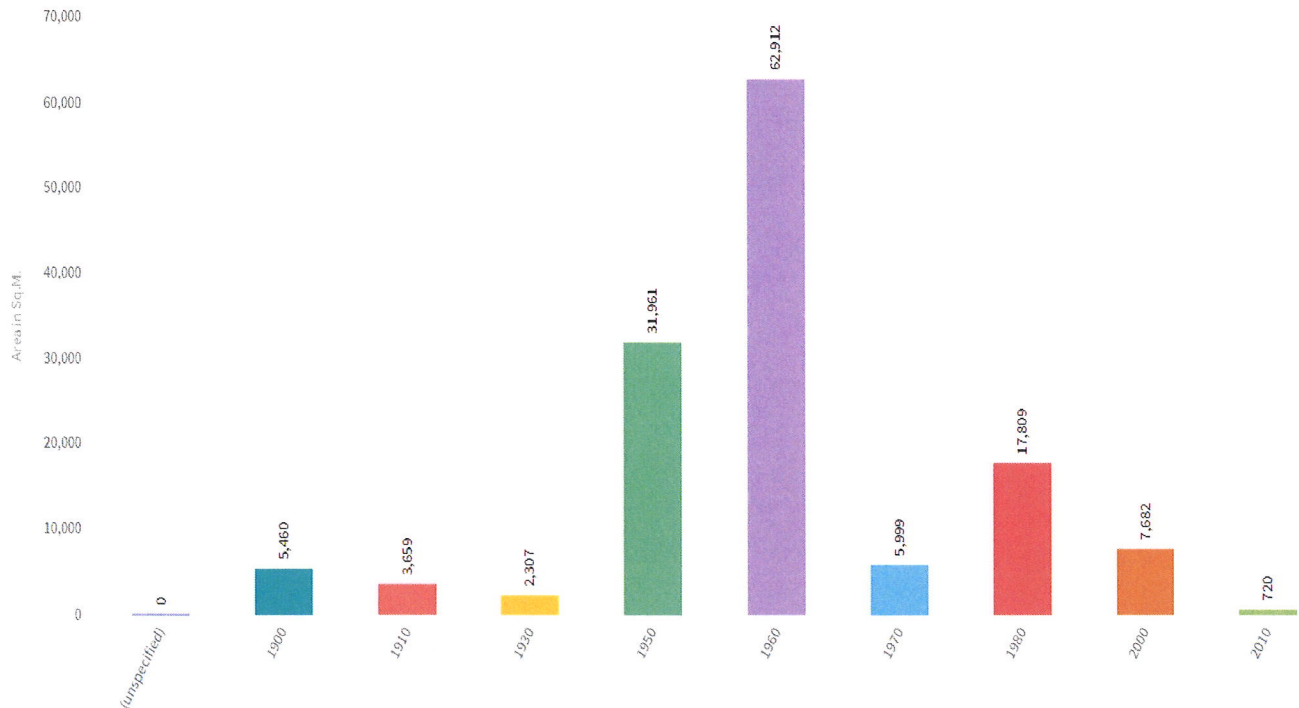


Figure 1: Age Profile of SRPSD Portfolio by Decade

The building ages vary from 1900 to 2012 with a weighted average portfolio age of 52 years (circa 1964). Over half of the portfolio – 25 facilities – representing 76% of the total portfolio size were constructed prior to 1970 while the remaining 19 facilities were constructed between 1970 and 2012.

As facilities age, they require increased maintenance and upkeep. The overall condition of the portfolio is directly attributable to the level of funding required for maintenance and building renewal.

Life Cycle Projections

Based on preliminary estimates of life cycle timing and costs, the present level of the “Deferred Maintenance Backlog” is estimated at approximately \$87 million prior to any funding as shown in Figure 2 below. Life cycle renewal costs for the major building elements have been established for each building to determine the Capital Renewal budget requirements over the next 30 years. These repair and replacement values are in current year dollars.

Accountability Report

Cost by Discipline

Years 2022 - 2051 and where Facility Status = Active

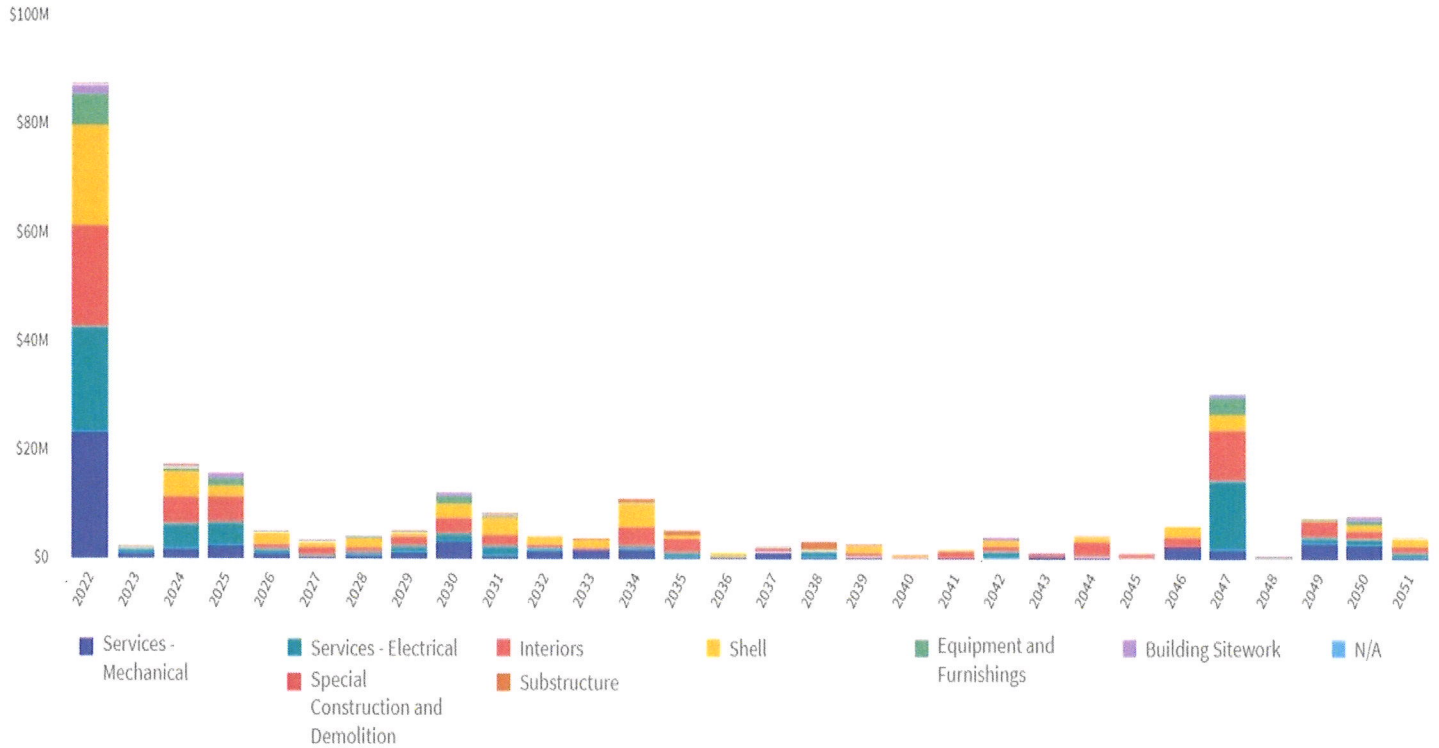


Figure 2: Current Deferred Backlog and 30-year Renewal Cost for all SRPSD Facilities

○ Capital Funding Analysis

How much funding is required?

Industry guidelines recommend an annual funding amount between 2% to 4% of the facility replacement value to adequately maintain them. In addition to an annual funding amount, special funds should be allocated to reduce the backlog of deferred maintenance.

Excluding special funds, the renewal funding required for SRPSD portfolio would translate to \$8.2 million annually (2% of \$410M replacement value).

Presently, the average funding for the SRPSD portfolio, allocated to deferred maintenance and capital renewal, is estimated to be \$5.3 million per year.

Accountability Report

Figure 3 below provides a graphical comparison of the cumulative renewal costs (top line) and the cumulative assumed current funding allocation (dark blue). The unfunded liability gap (light blue) in 30 years is approximately \$100 million.

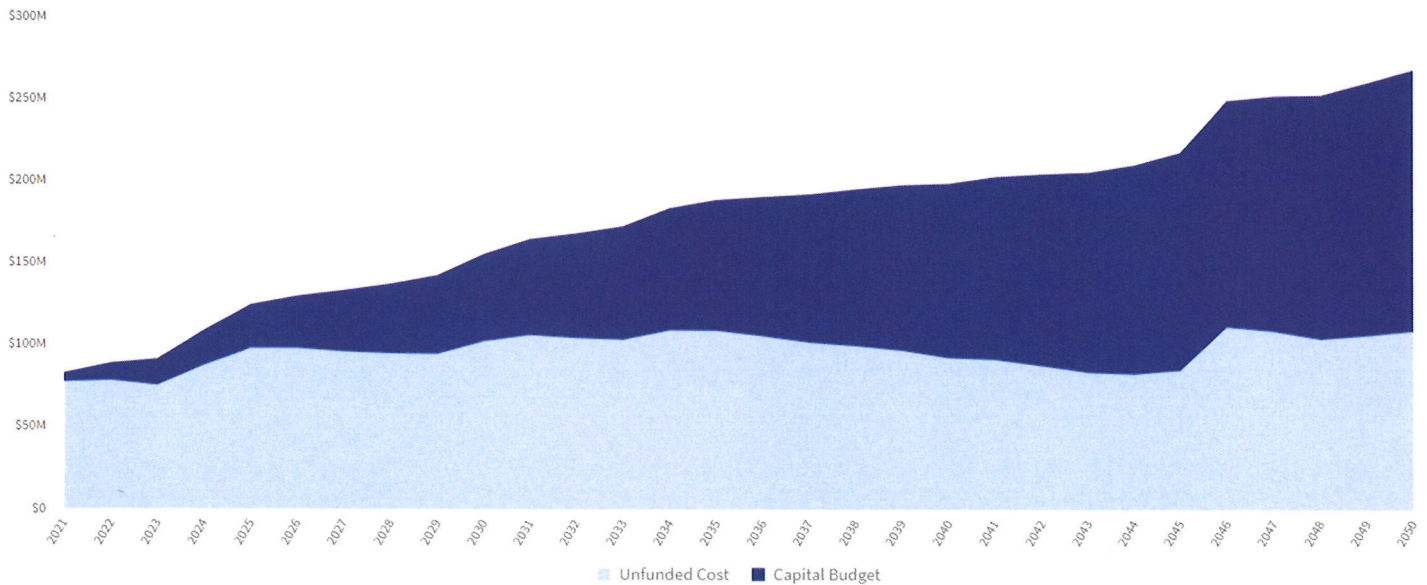


Figure 3: Cumulative Needs (top line) vs Available Funds (dark blue)

The unfunded figures represent the findings and results obtained from the life cycle renewal cost analysis.

Facility Condition Index (FCI)

The term Facility Condition Index (or FCI) is “a ratio of the cost of remedying capital deficiencies listed in the deferred maintenance backlog to the current replacement value”. The formula used for determining the FCI for a facility, or a component of the facility, is as follows:

$$F.C.I = \frac{\text{Unfunded Liability (\$)}}{\text{Current Replacement Value (\$)}}$$

Where the “Unfunded liability” represents the sum value of all capital deficiencies and renewal costs (at any given point in time) less the funding applied to the asset(s) for capital renewal. “Current Replacement Value” is defined as the total amount of expenditure in current dollars that would be required to replace the institution's facilities to its optimal condition.

As the FCI rating increases, facilities will experience:

- Increased failure risk to components
- Increased maintenance and operating costs of facilities
- Negative impacts on building occupants; Quality of Teaching & Learning

Figure 4 below illustrates that the SRPSD Campus Portfolio has a deferred unfunded liability of 20.1% in the current year, which places the portfolio in the “Poor” range based on its current FCI rating and will migrate to the “Critical” range by 2025 (black line). With \$5.3 million in annual funding the current FCI is 18.9% and will migrate to the “Critical” range by 2054 (blue line).

Accountability Report

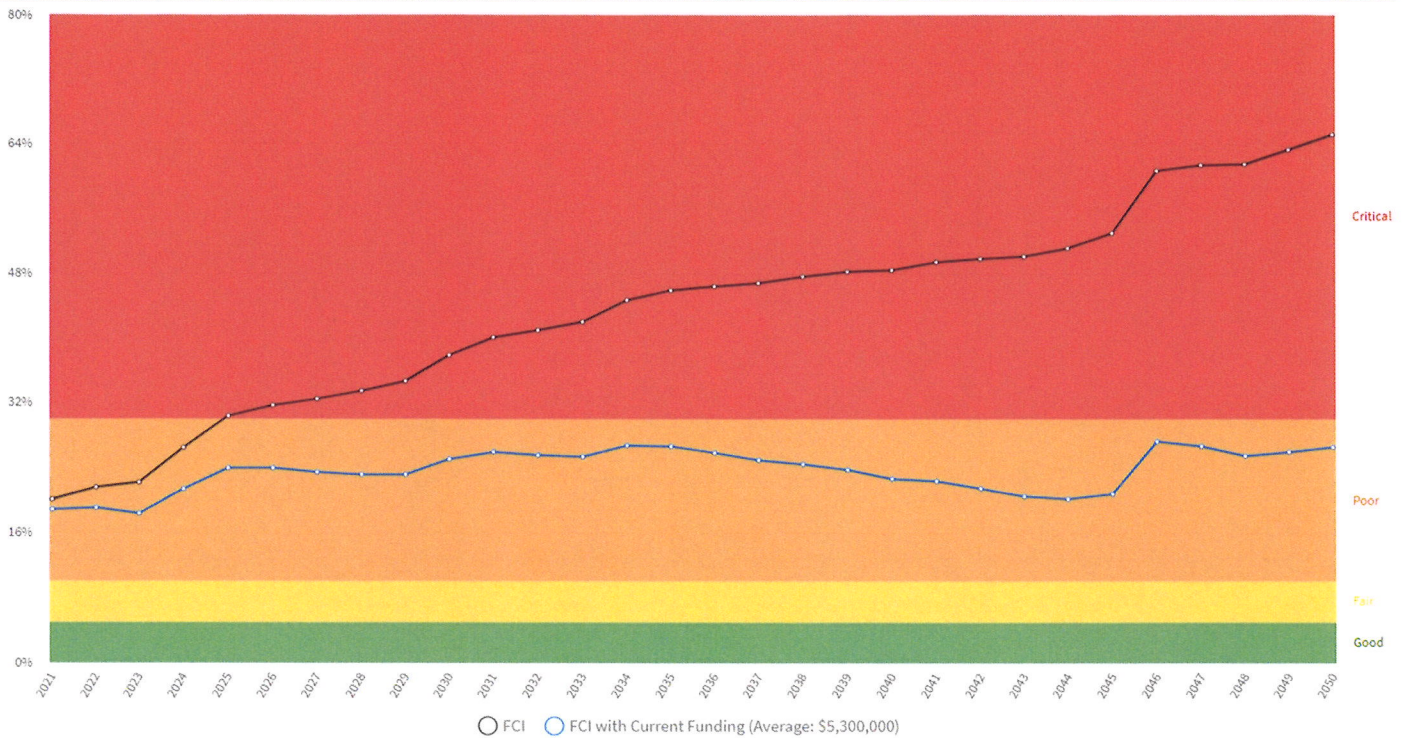


Figure 4: FCI & Backlog Funding Model for SRPSD Portfolio

Sustainability Target

Many Real Property Owners have begun using 10% as an appropriate FCI level for their portfolios, stating that it is acceptable to carry a deferred backlog of up to 10% of the replacement value of the asset.

If the deferred backlog can remain around 10%, then the assets will be continually “sustained” at an acceptable level of risk that preserves the initial capital investment and minimizes impacts to campus occupants. This Sustainability Target compared to the Unfunded Liability is shown below in Figure 5.

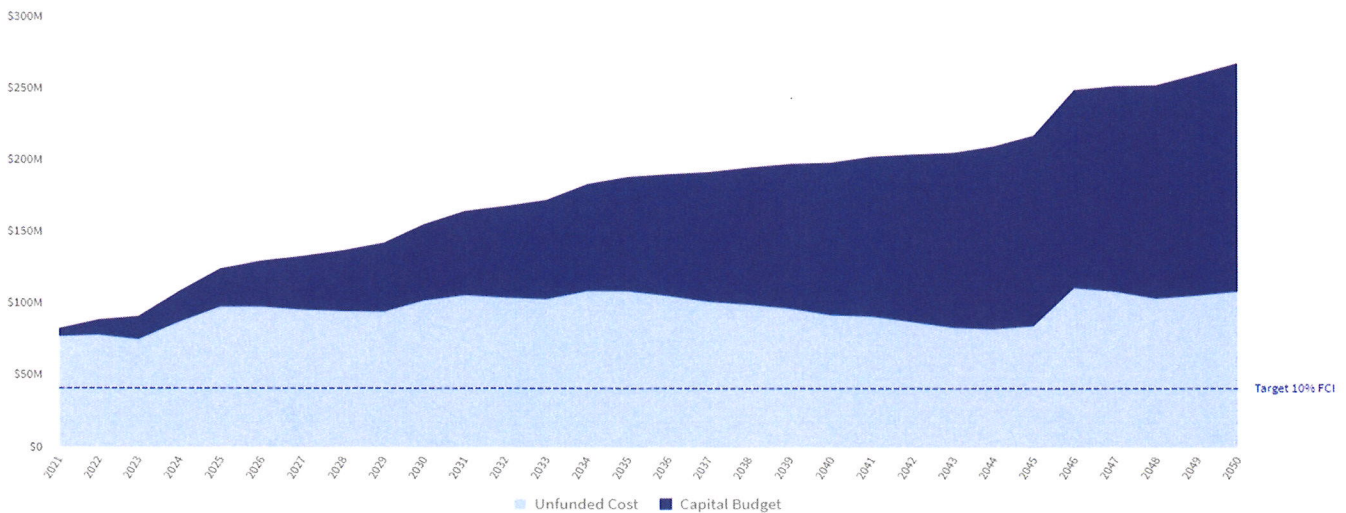


Figure 5: Unfunded Liability & Sustainability Target for SRPSD Portfolio

Accountability Report

The Sustainability Target funding levels are illustrated below in Figure 6 in what is known as the Backlog Funding Model. Based on the projected future funding level a Facilities Condition Index (FCI) is calculated. To maintain the facilities in a “Fair” state of repair (based on a 10% FCI rating), about \$7.5 million will need to be applied annually for the next 30 years.

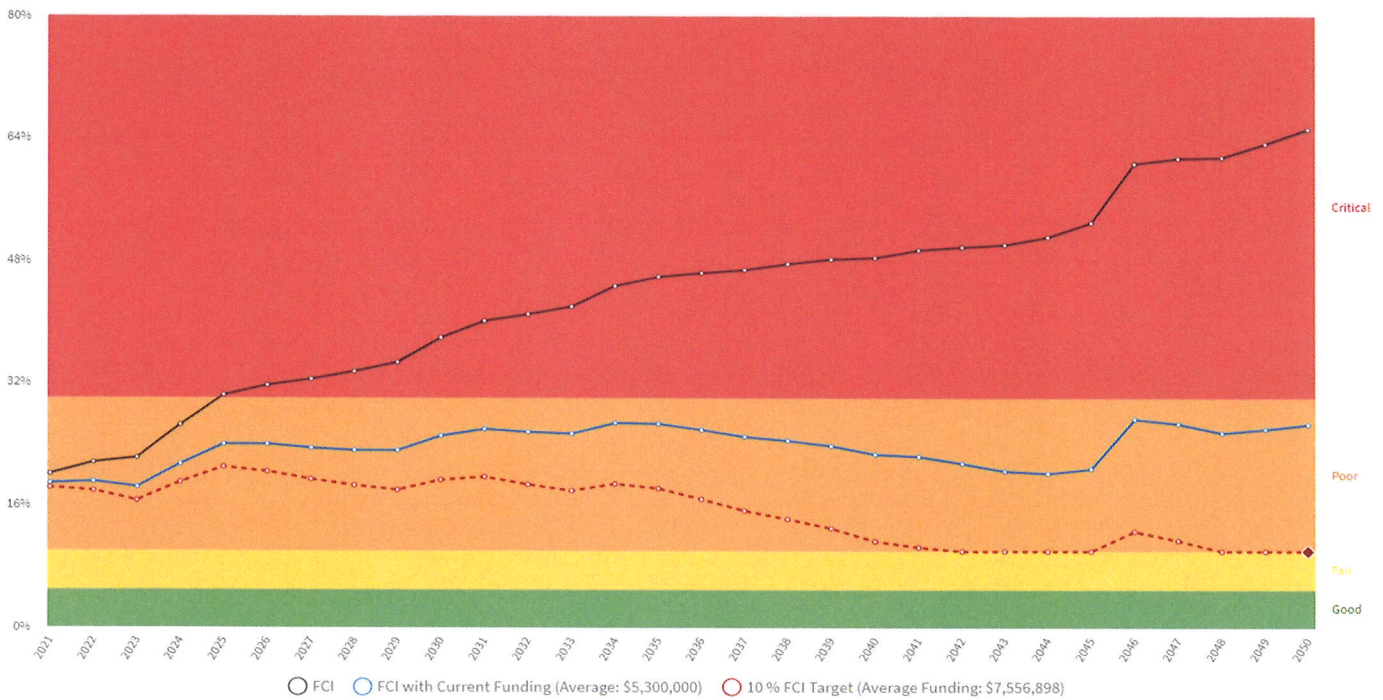


Figure 6: FCI and Funding Required to Maintain Assets

These levels of funding for capital and repair will ensure the building stock will be maintained at an acceptable level of risk, preserving the initial capital investment. If the level of facility renewal funding is reduced, the exposure to risk will increase and the probability of premium renewal expenditures will increase.

Impact Analysis of Current Funding

In addition to demonstrating the need for additional funding, we have performed an impact analysis to demonstrate the impact of the current funding level. The analysis demonstrates that the \$5.3 million in annual capital funds does make a significant impact on the portfolio FCI and unfunded liability. The impact analysis is outlined below and demonstrated in Figure 7.

With funding, the current FCI is 18.9% and the portfolio approaches critical in 2054. Without funding, the current FCI is 20.1% and the portfolio approaches critical in 2025.

Accountability Report

This demonstrates that the current funding of \$5.3 million annually extends the portfolio useful service life by 29 years, by utilizing the Critical range as our facility lifecycle benchmark (30% FCI).

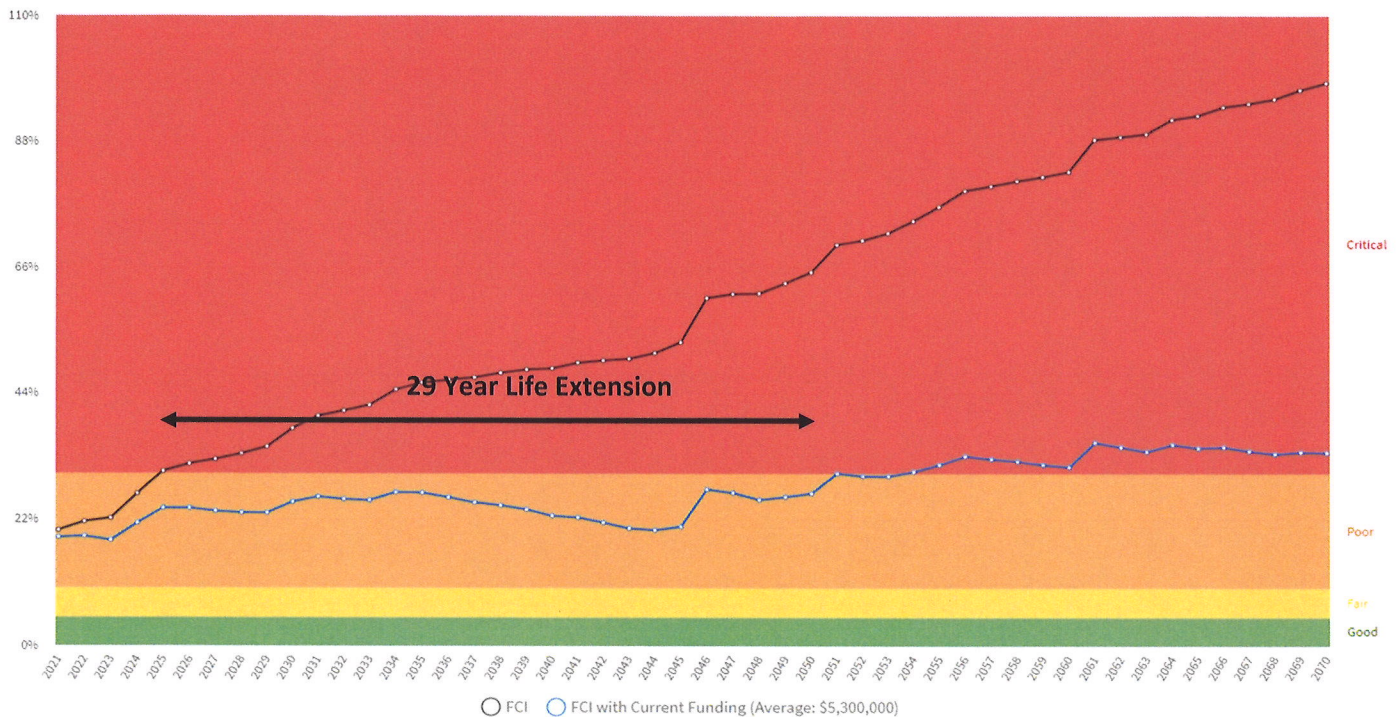


Figure 7: Impact Analysis & Useful Service Life Extension for SRPSD Portfolio

While additional funding would help to improve the FCI and sustain a 10% FCI, it is important to note that the current funding level does make a significant impact on the portfolio condition and the expected life of the facilities. If this funding level were to be reduced, it would have a clear impact on the FCI and the lifecycle of the SRPSD facilities.

F. Safety

- Active SRPSD safety program.
- COR status (Certificate of Recognition) for Maintenance Department.
- An internal audit was completed in the Maintenance Department in November 2023.
- Safe work practices and job procedures reviewed annually (October).
- Ongoing safety training for facilities staff.
- Weekly toolbox meetings – safety is always first and foremost.
- Safety Hub Video Training licenses were sent out to all high school Industrial arts programs to provide safety training videos for students. This program is used weekly by our maintenance team as well.

Division safety initiatives

- Review of asbestos management plan
 - Reviewed existing asbestos audit and upgraded maintenance plan. Undertook removal where recommended by asbestos management consultant.
 - Asbestos awareness training is provided to all maintenance and caretaking staff and supervisors.

Accountability Report

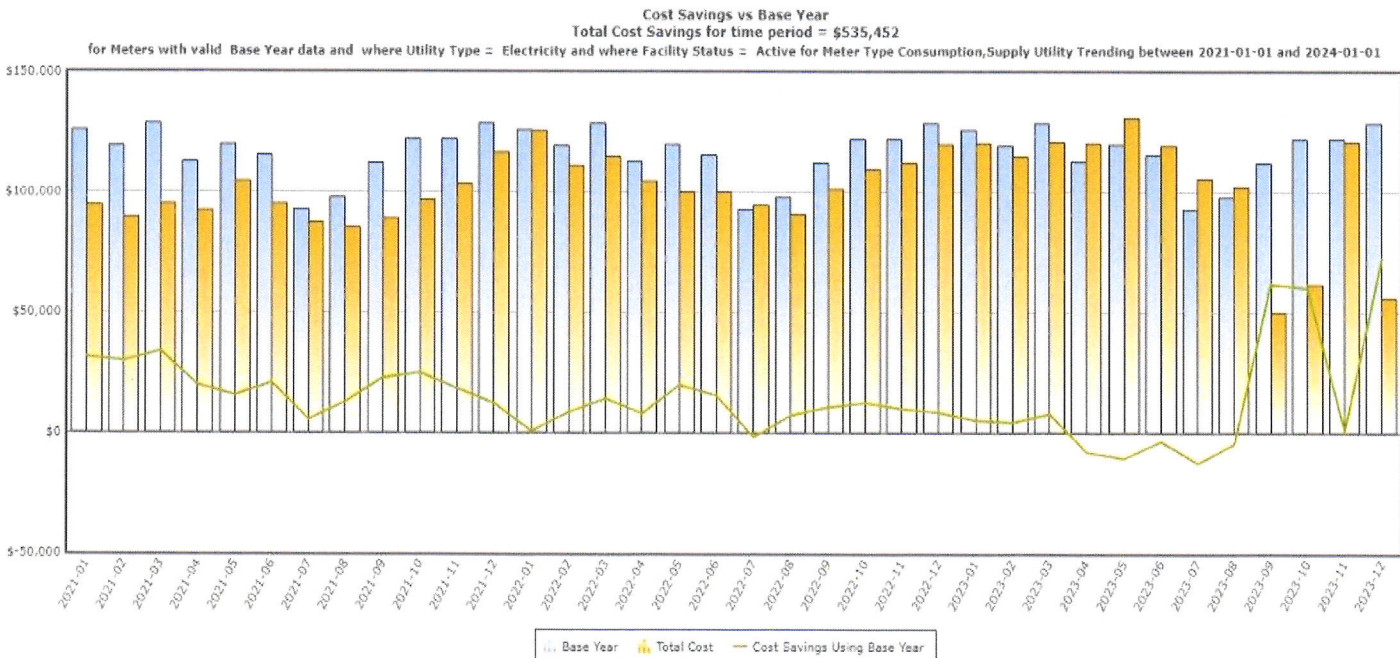
- **Occupational, Health and Safety**
 - Ensuring that all schools and support facilities have an active Occupational Health and Safety Committees and that the Co-Chairs are trained with Level I and II for compliance with the OH&S Regulations.
- **Review of the Fire Safety Guidelines for Schools**
 - Implementation of recommendations from the Fire Safety Audit and Inspections.
 - Fire officials and risk managers inspect all schools annually.

G. Professional Development

- Facility staff receive professional development in areas relating to their job – health and safety, first aid, etc.
- Mechanical maintenance staff received upgraded training on our building controls software. (Metasys)

H. Facility Department Initiatives

- In 2019 -2020 the division undertook a major LED lighting retrofit project in all facilities. We have tracked the electrical consumption over the past three years using the energy module in Asset Planner with pre project data from a baseline year 2019. The chart below shows the savings over the last three years compared to the baseline year allowing us to reduce our electrical budget accordingly. This project has proven to perform as projected and should continue to do so in years to come with the savings going back into the classrooms. The chart below shows the 2021-2023 savings.
- In addition to the cost savings on the chart below and additional 18% savings can be added to account for recent increases that were absorbed in the electrical saving for a total of \$631,833.36



In 2022-2023 Phase III and IV of the SRPSD Facilities Master Plan was completed and the complete Master Plan was presented to the Board. This document will assist the Board with facilities planning going forward.

Accountability Report

ADMINISTRATIVE IMPLICATIONS:

A. Successes

- Dedicated well-trained staff perform regularly scheduled maintenance and repair of SRPSD facilities allows for the delivery of educational programming in a clean safe and well-maintained environment.
- Consistent funding in PMR will assist in funding future projects.
- Current funding levels of PMR and the Board's commitment to maintaining its facilities have allowed us to undertake projects that will help in extending the life of the division facilities.
- Mechanical systems in many of our schools have been or are on the list for replacement.
- Addressing building envelope projects such as window replacements.
- Starting a new cycle of roof replacements.

B. Challenges

- The age of SRPSD facilities (20 to 115 years).
- Lack of funding for capital projects (i.e., W.P. Sandin Public High School).
- Reduction of PMR funding will have a negative impact on SRPSD facilities.
- The supply chain for major components i.e., rooftop units, boilers etc. has improved somewhat over the past year.
- Increases in costs for materials and supplies have had an impact on internal maintenance operations as well as tendered project pricing.

GOVERNANCE IMPLICATIONS

1. Based upon the report, it is recommended the Board maintain current direction for ensuring the facilities budget remains at the level that best serves our facilities.

MEETING DATE: March 18, 2024

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
<i>Primary Policy Reference:</i>	<u>8.8</u>	

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

BACKGROUND

RE: ADOPTION OF THE MINUTES OF THE REGULAR MEETING

- February 12, 2024 Regular Meeting Minutes

RECOMMENDATION

That the minutes of the Regular meeting of February 12, 2024 be approved as presented.

NO. #2024R-2 (MONDAY, FEBRUARY 12, 2024)

MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO. 119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, FEBRUARY 12, 2024, AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11TH STREET EAST, PRINCE ALBERT, SK

PRESENT:

MEMBERS OF THE BOARD

MRS. C. BLOOM, Trustee

MR. B. GEROW, Trustee

MR. G. GUSTAFSON, Trustee

MR. B. HOLLICK, Trustee

MR. A. LINDBERG, Trustee

MR. A. NUNN, Vice-Chair

MS. D. ROWDEN, Board Chair

MS. J. SMITH-WINDSOR, Trustee (absent)

DR. M. VICKERS, Trustee

MR. B. YEAMAN, Trustee (virtual)

SENIOR ADMINISTRATION

Mr. N. Finch, Director of Education

Mr. M. Hurd, Superintendent of Facilities

Dr. G. Tebay, Superintendent of Schools

Mr. J. Court, Superintendent of Schools

Mr. J. Pidborochynski, Chief Financial Officer

Mrs. J. Ward, Administrative Services Officer

A. Lindberg provided his verbal land acknowledgement for the school division.

Trustees were given an opportunity to declare a conflict of interest.

MOTION TO MOVE INTO CLOSED SESSION:

#24R-10

Moved by M. Vickers that the meeting move into Closed Session with Board and Administration present.

Carried.

Regular meeting resumed.

OTHERS:

M. Oleksyn, Prince Albert Daily Herald

ADOPTION OF THE AGENDA:

#24R-11

Moved by A. Lindberg that the agenda be approved as amended.

Carried.

ACCOUNTABILITY REPORTS:

(a) Transportation Accountability Report

J. Pidborochynski reviewed the Transportation Services Accountability Report that provides relevant information on pupil transportation on a semi-annual basis.

#24R-12

Moved by G. Gustafson that the Board approve the Semi-Annual Transportation Services Report as presented.

Carried.

CONSENT ITEMS:

#24R-13

Moved by A. Lindberg the following consent items be approved:

- (a) That the minutes of the Regular meeting of January 15, 2024 be approved as presented.*
- (b) That the constitution for the SCC for East Central Public School be approved with the proposed changes.*
- (c) That the Board contribute a donation of \$200.00 for scholarships to the P.A. Kiwanis Music Festival Association for the Music Festival 2024.*
- (d) That the Terms of Reference for Board Development Committee, Facilities Committee, Policy Committee, Out of Scope Committee, Saskatchewan Rivers Students for Change (SRSC), Trustee Representative on the Principal Selection Committee, and Trustee on the Vice-principals Selection Committee be approved.*
- (e) That the 2023-2024 Board Annual Work Plan be approved as revised.*

Carried.

NEW BUSINESS:

- (a) Board Committees Terms of Reference for 2023-2024 LINC/CUPE Bargaining Committees**

#24R-14

Moved by G. Gustafson that the CUPE Bargaining Committee be amended and that the indemnities for serving on Board committees be referred to the Trustee Remuneration Committee when established.

Carried.

- (b) Agenda Items for Upcoming Linkage Meetings with Local Members of Parliament**

D. Rowden reviewed the proposed agenda and consensus was to revise the agenda as noted.

- (c) SRPSD Board Legacy Committee Terms of Reference**

#24R-15

Moved by G. Gustafson that the terms of reference for the Board Legacy Committee be approved.

Carried.

- (d) Revision to Policy 11: Policy Making**

#24R-16

Moved by C. Bloom that Policy 11: Policy Making be approved as revised.

Carried.

REPORTS FROM ADMINISTRATIVE STAFF:

- (a) 2024-2025 Major and Minor Capital Projects Submission**

#24R-17

Moved by B. Hollick that the Board approve the top three 2025-2026 major capital priorities and the top two minor capital priorities to be submitted to the Ministry of Education.

Carried.

(b) Program Updates – Indigenous Languages / Global Sports Academy

A report on the Global Sports Academy, Cree and Mitchif language programs was provided for information.

KEY MESSAGES FOR SCC/PUBLIC FROM BOARD MEETING:

- SCC/SRSC Gathering – February 5, 2024.
- Global Sports/Indigenous Language Program Updates.
- New member of the Elders Council.
- Specialized Support Classroom Pilot Project.

BOARD MEMBERS' FORUM:

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

ADJOURNMENT:

#24R-18

Moved by A. Lindberg that the meeting adjourn. (4:07 p.m.)

Carried.

SIGNATURES:

Board Chair

Administrative Services Officer

Date of Approval

MEETING DATE: March 18, 2024

Type of Meeting	Agenda Items	Intent
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
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	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

FROM: N. Finch, Director of Education **ATTACHMENTS**

BACKGROUND

RE: ADMINISTRATIVE PROCEDURES CHANGES

The following Administrative Procedures has been revised and/or created. Note - the changes have been highlighted.

- AP159: Equity, Diversity and Inclusion (new)
- AP 400: Recruitment, Selection and Placement (revised)

RECOMMENDATION

For Board information.

Administrative Procedure 159

EQUITY, DIVERSITY AND INCLUSION

Background

In keeping with the spirit and intent of the *United Nations Universal Declaration of Human Rights*, the *United Nations Convention on the Rights of the Child*, the *Canadian Charter of Rights and Freedoms*, and *The Saskatchewan Human Rights Code*, Saskatchewan Rivers Public School Division (SRPSD) subscribes to the fundamental principle that all persons are equal in dignity and rights as per Policy 1: Foundation Statements. The development and implementation of procedures, practices and programs shall reflect and promote everyone's right to equal concern and respect, and provide an environment which promotes and fosters growth, harmony, and equality of opportunities for all students and staff members.

Demonstrating commitment and action toward a more equitable, diverse, and inclusive community requires reflection and active learning. As such, application of this procedure will focus on providing the education, resources, and supports so that all SRPSD staff understand equity, diversity, and inclusion and are responsible for the implementation of such within their scope of influence and authority.

Definitions

1. Diversity refers to the existence of variations of different characteristics in a group of people. These characteristics make each person unique, such as cognitive skills and personality traits, along with the things that shape identity like race, age, gender, religion, sexual orientation, and cultural background.
2. Equity is about fairness in access to education and employment and in the opportunity to succeed. Taking equity as a guiding principle means that SRPSD will respect and value the differences of our students and staff by actively identifying and removing barriers.
3. Inclusion means that SRPSD values and cultivates full and meaningful engagement of all individuals.

Procedures

1. All SRPSD staff and students share the responsibility for creating a supportive and inclusive environment and shall:
 - 1.1 Support, acknowledge and encourage diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.
 - 1.2 Foster a culture of belonging that embraces equity, diversity, and inclusion.
 - 1.3 Display respect as they seek to understand each other's perspectives by inviting and exploring various points of view.
 - 1.4 Welcome and foster positive, informed, and inclusive attitudes towards each other.
 - 1.5 Use inclusive and respectful language and approaches in all interactions.
 - 1.6 Answer the Calls to Action of the Truth and Reconciliation Commission that pertain to education.

- 1.7 Strive for communications that reflect the diversity of SRPSD and our communities and use inclusive language.
 - 1.8 Foster environments that are free of discrimination and harassment, and inclusive of all individuals.
 - 1.9 Report matters of harassment and discrimination in compliance with AP 160: Discrimination/Harassment/ Workplace Violence.
2. Saskatchewan Rivers Public School Division is responsible for:
- 2.1 Creating an organizational culture and environment that both values and benefits social and cultural diversity.
 - 2.2 Promoting procedures and practices to support equity, diversity, and inclusion.
 - 2.3 Providing opportunities and/or resources for stakeholders to develop knowledge, skills, and attitudes to deepen understanding of equity, diversity and inclusion.
 - 2.4 Encouraging staff to seek opportunities to enhance their professional growth and development of knowledge, skills, and attitudes to deepen understanding of, and support for, all staff and students regarding equity, diversity, and inclusion.
 - 2.5 Providing resources and professional development to ensure all staff understand and enact direction related to answering the Calls to Action of the Truth and Reconciliation Commission that pertain to education.
 - 2.6 Embedding anti-racist and anti-oppressive practices into the Division's educational and operational functions so that actions associated with beliefs such as racism, sexism, homophobia, transphobia, and other forms of oppression are not tolerated.

References: The Education Act, The Saskatchewan Human Rights Code, The Saskatchewan Employment Act, The Occupational Health and Safety Regulations, Criminal Code of Canada, Canadian Charter of Rights and Freedoms, Calls to Action of the Truth and Reconciliation Commission, United Nations Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, AP 153: Student and Safety, AP 160: Discrimination/Harassment/Workplace Violence, AP 214: Intensive Supports for Diverse Learner Needs, AP 300: Student Code of Conduct; AP 405: Employee Expectations and Code of Conduct

Approved: *March 18, 2024*

Administrative Procedure 400

RECRUITMENT, SELECTION AND PLACEMENT

Background

All personnel appointed to staff in Saskatchewan Rivers Public School Division are to be of exemplary character and possess competency in the skills required for their positions. It is understood that they have been hired to assist the Division in carrying out its vision, mission, and goals in accordance with beliefs and guiding principles.

Saskatchewan Rivers Public School Division is an equal opportunity employer. We are committed to creating an inclusive workplace and having a workforce representative of the diverse communities we serve. We welcome diversity and encourage applications from all qualified individuals.

The Director shall be responsible for Administrative Council employment contracts and all other contracts shall be managed by Superintendents responsible for human resources.

Procedures

1. Teaching Staff

1.1 Recruitment, Selection and Placement

- 1.1.1 The superintendents responsible for human resources are responsible for the hiring of all teachers. The recruitment, selection and appointment procedures are determined by the Superintendents responsible for human resources.
- 1.1.2 The Superintendents responsible for human resources endeavor to employ the best qualified personnel for the division. In all cases the needs of students, skills and qualifications of the teacher, and the job description are to be matched as closely as possible.
- 1.1.3 A vacancy exists when there is an opportunity for a teacher to be placed on a temporary, replacement or continuous contract.
- 1.1.4 When a vacancy occurs, a competition and/or selection process shall occur as determined by the Superintendent(s) responsible for human resources:
 - 1.1.4.1 If a vacancy occurs after the start of the school year, transfers of teachers will only be considered if it is in the best interest of students.
 - 1.1.4.2 Vacancies occurring effective June 30 will be filled through the annual staffing process.
- 1.1.5 The principal, under the supervision of their superintendent, is responsible for placing and assigning teachers to specific teaching duties in the school.
- 1.1.6 Principals are to consider all in-school reassignments first when staffing their schools. Reassignments within the school may be initiated by a teacher or the principal. Reassignment within the school is to involve discussion with and informing the teachers involved.

1.2 Division-Initiated Teacher Transfers

- 1.2.1 Consideration of reassignments of teaching duties through transfer to another school may be initiated by the Director, their superintendent or by the principal.
- 1.2.2 Upon confirmation of the transfer the teacher is to receive notice in writing.

2. In-School Administrators
 - 2.1 The Superintendent(s) responsible for human resources are responsible for determining the process that will be used for filling vacant in-school administrative positions following Board Policy 16: **Recruitment and Selection of Personnel**.
 - 2.2 All in school administrator position shall be filled by the vice-principal and principal pools created by the Superintendent(s) responsible for human resources and the hiring committee.
 - 2.3 Administrative selections shall be reported to the Board after appointments have been made and before public announcement.
 - 2.4 The Director retains the prerogative to initiate transfers of in-school administrators.
3. Non-Teaching Staff – Division-Based
 - 3.1 Superintendent(s) responsible for human resources, in consultation with the appropriate Administrative Council member, are responsible for hiring non-teaching staff – division-based.
 - 3.2 The recruitment, selection, and placement procedures are determined by the Superintendent(s) responsible for human resources.
 - 3.3 Vacant positions are to be advertised as per the CUPE 4195 agreement where applicable. If it is a non-unionized position the position will be advertised both internally and externally.
 - 3.4 Staff members are to be employed under the conditions of the applicable employment contract with the division.
4. Non-Teaching Staff – School-Based
 - 4.1 Superintendent(s) responsible for human resources, in consultation with the appropriate Administrative Council member, is responsible for hiring non-teaching staff – school-based.
 - 4.2 The recruitment, selection, and placement procedures are to be determined by the Superintendent(s) responsible for human resources in consultation with the principal and appropriate supervisor.
 - 4.3 Vacant positions are to be advertised as per the CUPE 4195 agreement where applicable. If it is a non-unionized position the position will be advertised both internally, and externally.
 - 4.4 Staff members are to be employed under the conditions of the applicable contract with the division.

Reference: Sections 85, 87, 109, 174, 175 *The Education Act, 1995*
Human Rights Code

Approved: May 12, 2014
Revised: March 18, 2024

MEETING DATE: March 18, 2024

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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input checked="" type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2</u>	

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

BACKGROUND

RE: CORRESPONDENCE

- Letter from Jeremy Cockrill, Minister of Education Regarding Proclamation of March 21, 2024 as Elimination of Racial Discrimination Day in Saskatchewan.

RECOMMENDATION

For Board information.



Government
— of —
Saskatchewan

Minister of Education

Legislative Building
Regina, Canada S4S 0B3

FEB 15 2024

Lisa Dryka, Administrative Assistant
Saskatchewan Rivers School Division
ldryka@srsd119.ca

Dear Lisa Dryka:

We thank you for your email requesting that March 21, 2024, be proclaimed as Elimination of Racial Discrimination Day in Saskatchewan. I am pleased to inform you that your request has been approved and the proclamation is attached.

The Government of Saskatchewan appreciates the efforts of school divisions seeking to eliminate racial discrimination. As a province, we will continue to promote a safe, inclusive and welcoming learning environment for all students.

I wish you a successful Elimination of Racial Discrimination Day on behalf of the Government of Saskatchewan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jeremy Cockrill', with a large, sweeping flourish at the end.

Jeremy Cockrill
Minister of Education

Attachment



GOVERNMENT OF SASKATCHEWAN

Certificate of Recognition

I, Jeremy Cockrill, Minister of Education
in the Province of Saskatchewan
in exercise of the powers conferred upon me,
do hereby designate the day of
March 21, 2024 to be:

"Elimination of Racial Discrimination Day"
in Saskatchewan

And I request the citizens of the Province of Saskatchewan to
recognize this day.

Dated at the City of Regina this 7th day of February 2024.



MINISTER

A handwritten signature in blue ink, appearing to read "Jeremy Cockrill", written over a horizontal line.

MEETING DATE: March 18, 2024

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 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
<i>Primary Policy Reference:</i>	<u>2.8</u>	
FROM:	J. Pidborochynski, Chief Financial Officer	ATTACHMENTS <input checked="" type="checkbox"/>

BACKGROUND

RE: FINANCIAL STATEMENTS – for the Second Quarter Ending February 29, 2024

The Statements of Financial Position and Operations have been prepared in accordance with the Canadian public sector accounting standards and the format specified in the Financial Reporting Manual issued by the Ministry of Education. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

The accompanying financial statements will be reviewed in detail with specific reference to the budget percentage remaining for the period. For comparative purposes 50.0% or six months remain in the fiscal year.

Details of major variances in actual to budgeted revenue are detailed as follows:

1. Complementary Services - ELIS grant of \$400K received by February 29
2. External Services – Pool costs to be billed in March, 23/24 ISSI funding received in 22/23.
3. Other – interest revenue higher than budgeted.

Details of major variances in actual to budgeted expenditure are detailed as follows:

1. Tuition Fees – tuition fee paid to DTI in December was not budgeted for.

Capital Purchases

1. Computer equip - \$260K, other equipment - \$159K, Track - \$478K, Van - \$71K

RECOMMENDATION

That the Board approve the Financial Statements for the second quarter ending February 29, 2024.

Saskatchewan Rivers School Division No. 119
Statement of Financial Position
As at February 29, 2024

	Current Year Actual	Prior Year Actual	Variance
Financial Assets			
Cash and Cash Equivalents	19,089,479	24,859,243	(5,769,764)
Other Receivables	230,169	850,557	(620,388)
Portfolio Investments	5,000,000	4,000,000	1,000,000
Total Financial Assets	24,319,648	29,709,800	(5,390,152)
Liabilities			
Accounts Payable and Accrued Liabilities	7,140,580	4,474,976	2,665,604
Liability for Employee Future Benefits	3,216,100	3,216,100	-
Deferred Revenue	98,504	2,068,681	(1,970,177)
Total Liabilities	10,455,184	9,759,757	695,427
Net Financial Assets	13,864,464	19,950,043	(6,085,579)
Non-Financial Assets			
Tangible Capital Assets	53,655,505	55,100,120	(1,444,615)
Inventory of Supplies for Consumption	191,113	191,113	-
Prepaid Expenses	124,941	823,729	(698,788)
Total Non-Financial Assets	53,971,559	56,114,962	(2,143,403)
Net Assets	67,836,023	76,065,005	(1,970,177)
Accumulated Surplus			
Accumulated Surplus - Beginning of the Year	76,065,005	78,157,607	(2,092,602)
(Loss) earnings from Operations	(8,228,982)	(2,092,602)	(6,136,380)
Accumulated Surplus	67,836,023	76,065,005	(8,228,982)

Saskatchewan Rivers School Division No. 119
Statement of Operations and Accumulated Surplus
For the Period from September 1, 2023 to February 29, 2024

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
REVENUE						
Property Taxation	-	-	-	#DIV/0!	-	-
Grants	49,501,286	100,118,213	50,616,927	50.56%	99,425,413	(49,924,127)
Tuition and Related Fees	1,110,245	2,647,888	1,537,643	58.07%	2,611,949	(1,501,704)
School Generated Funds	1,599,643	2,280,000	680,357	29.84%	2,884,827	(1,285,184)
Complementary Services	1,223,614	2,047,228	823,614	40.23%	2,041,824	(818,210)
External Services	1,016,962	2,501,290	1,484,328	59.34%	3,025,024	(2,008,062)
Other	1,086,568	1,819,738	733,170	40.29%	3,881,832	(2,795,264)
Total Revenue	55,538,318	111,414,357	55,876,039		113,870,869	(58,332,551)
EXPENSES						
Governance	283,749	530,639	246,890	46.53%	524,412	(240,663)
Administration	1,970,760	3,595,946	1,625,186	45.19%	3,597,332	(1,626,572)
Instruction	46,038,874	80,592,661	34,553,787	42.87%	79,768,128	(33,729,254)
Plant	7,901,756	16,717,252	8,815,496	52.73%	16,652,345	(8,750,589)
Transportation	4,045,816	7,414,238	3,368,422	45.43%	7,592,802	(3,546,986)
Tuition and Related Fees	115,408	69,072	(46,336)	-67.08%	121,592	(6,184)
School Generated Funds	1,040,493	2,295,000	1,254,507	54.66%	2,809,421	(1,768,928)
Complementary Services	888,188	2,213,911	1,325,723	59.88%	2,035,582	(1,147,394)
External Services	1,482,256	2,585,236	1,102,980	42.66%	2,861,596	(1,379,340)
Other Expenses	-	500	500	100.00%	261	(261)
Total Expenses	63,767,300	116,014,455	52,247,155		115,963,471	(52,196,171)
(Deficit) surplus for the Period	(8,228,982)	(4,600,098)	(3,628,884)		(2,092,602)	(6,136,380)
Accumulated Surplus, Beginning of Year	76,065,005	76,065,005			78,157,607	(2,092,602)
Accumulated Surplus, End of Period	67,836,023	71,464,907			76,065,005	(8,228,982)
Tangible Capital Assets						
Tangible Capital Assets - Beginning of Year	55,100,120	55,100,120	-	0.00%	58,314,979	
Tangible Capital Asset Purchases	967,885	1,209,866	241,981	20.00%	(1,703,477)	
Amortization	(2,412,500)	(4,825,000)	(2,412,500)	50.00%	(1,511,382)	
Tangible Capital Assets - End of Period	53,655,505	51,484,986	(2,170,519)		55,100,120	

MEETING DATE: March 18, 2024

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"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: <u>SRSC Report</u>	<input type="checkbox"/> Consent Item

FROM: C. Lysyk, Student Board Representative **ATTACHMENTS** []

BACKGROUND

RE: SRSC Report

Background:

The SRSC Executive attended the SCC Community Engagement Meeting on February 5, 2024 and had an executive meeting on February 26, 2024.

Highlights of SCC Community Engagement Meeting:

Our executive attended the SCC Community Engagement Meeting and concluded that it was valuable to be there, we got to express different student perspectives, provided feedback on policy, budget, and strategic plans, and listened to voices at the bigger table. The afternoon portion of the day, which focused on active discussion at table groups, was particularly interesting to the executive. The executive mutually agreed that it would be beneficial for the SRSC to be there next year. It was a pleasure to attend!

February 26 Meeting Plan:

Our SRSC Executive met virtually to plan our large group meeting for March 26. We are going to start our day with another series of team building exercises led by our president Abi.

We plan to continue our workshop focusing on adults as allies, as Mrs. Bibby's presentation in November surrounding adultism was very engaging. We hope to create an adult as allies plan and bring it back to our schools' SLCs.

A portion of our day will also focus on career planning. We will establish a career "road map" and discuss what we wish to see for 7-12 career guidance. Our final part of the day will discuss welcoming spaces. We will discuss how we can establish welcoming spaces in various circumstances. The end of our executive meeting focused on what to post on our social media pages. We will be asking our followers career guiding and welcoming space questions and provide information on adults as allies.

Board Directed Topics (Trustees to request topic of interest from the Board for the SRSC to consider:

- Executive Planning, does the board want any feedback from the group?

RECOMMENDATION

That the Board consider the information in this report and take appropriate action as needed.

MEETING DATE: March 18, 2024

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
<i>Primary Policy Reference:</i>	<u>9</u>	

FROM: D. Rowden, Board Chair

ATTACHMENTS []

BACKGROUND

RE: BOARD REPRESENTATIVE ON THE CUPE BARGAINING COMMITTEE

J. Smith-Windsor has stepped down from appointment as the Board representative on the CUPE Bargaining Committee, effective immediately. The recommendation would be not fill this position until the next Organizational meeting in November 2024 after the school board elections.

If any Memorandums/Letters of Understanding come forward, the Director of Education or the Superintendent of Human Resources will share the information with the Board of Education.

RECOMMENDATION

That the CUPE Bargaining Committee Board representative remain vacant until the next Organizational meeting in the fall of 2024.

MEETING DATE: March 18, 2024

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"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input checked="" type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item

Primary Policy Reference: 2.6, 13.8

FROM: N. Finch, Director of Education **ATTACHMENTS**

BACKGROUND

RE: REVISION TO THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION STRATEGIC PLAN 2024-2030

Attached is the SRPSD Strategic Plan for 2024-2030 for review and final Board approval. The proposed changes are noted in **green** and will be reviewed at the Board table.

RECOMMENDATION

That the Saskatchewan Rivers Public School Division Strategic Plan for 2024-2030 be approved.

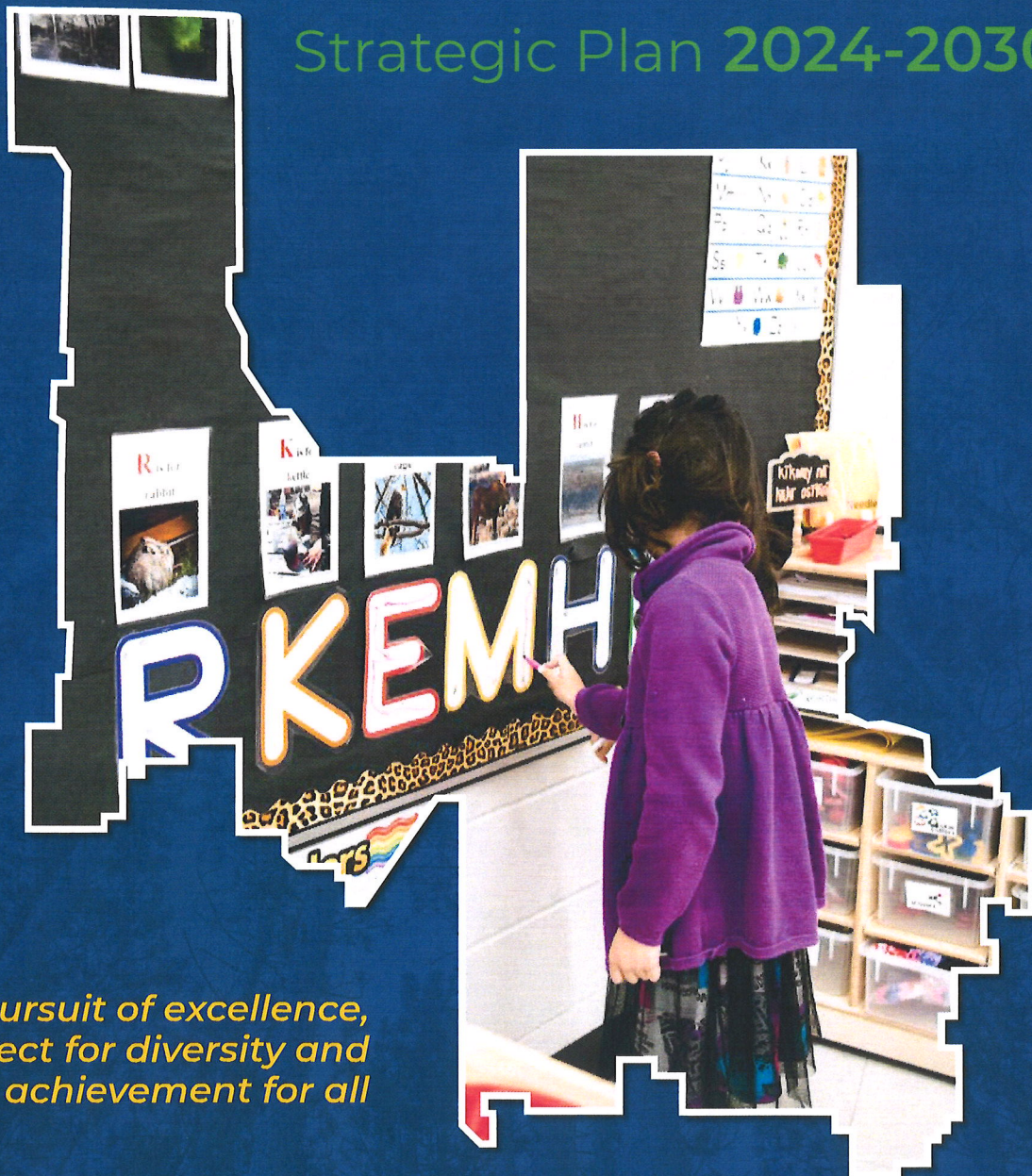


Saskatchewan Rivers Public School Division

Excellence for Every Learner



Strategic Plan 2024-2030



*Pursuit of excellence,
respect for diversity and
achievement for all*

OUR CORE VALUES

Educational Excellence

Human Diversity

Community Engagement

Responsible Governance

Effective Infrastructure and Facilities



OUR PRIORITIES

LEARNING AND INNOVATION

Students experience joyful learning that fulfills current needs and provides a foundation for future success.

MENTAL HEALTH AND WELL-BEING

Students are supported to sustain and strengthen their resiliency and mental wellness.



GOVERNANCE AND LEADERSHIP

Leaders are open, approachable, accountable, and responsibly serve the needs of students, staff, and the community.

INCLUSION AND CULTURAL RESPONSIVENESS

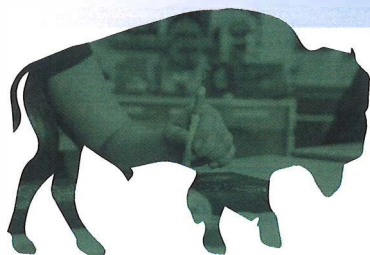
Students are affirmed and diversity is supported and celebrated.

CITIZENSHIP AND RELATIONSHIPS

Students demonstrate active citizenship and are supported by engaged families and effective partnerships.

FOCUS AREAS IN EACH PRIORITY

LEARNING AND INNOVATION



- Communication, critical thinking and problem solving
- Individualized learning in literacy and math
- Engagement in Early Learning
- Exemplary instruction, assessment and feedback practices
- Experiential Play Based Learning
- Technology and innovation
- Innovative learning approaches and multiple pathways to graduation

MENTAL HEALTH AND WELL-BEING



- Culturally relevant and effective mental health supports
- Connections that foster engagement and belonging
- Physical activity and wellness

INCLUSION AND CULTURAL RESPONSIVENESS



- First Nations and Métis student success
- Truth and Reconciliation Commission's Calls to Action
- Land based learning focus
- Anti-racist and anti-oppressive practices
- Partnerships with First Nations communities and leaders
- Inclusive learning practices
- Acknowledge and encourage Equity, Diversity and Inclusion for all individuals and groups (ie. LGBTQ2S+ and newcomers to Canada)

FOCUS AREAS IN EACH PRIORITY

CITIZENSHIP AND RELATIONSHIPS



- Engagement and Relationships – families, SCCs and communities
- Volunteerism
- Partnerships and connections to global opportunities
- Financial literacy
- Community education
- Student voice

GOVERNANCE AND LEADERSHIP



- Communication, accountability, and transparency
- Fiscal responsibility
- Stewardship of resources, technology, and infrastructure

STRATEGIC PLAN METRICS

To monitor progress and growth in our focus areas, measurement tools utilized will align with the following criteria:

- Focus on student achievement
- Focus on common supports
- Focus on quality over quantity
- Evolve to be responsive to divisional needs



*Saskatchewan Rivers Public School Division
strives for excellence in education and seeks to
maximize each child's unique learning ability.*



*Saskatchewan Rivers
Public School Division*

Excellence for Every Learner

545 - 11th Street East
Prince Albert, SK S6V 1B1
Phone: 306-764-1571

www.srsd119.ca

MEETING DATE: March 18, 2024

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 checked="" type="checkbox"/> Reports from Administrative Staff	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>1.4.4; 2.2.6; 13.8.5</u>	

FROM: N. Finch, Director of Education **ATTACHMENTS**

BACKGROUND

RE: ENTERPRISE RISK MANAGEMENT UPDATE

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, 2022 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 staff and the Board grow in their experience in monitoring, responding to and reporting risks in a systemic way. The attached documents are provided so that the Board can fulfill their duty to provide ERM oversight.

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 Administrative Procedures and processes. Note – parts of the framework are included for reference.

2. The SRPSD Risk Register

A summary of the top 22 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. In 2024, the 22 system-level risk areas will be reduced, this is the result of some areas being at a rating of a 4 or lower for 2 consecutive years. There will be an annual review on the risk areas that have been removed to determine if they have become a system-level risk again.

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.

SRPSD ENTERPRISE RISK MANAGEMENT FRAMEWORK

ENTERPRISE RISK MANAGEMENT FRAMEWORK

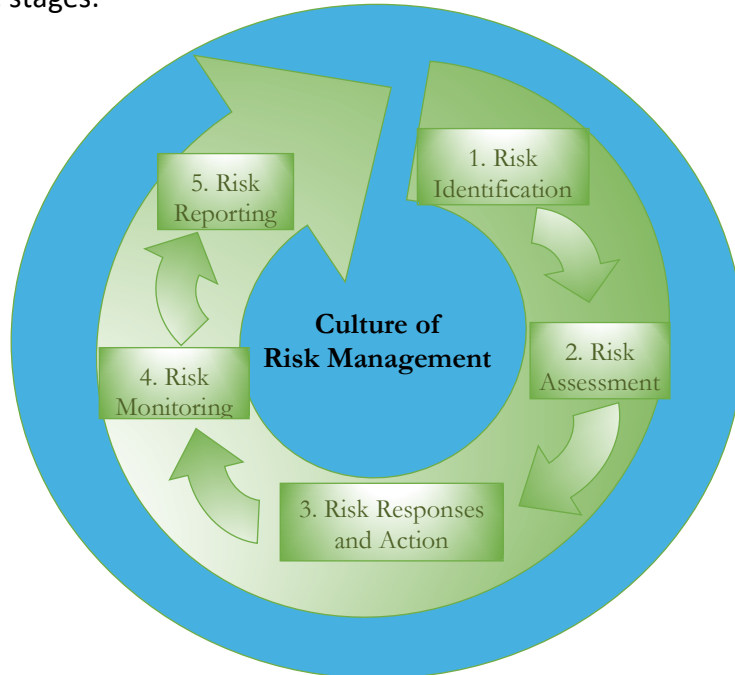
This framework is supplementary to the Enterprise Risk Management (ERM) Administrative Procedure, and attempts to:

- 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. The process involves identification of key risks on a functional or strategic basis which are then integrated to derive key enterprise-wide risks.

On an annual basis SRPSD discusses and modifies, as necessary, the top risks SRPSD faces at the system/organizational level. The top risks are enterprise level risks that may prevent or restrict the division

from achieving its Strategic Plan goals. To help with the risk identification process, risks are may be categorized into various operational areas.

When identifying risks, SRPSD shall consider:

- Current and future expected risks.
- Risks associated with recent internal changes in the business.
- Risks associated with external change in the business or political environment.
- The root causes for the risks (i.e., the source of the risk: why, how, and where the risks originate, either outside the organization or within its processes or activities) in order to achieve a more rigorous risk assessment and to better position SRPSD to manage the risks.

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

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.

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. For each identified risk, Admin Council should establish an appropriate “response option” in order to optimize risk management. Four possible response options are identified below.

- **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).

The diagrams below depict the Risk Evaluation Matrix and “response options” to residual risk ratings. SRPSD's Senior Management will consider matrix results in determining key risks and will use other knowledge or “reality checks” prior to finalization.

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.

The Risk Register

All top enterprise-wide risks identified and assessed will be listed and described in a risk register. With the risk register, SRPSD will also identify the lead person (Risk Owner) accountable for managing that risk as well as key risk mitigation processes or controls that are in place to address the top enterprise-wide risks. This will take the form of a succinct description of what is actually being done to manage the risk, and should only include key controls that comprise actions and processes which are demonstrably managed and clearly relate to the risk in question.

Business Planning Process Integration

SRPSD will ensure that the top enterprise-wide risks, and corresponding action plans, mitigating processes and controls, as documented in the risk registry are formally discussed and considered during the development of SRPSD's strategic, business and operational plans.

4 RISK MONITORING

ERM requires periodic monitoring and updating of SRPSD's risk profile to identify and react to changes in key risks affecting the organization on a timely basis. Such a monitoring process also helps ensure that risks are being analyzed to identify patterns and accumulations of risk, and help ensure that enterprise-wide responses are effectively planned and implemented where necessary.

SRPSD will engage in a high-level review of the risk register once per year (approximately six months after the last annual risk assessment) 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

Internal and external ERM reporting minimum requirements are as follows:

Internal 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:**

At least once per year, SRPSD will engage in high-level reviews of the risk register. 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 a likelihood criteria; and
- Significant changes in existing key risks or mitigations processes.

External Reporting

Any discussions of risk that occur within externally facing reports, such as the Annual Report or Strategic Plan, should be consistent with the annual risk assessment results. That is, the identification of risks for external disclosure purposes should not be a completely separate process from the regular risk management process with different key risks being identified in external.

SRPSD RISK REGISTER AS OF JANUARY 1, 2024 - Column N color coded according to Risk Rating Legend

Green is an improvement

Risk #	Risk Name	Risk Statement	Risk Consequences	Strategic Objectives	Risk Owner	Controls & Mitigation Actions	2024 Residual Risk Score	Risk Appetite Exceeded?	2023 Risk Score	Variance from previous year
3	Enrolment	Declining enrolment.	<ul style="list-style-type: none"> Decrease in funding Decreased programing and learning paths Staff reductions Inability to meet strategic initiatives Adverse impact on reputation 	<ul style="list-style-type: none"> Learning & Innovation Inclusion & Cultural Responsiveness 	Garette Tebay	<ul style="list-style-type: none"> 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 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. 	11.6	Yes	12.3	0.7
2	Student Needs & Support	The Division is unable to meet the needs of vulnerable and students with intensive needs.	<ul style="list-style-type: none"> Negative outcomes for intensive and vulnerable students Adverse impact on student success Decreased enrolment and retention Inability to meet strategic initiatives Adverse impact on reputation 	<ul style="list-style-type: none"> Mental Health & Wellbeing Learning & Innovation Citizenship & Relationships Inclusion & Cultural Responsiveness 	Tom Michaud	<ul style="list-style-type: none"> Actualization of SRPSD Inclusive Education Model High school programming - functional integrated programming Early needs-based interventions that provide supports for students as young as 3 years of age. Policies are in place to respond to students with intensive needs. Specialized learning centres for students with intensive needs. Inclusive Education Coaches in each school. Fully engaged in Response To Intervention (RTI) which is aligned with the province's needs-based model for inclusive education. Referencing and social regulation supports provide specialized programming for students with regulation challenges. Resources allocated to assistive technology to provide help with needs in classrooms. Strong team of coaches, consultants and SLPs working in collaboration with contracted OTs and external psychologists. Multisensory room equipped at most schools as part of the commitment to inclusion. Specific funding provided to all schools for vulnerable students. Accessible transportation priority focus. Mechanisms in place to hear what students want and need (surveys, SRSC student council). 	11.4	Yes	13.5	2.1

1	Mental Health & Wellness	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.	<ul style="list-style-type: none"> • Harm to students or staff • Adverse impact on student success • Adverse impact on staff engagement • Adverse impact on reputation • Legal consequences and liability • Financial loss 	<ul style="list-style-type: none"> • Mental Health & Wellbeing • Inclusion & Cultural Responsiveness 	Tom Michaud	<ul style="list-style-type: none"> • Employee Assistance Programs (EAP) in place. • Guidance and resources provided by the Centre for Trauma Informed Practice in working with teachers, principals and staff to help with preventing threats. • Trauma response teams in place to go to school communities and guide response to incidents. • Mental health literacy training provides benefits to staff and students. • ASIST (Acquired Suicide Intervention Skills Training) for teachers and other staff provides training to recognize threats and methodology for how to address the issue. • Ample paid leave available to support mental health wellness. • Administration procedure that outlines commitment to student & staff safety. • Accessing provincial mental health grant made available to school divisions which are used to fund training and supports. • Social workers and mentors are assigned to schools to support student mental health and wellness. • Team of coaches and consultants focussing on capacity-building supports for classroom-based strategies, particularly around trauma-informed teaching. • Mental Health Framework in place • Some high schools have counselors that will help with mental health supports. • Partnership with health authority provides education supports as well as providing outreach at some schools in PA. • Availability of Elders and Knowledge Keepers to engage students. They assist and participate in boy's and girl's group activities. • Involved in local community hub. Program in place for collaborative community intervention to help with intervention and families in crisis. • Provincial Mental Health Capacity Building in Schools pilot project expansion implemented at PACI 	9.6	Yes	14	4.4
4	Infrastructure	Aging or insufficient infrastructure that does not meet current or future needs of the Division.	<ul style="list-style-type: none"> • Adverse impact on student success • Inequitable opportunities • Decreased enrolment and retention • Harm to staff, students, or the public • Interruption to operations • Financial loss • Loss of stakeholder confidence • Legal consequences and liability 	<ul style="list-style-type: none"> • Mental Health & Wellbeing • Learning & Innovation • Inclusion & Cultural Responsiveness • Governance & Leadership 	Mike Hurd	<ul style="list-style-type: none"> • Asset planner software provides info on facilities including major building elements and when maintenance is required. • Facility committee as part of the Board which reviews facilities portfolio and planning. • Procedures and processes around maintenance and caretaking staff. • Service requests are utilized to facilitate maintenance through a centralized maintenance and upgrades department. • Work and planning is a cooperative process between schools and maintenance if funds raised for things like playgrounds etc. • Annual review of school with administrator to identify priority capital wishlist. What does the school need as well as required maintenance - this is built into the budget. • Accountability report on capital planning and facilities & maintenance. • Processes for major donors to provide funds for certain things. -Review three year Preventative Maintenance Renewal Plan at least annually. - Develop and implement minor/major capital plan 	9.3	Yes	8.7	0.6

5	IT Security	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"> Disruption to learning and operations Financial loss Legal consequences and liability Adverse impact on student success Inability to meet strategic initiatives Adverse impact on reputation 	<ul style="list-style-type: none"> Governance & Leadership 	Jerrold Pidborochy nski	<ul style="list-style-type: none"> AP 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. Security patches run and applied regularly. A SRNET review/testing over our IT Security is planned for early 2023 Implementation of Multi-factor authentication requirements planned for summer of 2023 Provincial agreement for Cnet and Microsoft provided current versions and patches. Consultants help staff and students with appropriate needs while providing security. 	7.9	Yes	5.6	2.3
11	Technology	Technology does not meet current or future needs of the Division.	<ul style="list-style-type: none"> Adverse impact on student success Disruption to learning and operations Insufficient support for intensive and vulnerable students Inability to deliver 	<ul style="list-style-type: none"> Learning & Innovation Inclusion & Cultural Responsiveness Governance & Leadership 	Jerrold Pidborochy nski	<ul style="list-style-type: none"> Provincial agreement for Cnet and Microsoft provided current versions and patches. Ongoing hardware refresh including servers, desktops and laptops on an annual basis. Additional funding will provide top up, evergreening program in place. Smartboards in classrooms that remain up to date. New technology purchases utilize a cost benefit analysis. Tech directions committee that meet regularly to project trends etc. Assistive technology - consultants are in touch with professional organizations and suppliers - mobility, support, technology. 	7.4	No	6.5	0.9
7	Division Expectations and Staff Engagement	Decreased staff engagement due to challenging work conditions and insufficient resources	<ul style="list-style-type: none"> Decreased staff engagement Staff burnout Adverse impact on student success Insufficient support for intensive and vulnerable students Inability to meet strategic initiatives Adverse impact on reputation 	<ul style="list-style-type: none"> Mental Health & Wellbeing Governance & Leadership 	Cory Trann	<ul style="list-style-type: none"> Communication is open and questions and comments are encouraged. Administration procedure is in place to deal with complaints and feedback. Employee satisfaction survey helps to understand staff sentiment. Commitments are provided to follow up and through and report back on survey and plans going forward. Affirmation provided to teachers and support staff. Remind them that they doing great things for kids and why they do what they do. An accountability report is provided annually to the Board. Additional reporting around engagement and grievances are provided. At the beginning of the year, additional staff is provided to help with administrative workload. Annually a majority of employees fill out individual surveys to confirm with their employer that they are satisfied or hoping for a change to help them continue to be challenged, engaged and satisfied. 	7.3	No	8.6	1.3
6	Financial Sustainability	The Division's financial resources, including reserves, are insufficient to sustain current and future operations.	<ul style="list-style-type: none"> Adverse impact on reserves Adverse impact on cashflow Insufficient support for intensive and vulnerable students Decreased programing and learning paths Staff reductions 	<ul style="list-style-type: none"> Mental Health & Wellbeing Learning & Innovation Citizenship & Relationships Inclusion & Cultural Responsiveness Governance & Leadership 	Jerrold Pidborochy nski	<ul style="list-style-type: none"> Strong budgeting process in place with follow-through during the year. There is an estimate of funding in march which allows for timely reactions. 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. Financial audit and internal audits completed for schools. Financial reporting to the Board via quarterly Board report. Maintain connections with ministry staff to understand what is 'coming down the pipe'. Live budget vs. actual provided via the Atrieve system. 	6.7	No	10.5	3.8

14	Government Priorities	The Division is unable to adapt to or manage changing government priorities.	<ul style="list-style-type: none"> Decrease in funding Decreased programing and learning paths Staff reductions Decreased enrolment and retention Inability to meet strategic initiatives Adverse impact on 	<ul style="list-style-type: none"> Governance & Leadership 	Neil Finch	<ul style="list-style-type: none"> Regular connection with different Ministry Regular participation in planning and discussion around finance, education etc. Regular contact with Deputy Minister, Assistant Deputy Minister to get feedback and provide input. Budgeting process allocates funding to priority areas. 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. Board meets with MLA's and MP's typically on an annual basis. 	6.0	No	2.7	3.3
8	Student Learning & Engagement	Inconsistent educational delivery or lack of enriched student learning.	<ul style="list-style-type: none"> Adverse impact on student success Decreased enrolment and retention Decreased funding Inability to meet strategic initiatives Adverse impact on reputation 	<ul style="list-style-type: none"> Mental Health & Wellbeing Learning & Innovation Citizenship & Relationships Inclusion & Cultural Responsiveness 	Jen Hingley	<ul style="list-style-type: none"> Coaching program for staff, particularly new hires. Strong, evidence-based professional development system, helps keep students engaged. Individual tailored programming for students, regardless of need. Structured teacher learning communities, with a focus on learning opportunities and goals for schools or communities. Structured leadership learning communities. Models of instruction developed Literacy, Experiential Play Based Learning, Math, High School. New teacher onboarding program allows new hires to join the community with an understanding of expectations. Superintendents connect with principals which helps with consistent messaging. Meetings are ad hoc as well as scheduled, formal, learning blocks. Procedures in place around teacher supervision and strong growth plans are in place. Prescriptive assessment plan and tools provide for assessments including timing and methodology. Student information system in place that collects student data and provides analysis to aide in creating individual learning plans. Professional learning days are provided with a focus on alignment to the individual school and ministry. Ongoing learning is included in teacher's agreement and LINC (Local Implementation and Negotiation Committee) agreement. Inclusive learning helps to provide an enabling environment for students with intensive needs. 	5.8	No	11.6	5.8
9	Business Disruption	Operations are disrupted by natural or human-caused events such as pandemics, severe weather, etc.	<ul style="list-style-type: none"> Harm to students, staff, or public Adverse impact on reputation Legal consequences and liability Financial loss Adverse impact on student success Insufficient support for intensive and vulnerable students Inability to meet strategic initiatives 	<ul style="list-style-type: none"> Mental Health & Wellbeing Learning & Innovation Governance & Leadership 	Jerrold Pidborochy nski	<ul style="list-style-type: none"> Business continuity plan in place to provide structures and responses. Emergency response plan in place. Disaster recovery plan in place. Fire and lockdown drills are conducted periodically. Strong connection to emergency response personnel (fire, police, public safety, utilities) in the community. Sit on local emergency response team. School messenger, EDSBY or MSS can be utilized to communicate. Preventative maintenance and safety protocols are in place. Strong safety-focused culture (Safety program, OHS Committee, etc.) Insurance in place for assets and liabilities, and business interruption. Transportation procedures in place that help guide decisions around transportation in cold weather etc. 	5.2	No	5.5	0.3

10	Diversity & Inclusion	The Division is or is perceived to be racist or discriminatory.	<ul style="list-style-type: none"> · Adverse impact on reputation · Adverse impact on student success · Decreased enrolment and retention · Inability to meet strategic initiatives 	<ul style="list-style-type: none"> · Mental Health & Wellbeing · Learning & Innovation · Citizenship & Relationships · Inclusion & Cultural Responsiveness · Governance & Leadership 	Tom Michaud	<ul style="list-style-type: none"> · Strategic plan in place with priority placed on diversity and inclusion. · Relationships with First Nations and Metis organizations to provide insight into systems. · Relationship with Elders Advisory Council. · Elders in schools to provide consultation and support. · Settlement workers in schools that help new immigrants and refugees to find support and connection in communities. · Multicultural community in PA. · GayStraight alliances in schools to provide support. · SRPSD Gender, Sexual Diversity Leadership Team · Team of Coaches with focus on equity, diversity and inclusion. · Professional development on anti-racism and anti-oppression. · Schools involved in provincial initiatives (e.g. Following their voices). · Positive partnership with Saskatchewan Native Teachers Association. Teacher candidates are placed in schools and there is a strong representative teacher group, close to 30% of teachers. · Indigenous perspectives team consists of consultants and coaches that provide professional development, build partnerships, provide insight and help bring indigenous culture & staff into teaching. · Actively involved in the 'Leading to Learn' initiative. This involves training school-based administrators in leading schools in an indigenous environment. · Invitational shared services initiatives partners with tribal councils to share student achievement. · Alternative logos allows the division to visibly communicate and share commitment to diversity. · Teacher resource centre staff is working on getting rid of resources that might be offensive and making recommendations for teacher librarians to acquire or remove resources. 	5.0	No	6.3	1.3
12	Safety	A safety incident causing harm to students, staff, or the public.	<ul style="list-style-type: none"> · Harm to students, staff, or public · Adverse impact on reputation · Legal consequences and liability · Financial loss · Disruption to operations 	<ul style="list-style-type: none"> · Mental Health & Wellbeing · Inclusion & Cultural Responsiveness · Governance & Leadership 	senior admin - Tom/Neil	<ul style="list-style-type: none"> · Safety Program in place. · Transportation guidelines for transportation drivers and students. · Commitment around staff and student safety (e.g. concussion, high risk activities, etc.). · Active OHS committees. · Facilities department is CORE certified and full safety program for the work that they do. · Regular communication to schools and committees around safety · Cameras in schools. All schools are locked and some front doors are locked too. Minimal doors are left open during the day; instead they are locked and require use of a doorbell. Cameras are in place in division-owned buses. · New hires require police check and vulnerable sector scan. · Safety plans for students that require such plans. · CPR and first aid training for certain staff. · Non-violent crisis intervention training. · Safety in sport - concussion training required for certain teachers. · Violent Threat Risk Assessment provides training for identifying incidents that are concerning, clear protocols to follow when needed, training and procedures. · LAFOIP guidelines - personal and emotional safety. · Custody order guidelines and a system in place to flag these. · Supervision scheduled for students during breaks. · AEDs on all sites and certified staff. Instructions are provided by local paramedics regarding overview and use. · AP and Emergency Response Plan include protocols for responding to child abuse / endangerments etc. 	4.6	No	5	0.4

13	Governance	The Board's and/or student representatives' influence, decisions or oversight is not in the best interest of the Division.	<ul style="list-style-type: none"> · Inability to meet strategic initiatives · Adverse impact on reputation · Insufficient support for intensive and vulnerable students · Adverse impact on student success · Adverse impact on enrolment or student retention · Adverse impact on staff engagement 	· Governance & Leadership	Board Chair	<ul style="list-style-type: none"> · Board development committee utilizes a skills matrix for effective behaviour and skills to offer training where needed. Board runs on a four year term. Terms aren't staggered, but typically a number of incumbents are re-elected. · Board orientation process for new and current board members. · Board policy handbook provides guidance to board members around roles and responsibilities. · SSBA membership provides training and guidance to boards. · Frequent conversations with Board chair and other trustees, culture of open and transparent communication. · Representation from high schools brings feedback to the Board and provides effective conduit from students to the Board. · Trustees help to regulate other Trustees and prevent conversations from becoming derailed. · SSC and RMs/Towns/Villages receive regular board updates. · Trustees attend SSC meetings. 	3.8	No	4.6	0.8
15	Fraud	The Division is exposed to fraud perpetrated by internal and/or external parties.	<ul style="list-style-type: none"> · Financial loss · Legal consequences and liability · Loss of stakeholder confidence · Adverse impact on reputation 	· Governance & Leadership	Jerrold Pidborochynski	<ul style="list-style-type: none"> · Internal controls in administrative procedures. · Segregation of duties built into HR & payroll, purchasing, etc. · P-card program has individual limits, budget limits, etc. · Invoice approval limits. · Annual audit of internal controls by external auditors. · Regular review of financial data on a monthly basis. · Insurance coverage in place for physical assets. · Various forms of physical security at facilities (e.g. locked doors etc.) · Copyrights are placed under purview of the Superintendent including monitoring of educational pieces related to copy rights. · Regular communication from IT department regarding phishing etc. IT security helps provide controls via hardware and software. 	3.8	No	1.4	2.4
20	Professional Development	Staff do not acquire or develop critical skills needed to support students and deliver innovative or creative learning experiences.	<ul style="list-style-type: none"> · Lack of critical skills to deliver innovative/creative learning experiences · Insufficient support for intensive and vulnerable students · Adverse impact on student success · Inability to meet strategic initiatives · Adverse impact on reputation 	· Learning & Innovation · Inclusion & Cultural Responsiveness	Jen Hingley	<ul style="list-style-type: none"> · Inclusive learning team (coaches and consultants) provide in-school supports. · Teacher supervision and growth plan (performance management) contains a self-directed policy that helps teachers review core competencies and keep performance on-track. · An accreditation program is in place allowing staff to stay current on Ministry expectations for high school teachers. · Coaching program for staff, particularly new hires. · New teacher onboarding program allows new hires to join the community with an understanding of expectations. · Procedures in place around teacher supervision and strong growth plans are in place. · Prescriptive assessment plan and tools provide for assessments including timing and methodology. · Professional learning days are provided with a focus on alignment to the individual school and ministry. · Ongoing learning is included in teacher's agreement and LINC (Local Implementation and Negotiation Committee) agreement. · Team of Coaches with focus on diversity. · Professional development targeted and focused on combating racism. · Indigenous perspectives team consists of consultants and coaches that provide professional development, bring partnerships and insight and help bring indigenous culture & staff into teaching. · Actively involved in the 'leading to learn' initiative. This involves training school-based administrators in leading schools in an indigenous environment. 	3.2	No	2.9	0.3
16	Volunteers	Harm to students or reputation due to activities of volunteers	<ul style="list-style-type: none"> · Harm to students · Adverse impact on student success · Adverse impact on 	· Mental Health & Wellbeing	Cory Trann	<ul style="list-style-type: none"> · Procedures in place to guide volunteer, student and staff safety. · Police checks and vulnerable sector check on all volunteers. · Insurance is in place to limit liability. 	3.0	No	2.6	0.4

18	Curriculum & Learning Pathways	Curriculum and learning paths do not provide students with diverse opportunities, critical learning, and life skills.	<ul style="list-style-type: none"> Adverse impact on student success Decreased enrolment and retention Decreased funding Inability to meet strategic initiatives Adverse impact on reputation 	<ul style="list-style-type: none"> Learning & Innovation Citizenship & Relationships Inclusion & Cultural Responsiveness 	Jen Hingley	<ul style="list-style-type: none"> Regular research to keep the curriculum current. Strong, evidence-based professional development system, helps keep students engaged. Distance learning provides flexible options. Inclusive learning helps to provide an enabling environment for students with intensive needs. Special project credits are offered for high school. Dual credit opportunity accessible for children across the division. Practical and applied arts and a commitment to offer robust apprenticeship programs. Second / additional language program. French, English, and Cree are offered for new families Military management, fire and sport-specific programs are available as well as programs developed for kids' passions. Work experience provided as part of practical and applied arts. Mechanisms in place to hear what students want and need (surveys, SRSC student council). Coaching programs are provided for staff. Individual tailored programming for students, regardless of need. 	3.0	No	3.6	0.6
19	Community Needs & Expectations	The Division does not meet the needs and expectations of its communities.	<ul style="list-style-type: none"> Adverse impact on reputation Decreased enrolment and retention Decreased funding Inability to meet strategic initiatives 	<ul style="list-style-type: none"> Citizenship & Relationships Inclusion & Cultural Responsiveness 	Garette Tebay	<ul style="list-style-type: none"> Support for School Community Councils (SCC) in each location. Ongoing support with SCC's and trustees. Consistent and open communications - comments, questions and feedback is encouraged. Following Board meetings, Board meeting highlights emailed to every SCC. Regular public Board meetings. Partnerships to formalize work in the community. Elders advisory for board and senior administration. Mechanisms in place to hear what students want and need (surveys, SRSC student council). Involved in local collaborative community interventions to help with intervention and families in crisis. 	3.0	No	4	1.0
17	Strategic Partners	The Division is not maximizing expertise and benefits from strategic partnerships to support students.	<ul style="list-style-type: none"> Missed opportunities Insufficient support for intensive and vulnerable students Adverse impact on student success Decreased enrolment and retention Decreased funding 	<ul style="list-style-type: none"> Governance & Leadership Citizenship & Relationships 	Jeff Court	<ul style="list-style-type: none"> Contracts with some partners, MOU and LOUs. Dedicated Superintendent with oversight of regional and local partnerships. Maintain connection to organizations like community network coalition and chamber of commerce that provide link to potential partners. Partnerships with local first nations, kids first, etc. and staff have access to teacher resource centre and other tools to provide resources. Partnership with health, teacher and education assistant at the hospital in exchange for their services. Mutually beneficial arrangement. Enhance partnerships with First Nations and Metis education authorities Policy in place to guide partnerships. 	2.9	No	3.6	0.7
21	Public Relations	The Division employs ineffective external communication strategies or public relations, including social media.	<ul style="list-style-type: none"> Averse impact on reputation Decreased enrolment and retention Decreased funding Inability to meet strategic initiatives 	<ul style="list-style-type: none"> Citizenship & Relationships Inclusion & Cultural Responsiveness 	Garette Tebay	<ul style="list-style-type: none"> Committee looking at traditional and social media promotion and communication. External consultant engaged to provide expertise related to social media and communication. Short-term project leaders are school-based principals. Looking to build capacity around how to communicate and share school news, stories, and celebrate. School website identifies school celebrations and events on splash page. Learning management and communication tool EDSBY to allow for communication and sharing. School messenger tool is available. Regular phone and email communication with principals. Occasional emails to all staff providing information and support. Connection with SCCs via internal and external communication. Allows school to share with SCC and school communities. 	2.7	No	4.8	2.1

22	Compliance	The Division does not comply with laws, regulations, and Ministry requirements	<ul style="list-style-type: none"> · Financial loss · Legal consequences and liability · Loss of stakeholder confidence · Adverse impact on reputation 	· Governance & Leadership	Neil Finch	<ul style="list-style-type: none"> · Regularly connect with the Ministry to review requirements from provincial perspective. · AP's and policies that reference alignment with the Education Act. · Regular meetings are held with the Ministry to ensure alignment. · Bi-weekly bulletin from Ministry to senior administration to keep in touch with Ministry programs and initiatives. · Annual review of the Registrar's Handbook which includes review with principals to determine if they comply etc. · Weekly updates on labour laws, etc. from Ministry. · Finance audit is carried out. · Report achievement and activities to the Ministry for review and approval. These achievements are then published after approval. · Compliance work in facilities (safety programs, inspections, audits). · Onboarding - New teachers are added to substitute teacher list until in compliance with accreditation requirements. Teachers update accreditation status yearly and a process is in place to flag not teachers that are not registered/renewed accreditation. 	2.4	No	2	0.4
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SRPSD ERM Risk Owners Report: Enrolment

2024/01/05

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 months
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 leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.











Action Status Legend

not started		in progress		complete/ongoing		
early stages		nearly complete				

Risk Description

Risk Name	Enrollment					
Risk Description	Declining Enrolment					
Risk Owner	Garette Tebay					
Previous Risk Status	High	1/1/2023				
Current Risk Status	High	1/5/2024				

Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
• Strong academic, sport, and citizenship programs.		
• 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.		
• Inclusive and culturally responsive environment.		
• Individual tailored programming for students, regardless of need.		

<ul style="list-style-type: none"> • Before and after care for students and partnerships with child care facilities. 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> • Early entrance plans that recognize supports for students as young as 3 years old. 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> • 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. 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> • Accessible transportation - priority focus. 	<input type="radio"/>	<input type="radio"/>
<ul style="list-style-type: none"> • Strong Social media/Radio Campaigns to highlight school programing at both division and school level 	<input type="radio"/>	<input type="radio"/>

SRPSD ERM Risk Owners Report: Student Needs & Supports

2024/01/05

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 months
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 leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.

Action Status Legend

not started	<input type="radio"/>	in progress	<input type="radio"/>	complete/ongoing	<input checked="" type="radio"/>	
early stages	<input type="radio"/>	nearly complete	<input type="radio"/>			

Risk Description

Risk Name	Student Needs and Supports					
Risk Description	The Division is unable to meet the needs of vulnerable students and students with intensive needs.					
Risk Owner	Tom Michaud					
Previous Risk Status	High	23-Jan-23				
Current Risk Status	High	5-Jan-24				

Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Development of SRPSD Inclusive Education Model	<input type="radio"/>	<input checked="" type="radio"/>
Early needs-based interventions that provide supports for students as young as 3 years of age.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Specialized learning centres for students with intensive needs.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Fully engaged in Response To Intervention (RTI) which is aligned with the province's needs-based model for inclusive education.	<input type="radio"/>	<input checked="" type="radio"/>
Referencing and social regulation supports provide specialized programming for students with regulation challenges	<input type="radio"/>	<input checked="" type="radio"/>

Resources allocated to assistive technology to provide help with needs in classrooms	●	●
Cluster team model of capacity-building supports with coaches, consultants and SLPs working in collaboration with contracted OTs and external psychologists.	◐	●
Multisensory room equipped at most schools as part of the commitment to inclusion.	◐	◐
Accessible transportation priority focus	●	●
Mechanisms in place to hear what students want and need (surveys, SRSC student council).	●	●

SRPSD ERM Risk Owners Report: Mental Health & Wellness

2024/01/05

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 months
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 leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.

Action Status Legend















not started	<input type="radio"/>	in progress	<input type="radio"/>	complete/ongoing	<input checked="" type="radio"/>
early stages	<input type="radio"/>	nearly complete	<input type="radio"/>		

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 and wellness challenges that negatively impact their performance and/or achievement.				
Risk Owner	Tom Michaud				
Previous Risk Status	High	1/23/2023			
Current Risk Status	High	1/5/2024			

Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Team of coaches and consultants focusing on capacity-building supports for classroom-based strategies, particularly around trauma-informed teaching.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Social workers and mentors are allocated to support student mental health and wellness.	<input type="radio"/>	<input checked="" type="radio"/>
Mental Health Framework in place	<input type="radio"/>	<input checked="" type="radio"/>
Employee Assistance Programs (EAP) in place.	<input type="radio"/>	<input checked="" type="radio"/>

Trauma response teams in place to go to school communities and guide response to incidents.		
Mental health literacy training provides benefits to staff and students.		
ASIST (Acquired Suicide Intervention Skills Training) for teachers and other staff provides training to recognize threats and methodology for how to address the issue.		
Continue to access mental health grants made available to school divisions which are used to fund training and supports		
Involved in local community hub of interagency supports.		
Partnership with health authority provides outreach supports at some schools		
Provincial Mental Health Capacity Building in Schools pilot project expansion approved for PACI		

Line 33: SHA Partnership continues with regional support in PA but with a reduction in the Big River area where outreach services are managed by SHA's Lloydminster office.

SRPSD ERM Risk Owners Report: Infrastructure

2024/01/05

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 months
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 leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.

Action Status Legend

not started	<input type="radio"/>	in progress	<input type="radio"/>	complete/ongoing	<input checked="" type="radio"/>
early stages	<input type="radio"/>	nearly complete	<input type="radio"/>		

Risk Description

Risk Name	Infrastructure				
Risk Description	Aging or insufficient infrastructure that does not meet current or future needs of the Division. Many school facilities do not meet or support 21st century learning.				
Risk Owner	Mike Hurd				
Previous Risk Status	High	1/23/2023			
Current Risk Status	High	1/5/2024			

Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Asset planner software provides info on facilities including major building elements and when maintenance is required or in need of replacement.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Facility committee as part of the Board which reviews facilities portfolio and planning.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Procedures and processes around maintenance and caretaking staff.	<input type="radio"/>	<input type="radio"/>

Service requests are utilized to facilitate maintenance through a centralized maintenance and upgrades department.	●	●
Work and planning is a cooperative process between schools and maintenance if funds raised for things like playgrounds etc.	◐	◐
Annual review of school with administrator to identify priority wishlist. What does the school need as well as required maintenance - this is built into the budget Major capital facility needs are tracked through asset planner.	●	●
Accountability report on capital planning and facilities & maintenance. Report provides work completed previous year.	◐	◐
Review three year Preventative Maintenance Renewal Plan at least annually.	●	●
Devleop and implement minor/major capital plan and submit to Ministry	●	●

SRPSD ERM Risk Owners Report: IT Security

2024/01/05

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 months
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 leadership team involvement. Appropriate risk treatment strategies and mitigation plans should be developed and implemented within six months.

Action Status Legend

not started	○	in progress	◐	complete/ongoing	●
early stages	◑	nearly complete	◒		

Risk Description

Risk Name	IT Security				
Risk Description	An IT security incident resulting in loss of access to systems, data loss, data integrity or privacy being compromised				
Risk Owner	Jerrold Pidborochynski				
Previous Risk Status	Moderate	1/23/2023			
Current Risk Status	High	1/5/2024			

Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
AP 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.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Password change and policy.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Security patches run and applied regularly. Security patches run and applied regularly.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Provincial agreement for Cnet and Microsoft provided current versions and patches.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Implementation of Multi-factor authentication requirements	<input type="radio"/>	<input type="radio"/>
A SRNET review/testing over our IT Security	<input type="radio"/>	<input type="radio"/>
Consultants help staff and students with appropriate needs while providing security.	<input type="radio"/>	<input type="radio"/>

MEETING DATE: March 18, 2024

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 type="checkbox"/> Consent Item

Primary Policy Reference: _____

FROM: J. Pidborochynski, Chief Financial Officer ATTACHMENTS []

BACKGROUND

RE: 2024 SCHOOL BOARD ELECTION OPTIONS

The Local Government Election Act, 2015 ("LGEA") requires the Board of Trustees' consideration on a number of matters and options relating to the conduct and procedures of the School Board Election.

1. Ballots – Occupation of Candidate

Section 9.2 of the LGEA states "A board may, by resolution, require the occupation of a candidate to be included on the nomination paper and ballot."

The candidate's occupation is no longer a requirement on the Nomination Form. The change was made as there have been issues in recent elections in terms of how occupations are profiled and represented on the ballot. For example, some previous concerns regarding the occupation on the Ballot are as follows:

- a. Candidates may want to state "Retired" on the ballot as their occupation, but being retired is not considered an occupation;
- b. The number of characters (length) of the occupation(s) or multiple occupations may exceed the standard font size, and may be reduced to a smaller font size affecting the consistency and readability of ballots for vote counting machines;
- c. May provide an advantage to one candidate over another based on occupation alone.

Recommendation:

That the Board leave the candidate's occupation off the nomination paper and ballot.

2. Ballots – Alphabetical or Rotational

Section 91(2) of the LGEA states "If, in the opinion of the returning officer, there may be five or more candidates in a municipality or school division, the council or board may, by bylaw or resolution passed at least 55 days before the day on which a general election is held, provide for the arrangement of the names of the candidates on the ballot:"

Recommendation:

That the Board direct the returning officer to electronically generate the names of the candidates in random order (rotational ballots).

3. Disclosure of Campaign Contributions and Expenses

Section 34 of the LGEA states “At least 60 days before an election, a council, by bylaw, or a board, by resolution, may do either or both of the following: (a) establish disclosure requirements respecting campaign contributions and expenses; (b) establish election campaign spending limits.

Recommendation:

That the Board waive any campaign spending limits and disclosure requirements in respect to campaign contributions and expenses.

4. Criminal Record Check

Section 67(6)(f) of the LGEA states “with respect to a nominee in a school board election, accompanied by any criminal record check that may be required pursuant to a resolution passed pursuant to *The Education Act, 1995.*”

It is important to note that the criminal record check will only state whether the candidate may or may not have a criminal record and does not provide details or the associated records, if any. This information forms part of the Nomination Paper and will be publicly posted in accordance with the Act.

Recommendation:

That the Board does not require candidates to submit a criminal record check together with the candidate’s nomination paper.

5. \$100 Deposit Required

Section 68(4) of the LGEA states “A council, by bylaw, or a board, by resolution, shall establish the rules for the deposit required in this section to be returned to the candidate following the election.”

The nomination papers must be submitted with a \$100 Deposit, which upon being accepted becomes the property of the City or Board, as the case may be. In the past, the Act indicated that the deposit was to be returned to the candidate if compliant with the Act and Regulations. This was difficult to enforce in many of the requirements of the Act.

Recommendation:

That the Board make the \$100 deposit non-refundable for all candidates.

RECOMMENDATIONS

Recommendation included above.