

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

**Board Room, Education Centre**

**545 – 11<sup>th</sup> Street East**

**Prince Albert, SK S6V 1B1**

**Monday, March 24, 2025**

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

**AGENDA (#25R-3)**

- 1. Call to order by Board Chair Cher Bloom**
- 2. Motion to move into Closed Session**
- 3. Regular session convenes – 3:15 p.m.**
- 4. Land acknowledgement – Bill Yeaman**
- 5. Declaration of conflict of interest**
- 6. Adoption of the agenda**
- 7. Consent items**
  - (a) Adoption of the Regular Meeting Minutes – February 10, 2025
  - (b) Administrative Procedure Changes
  - (c) Financial Statements – for the Second Quarter Ending February 28, 2025
- 8. Business arising from the previous meeting**
- 9. Accountability reports**
- 10. New business (Board Committee Reports, Trustees' items and Notice of Motions)**
  - (a) Matters and Motions brought forward from Closed Session of March 24, 2025
  - (b) External Board Committees (if any)
  - (c) Provincial Update (if any)
  - (d) SRSC Report – Student Board Representatives
  - (e) Verbal Update on Public Section Executive Meeting – **A. Nunn**
- 11. Reports from administrative staff**
  - (a) Director's Update – **N. Finch**
  - (b) Enterprise Risk Management – **N. Finch**
  - (c) Community Engagement Gathering – February 3, 2025 – **G. Tebay**

**12. Notice of Motion**

**13. Three key messages for SCC/public from meeting**

**14. Board members' forum**

**15. Adjournment**

<b>CALENDAR OF EVENTS</b>	
<b>Thursday (pm) April 3 and Friday, April 4, 2025</b>	SSBA Spring Assembly, Saskatoon, SK
<b>Monday, April 7, 2025</b> Time: 8:10 a.m to 3:45 p.m.	School Tours – Day 2
<b>Monday, April 14, 2025</b> Time: 2:00 p.m.	Regular meeting, Education Centre, Board Room, 545 – 11th Street East, Prince Albert, SK

**MARCH**

***Regular Board Meeting Agenda Items***

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

***Events/Action***

- P.A. Separate School Division Joint Board meeting

***Budget Considerations***

- Review Budget Development Progress

**APRIL**

***Regular Board Meeting Agenda***

- Review Maintenance Accountability Report
- Review Legal Update of any outstanding cases

***Events/Actions***

- SSBA Spring General Assembly
- Public Section Meeting
- SCC Regional Meeting (optional)
- School tours

***Budget Considerations***

- Review Budget Development Progress



**MEETING DATE:**     **March 24, 2025**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<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>	

<b>FROM:</b> <b>N. Finch, Director of Education</b>	<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>
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**BACKGROUND**

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

- February 10, 2025 Regular Meeting minutes

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**RECOMMENDATION**

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*That the minutes of the Regular meeting of February 10, 2025 be approved as presented.*

**NO. #2025R-2 (MONDAY, FEBRUARY 10 2025)**

**MINUTES OF THE REGULAR MEETING OF THE SASKATCHEWAN RIVERS PUBLIC SCHOOL DIVISION NO119 FOR THE BOARD OF EDUCATION HELD ON MONDAY, FEBRUARY 10, 2025, AT 2:00 P.M. IN THE BOARD ROOM, EDUCATION CENTRE, 545 11<sup>TH</sup> STREET EAST, PRINCE ALBERT, SK**

**PRESENT:**

**MEMBERS OF THE BOARD**

**C. BLOOM**, Board Chair  
**J. BROWN**, Trustee  
**N. FRANC**, Trustee  
**B. GEROW**, Trustee  
**B. HOLLICK**, Trustee (absent)

**M. LEWIS**, Trustee  
**A. LINDBERG**, Trustee  
**A. NUNN**, Vice-Chair  
**D. SANDER**, Trustee  
**B. YEAMAN**, Trustee

**SENIOR ADMINISTRATION**

N. Finch, Director of Education  
G. Tebay, Superintendent of Schools

J. Pidborochynski, Chief Financial Officer  
J. Ward, Administrative Services Officer

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

**MOTION TO MOVE INTO CLOSED SESSION:**

**#25R-7**

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

***Carried.***

Regular meeting resumed.

**OTHERS:**

M. Oleksyn, Prince Albert Daily Herald  
T. Henderson, C. Frenette – Student Board representatives

A. Lindberg provided his land acknowledgment.

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

**ADOPTION OF THE AGENDA:**

**#25R-8**

***Moved by A. Nunn that the agenda be approved as presented.***

***Carried.***

**CONSENT ITEMS:**

**#25R-9**

***Moved by D. Sander that the following consent items be approved:***

**(a) *That the minutes of the Regular meeting of January 13, 2025 be approved as presented.***

***Carried.***

**(b) *That the Board contribute a donation of \$200.00 for scholarships to the P.A. Kiwanis Music Festival Association on an annual basis until further notice.***

***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.

**#25R-10**

***Moved by B. Yeaman that the Board approve the Semi-Annual Transportation Services Report as presented.  
Carried.***

**NEW BUSINESS:**

**(a) Motions from the Closed Session of February 10, 2025:**

No motions brought forward from the Closed Session.

**(b) SRSC Report**

T. Henderson and C. Frenette, Student Board representatives, provided a recap of the February 3, 2025, gathering, which brought together the Board, School Community Council, Saskatchewan Rivers Student for Change, school administration, and division-based personnel.

**(c) Verbal Update on January 27, 2025 School Tours**

C. Bloom provided a verbal update on the recent school tours and expressed the Board's appreciation to all students and staff. These visits offer the Board firsthand insight into the learning environments, achievements, and challenges within our schools.

**(d) Verbal Update on the SSBA New School for Trustees**

N. Franc, M. Lewis, and J. Brown attended the recent SSBA New Trustees Academy and provided a verbal summary of the sessions they participated in.

**(e) Revised Board Policies**

**#25R-11**

***Moved by M. Lewis that the Policy 2: Role of the Board and Appendix A, Policy 3: Role of the Trustee and Appendix A, Policy 5: Role of the Board Chair, Policy 8: Board Operations, Policy 9: Board Committees, Policy 10: Board Representation, Policy 13: Role of the Director of Education and Quality Indicators and Appendix A, Policy 14: Appeals and Hearings Regarding Student Matters and Policy 16: Recruitment and Selection of Personnel be approved as revised.  
Carried.***

**REPORTS FROM ADMINISTRATIVE STAFF:**

**(a) Director's Update**

• SCC/SRSC Gathering

School and division administration, SCC, SRSC and trustees spent the day together on February 3 to learn about some of the key work being done in SRPSD in our early years, reviewed the Strategic Plan progress successes and challenges and annual report summary and then finished the day with scenarios that related to the work of SCCs.

February 10, 2025

- Upcoming Division Events

Trustees have been invited to attend the Prince Albert & Area Teachers' Association Convention 2025 on Friday, March 14, 2025, at Carlton Comprehensive Public High School – CPAC. The event begins with the opening address at 9:00 a.m., followed by the induction of new teachers and a keynote address by Dr. Shelley Moore, an expert in inclusive education, at 10:15 a.m.

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

- SCC/SRSC/Administration Gathering.
- School Tours.
- Transportation Accountability Report.

**BOARD MEMBERS' FORUM:**

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

**ADJOURNMENT:**

**#25R-12**

***Moved by A. Lindberg that the meeting adjourn. (3:56 p.m.)***

***Carried.***

**SIGNATURES:**

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

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

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



**MEETING DATE:**     **March 24, 2025**

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<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> _____	

<b>FROM:</b> <b>N. Finch, Director of Education</b>	<b>ATTACHMENTS</b>	<input checked="" type="checkbox"/>
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**BACKGROUND**

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**RE:     ADMINISTRATIVE PROCEDURES CHANGES**

The following Administrative Procedures have been revised. The deletions has been ~~striked through~~ for reference.

- AP 420: Leaves of Absence
- AP 710: Bus Cancellations

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**RECOMMENDATION**

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***For Board information.***



## LEAVES OF ABSENCE

### Background

The Division shall grant leaves of absence to employees in accordance with legislation, collective bargaining agreements and the following procedures [LOA Guidelines](#).

### Procedures

#### 1. General Leave Provisions

- 1.1 Supervisors shall be responsible for ensuring that necessary coverage is in place before recommending or granting leave for an employee.
- 1.2 Principals shall ensure that teachers approved for any discretionary leave(s) will not be away for more than five consecutive school days.
- 1.3 Requests for leave shall be made in writing on the appropriate form to the employee's immediate supervisor. Completion of a leave form is required when any of the following circumstances prevail:
  - The employee travels outside the School Division boundaries;
  - The employee is not providing contracted service to the Division;
  - Substitute coverage is required for the employee.
- 1.4 The placement of staff returning from approved leave shall be determined by the appropriate Superintendents responsible for human resources. Such a placement will be considered an initial placement and will not be subject to the Teacher Transfer procedures.
- 1.5 Leaves may be prorated for part time employees.

#### 2. Supervisor Approved Leaves:

- 2.1 **Leave Without Pay**  
The supervisor of an employee may grant leave without pay to a maximum of five days per school year (July 1 to June 30).
- 2.2 **Graduation/Convocation Leave**  
The supervisor of an employee may grant the employee, when necessary, up to one day's leave with pay when the employee or the employee's child or spouse is graduating from a recognized secondary or post secondary program. The employee attending such an event outside Saskatchewan may be granted one additional day with pay.
- 2.3 **Medical Appointments Leave**  
It is expected that medical appointments (ie: doctor, dental, optical) will be scheduled outside the work day to minimize absences. If the appointment cannot be made outside of the work day, the supervisor will refer to the [Medical Appointment Approval Flowchart](#) to make the decision as to whether leave will be granted.

#### 3. Superintendents Responsible for Human Resources Approved Leaves:

- 3.1 **Family Support Leave**  
The superintendents responsible for human resources may grant leave without pay for up to one year for staff to attend to parenting or care giving for immediate family members.
- 3.2 **Extended Leave**  
The superintendents responsible for human resources may grant an employee leave without pay (after all earned leave is taken) for up to one year once every seven years.

### 3.3 Community Service Leave

The superintendents responsible for human resources may grant Community Service Leave to a maximum of five days per school year for each employee.

3.3.1 Community service leave with pay may be granted to enable an employee to participate in events that involve and benefit students of the Division.

~~3.3.2 Community service leave with salary deduction may be granted to enable employees to attend community events that primarily benefit another non-profit organization and the general public. Salary deduction for employees shall be equivalent to one-half of regular gross salary for each day absent.~~

### 4. Witness/Jury Duty Leave

The superintendents responsible for human resources shall grant leave to an employee who is subpoenaed as a witness or called for jury duty. The employee shall be paid normal salary while absent subject to the following conditions:

4.1 The employee shall pay to the Division any remuneration, other than expenses, which the employee receives for such absence. With respect to the Court of Queen's Bench, the employee, if appearing as a witness, shall make application in accordance with "The Court of Queen's Bench Fees Regulations" for witness fees.

4.2 The employee shall provide written notice to the superintendents responsible for human resources as soon as possible after receipt of notice for such absence.

4.3 This leave does not apply to an employee who:

4.3.1 Has a direct or indirect interest in the outcome of any proceedings; or

4.3.2 Appears as an accused in any proceedings.

### 5. Leave With or Without Pay

The Director may grant an employee leave with or without pay for up to 10 days per school year (this leave is to accommodate the occasional exceptional circumstance).

### 6. Family Support Leave:

6.1 The following shall be factors when considering a Family Support Leave request:

6.1.1 The leave is required to provide care to a pre-school child or a family member needing support because of a medical condition;

6.1.2 The application is submitted at least 50 school days (or the earliest possible date that circumstances allow) prior to the desired commencement date;

6.1.3 Availability of replacement personnel;

6.1.4 Natural transition points in the school year (e.g., school start-up, reporting periods, semester/block start-ups);

6.1.5 The employee commits not to accept a position with another employer or engage in entrepreneurial activity.

### 7. Extended Leave:

7.1 The following shall be factors when considering an Extended Leave request (leave greater than five (5) consecutive days in duration):

7.1.1 The employee has a minimum of three years' experience with the Division;

7.1.2 An Extended Leave has not been granted to the employee in the previous seven years (with the exception of bus drivers). Note: An employee taking partial leave of absence from his/her contractual time will also be limited to one Extended Leave every seven years;

7.1.3 The application is submitted at least 50 school days prior to the desired commencement date;

7.1.4 Availability of replacement personnel;

7.1.5 Natural transition points in the school year (e.g., school start-up, reporting periods, semester/block start-ups);

- 7.1.6 The employee commits not to accept a position with another employer or engage in entrepreneurial activity without the written permission of the Director.

Reference: *The Labour Standards Act*  
LINC  
CUPE Collective Agreement

Approved: May 12, 2014  
Revised: July 15, 2017



# BUS CANCELLATIONS

### Background

Student safety is the Division's first priority.

On occasion, weather conditions and/or road conditions may be such that safe transportation services are put at risk.

The Division, therefore, authorizes the cancellation of bus operations as provided in this administrative procedure.

### Procedures

1. When the temperature is at or below  $-40^{\circ}\text{C}$ , bus runs will be cancelled. When the temperature is at or below  $-35^{\circ}\text{C}$  and the wind chill temperature is at or below  $-45^{\circ}\text{C}$ , bus runs will normally be cancelled.
2. Wheelchair lifts will not be operated at or below  $-30^{\circ}\text{C}$ . When the temperature is at or below  $-30^{\circ}\text{C}$ , the developmental education and functional integrated programming buses will normally be cancelled.
3. Bus run cancellations, as determined by the Manager of Transportation, can apply to the entire Division, to clusters of school attendance areas, or to individual schools.
4. Regardless of temperatures or wind chill conditions, bus runs may be cancelled if severe storms or road conditions make travel dangerous.
5. Weather and road conditions information used for purposes of decision-making shall be as reported by the **Weather Network** Information Office of Environment Canada at the Prince Albert Airport, the Melfort Weather Station, the Spiritwood Weather Station, and the Saskatchewan Highway Hotline.
6. Bus cancellations will normally only be made in the morning before bus drivers begin their route or at noon if weather conditions deteriorate during the day.
7. Individual drivers have the authority and responsibility to cancel their own run should local conditions warrant.
8. The website - [www.srsd119.ca](http://www.srsd119.ca), the Division's notification service and local media shall be the Division's main communication medium with regard to decisions relative to this policy.
9. The Manager of Transportation may consult with the Director, CFO, weather offices and/or with others, as appropriate, in arriving at a decision regarding the cancellation of bus runs.

10. The Director or designate will announce morning bus cancellations or school closures by 6:30 a.m. Noon cancellations will be announced as soon as the decision is finalized.
11. Noon closures will require further notification to bus garage and driver personnel and all principals of schools attended by Division students. Principals shall arrange to have affected parents notified of any noon closure.
12. In the event that a Weather Watch or forest fire is declared, the Manager of Transportation shall consult relevant sources to determine the severity of the situation. If it is determined that a major storm, forest fire or other threatening situation is imminent, the Manager shall assess which, if any, bus runs are in danger and take action, including the delay, early dispatch or cancellation of bus runs, to avoid putting students at risk. Parents and schools shall be advised accordingly.
13. For the cancellation of individual bus runs, the following steps are required:
  - 13.1 The bus driver reviews the decision to cancel with the Manager of Transportation of the decision to cancel,
  - 13.2 The Manager of Transportation will announce individual bus cancellations through the website, and [www.srsd119.ca](http://www.srsd119.ca), the Division's notification service and local media.
  - 13.3 The bus driver informs the principal or vice-principal,
  - 13.4 Contacts are to be made by 7:00 a.m.
14. Schools will remain open - regardless of inclement weather or bus cancellations - unless closed for cause by the Director of Education. Staff members are expected to report to their scheduled work site unless an appropriate leave request has been approved.

Reference: Section 85, 87, 196, 197, *The Education Act, 1995*  
*Highway Traffic Act*

Approved: May 12, 2014; Revised: December 15, 2014; February 23, 2015; August 29, 2022; March 24, 2025



## Administrative Procedure 710 – Appendix A

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### WIND CHILL CALCULATION CHART

Where  $T_{air}$  = Air temperature in °C and  $V_{10}$  = Observed wind speed at 10m elevation, in km/h.

$T_{air}$	-20	-25	-30	-35	-40
$V_{10}$					
5	-24	-30	-36	-41	-47
10	-27	-33	-39	-45	-51
15	-29	-35	-41	-48	-54
20	-31	-37	-43	-49	-56
25	-32	-38	-45	-51	-57
30	-33	-39	-46	-52	-59
35	-33	-40	-47	-53	-60
40	-34	-41	-48	-54	-61
45	-35	-42	-48	-55	-62
50	-35	-42	-49	-56	-63
55	-36	-43	-50	-57	-63
60	-37	-43	-50	-57	-64
65	-37	-44	-51	-58	-65
70	-37	-44	-51	-59	-66
75	-38	-45	-52	-59	-66
80	-38	-45	-52	-60	-67

#### Approximate Thresholds:

Risk of frostbite in prolonged exposure at -27

Frostbite possible in 10 minutes at -35

Frostbite possible in less than 2 minutes at

#### Wind Chill below:

Warm skin, suddenly exposed.  
Shorter time if skin is cool at the start.

Warm skin, suddenly exposed.  
Shorter time if skin is cool at the start.

-60 Warm skin, suddenly exposed.  
Shorter time if skin is cool at the start.

**MEETING DATE:** March 24, 2025

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<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 type="checkbox"/> Committee of the Whole	<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** ☒

## **BACKGROUND**

### **RE: FINANCIAL STATEMENTS – for the Second Quarter Ending February 28, 2025**

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. School Generated Funds – Majority of fundraising happens earlier in the year.
2. Complementary Services - ELIS grant of \$600K received by February 28.
3. External Services – Pool costs to be billed in March, 23/24 ISSI funding received in 22/23.
4. Other – City of PA track donation of \$367K (50%) was not budgeted for.

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

1. Governance – SCC grants of \$56K allocated in September. Election costs of \$112K paid by the end of January.
2. Tuition and Related Fees – tuition fee paid to DTI and Sask Polytechnic in January.

#### **Capital Purchases**

1. Track - \$1.3M, Computer equip - \$44K, other equipment - \$252K, Vehicles - \$94K

## **RECOMMENDATION**

***That the Board approve the Financial Statements for the second quarter ending February 28, 2025.***

**Saskatchewan Rivers School Division No. 119**  
**Statement of Financial Position**  
**As at February 28, 2025**

	Current Year Actual	Prior Year Actual	Variance
<b>Financial Assets</b>			
Cash and Cash Equivalents	17,243,625	22,149,748	(4,906,123)
Other Receivables	409,078	1,539,036	(1,129,958)
Portfolio Investments	2,500,000	5,000,000	(2,500,000)
<b>Total Financial Assets</b>	<b>20,152,703</b>	<b>28,688,784</b>	<b>(8,536,081)</b>
<b>Liabilities</b>			
Accounts Payable and Accrued Liabilities	7,188,778	8,085,911	(897,133)
Liability for Employee Future Benefits	3,196,600	3,196,600	-
Deferred Revenue	10,913	1,074,510	(1,063,597)
<b>Total Liabilities</b>	<b>10,396,291</b>	<b>12,357,021</b>	<b>(1,960,730)</b>
<b>Net Financial Assets</b>	<b>9,756,412</b>	<b>16,331,763</b>	<b>(6,575,351)</b>
<b>Non-Financial Assets</b>			
Tangible Capital Assets	54,189,810	54,801,993	(612,183)
Inventory of Supplies for Consumption	175,632	175,632	-
Prepaid Expenses	258,039	1,138,937	(880,898)
<b>Total Non-Financial Assets</b>	<b>54,623,481</b>	<b>56,116,562</b>	<b>(1,493,081)</b>
<b>Net Assets</b>	<b>64,379,893</b>	<b>72,448,325</b>	<b>(1,063,597)</b>
<b>Accumulated Surplus</b>			
Accumulated Surplus - Beginning of the Year	72,448,325	76,065,005	(3,616,680)
(Loss) earnings from Operations	(8,068,432)	(3,616,680)	(4,451,752)
<b>Accumulated Surplus</b>	<b>64,379,893</b>	<b>72,448,325</b>	<b>(8,068,432)</b>

**Saskatchewan Rivers School Division No. 119**  
**Statement of Operations and Accumulated Surplus**  
**For the Period from September 1, 2024 to February 28, 2025**

	Current Year Actual	Current Year Budget	Budget Remaining	Budget % Remaining	Prior Year Actual	Actual Variance
<b>REVENUE</b>						
Property Taxation	-	-	-	#DIV/0!	-	-
Grants	51,098,461	105,164,570	54,066,109	51.41%	101,667,092	(50,568,631)
Tuition and Related Fees	1,137,408	2,753,590	1,616,182	58.69%	2,757,223	(1,619,815)
School Generated Funds	1,987,049	2,280,000	292,951	12.85%	2,683,775	(696,726)
Complementary Services	1,431,142	2,062,280	631,138	30.60%	2,047,228	(616,086)
External Services	1,430,394	2,581,290	1,150,896	44.59%	2,669,903	(1,239,509)
Other	1,431,521	1,744,626	313,105	17.95%	3,170,197	(1,738,676)
<b>Total Revenue</b>	<b>58,515,975</b>	<b>116,586,356</b>	<b>58,070,381</b>		<b>114,995,418</b>	<b>(56,479,443)</b>
<b>EXPENSES</b>						
Governance	404,331	640,015	235,684	36.82%	467,127	(62,796)
Administration	1,905,372	3,748,667	1,843,295	49.17%	3,723,341	(1,817,969)
Instruction	47,882,146	84,326,131	36,443,985	43.22%	82,685,781	(34,803,635)
Plant	8,345,559	17,241,700	8,896,141	51.60%	16,470,226	(8,124,667)
Transportation	4,112,502	7,452,714	3,340,212	44.82%	7,473,544	(3,361,042)
Tuition and Related Fees	174,230	184,413	10,183	5.52%	192,608	(18,378)
School Generated Funds	1,281,387	2,285,000	1,003,613	43.92%	2,585,894	(1,304,507)
Complementary Services	838,964	2,309,183	1,470,219	63.67%	2,209,199	(1,370,235)
External Services	1,638,256	2,612,765	974,509	37.30%	2,804,378	(1,166,122)
Other Expenses	1,660	500	(1,160)	-232.00%	-	1,660
<b>Total Expenses</b>	<b>66,584,407</b>	<b>120,801,088</b>	<b>54,216,681</b>		<b>118,612,098</b>	<b>(52,027,691)</b>
<b>(Deficit) surplus for the Period</b>	<b>(8,068,432)</b>	<b>(4,214,732)</b>	<b>(3,853,700)</b>		<b>(3,616,680)</b>	<b>(4,451,752)</b>
<b>Accumulated Surplus, Beginning of Year</b>	<b>72,448,325</b>	<b>72,448,325</b>			<b>76,065,005</b>	<b>(3,616,680)</b>
<b>Accumulated Surplus, End of Period</b>	<b>64,379,893</b>	<b>68,233,593</b>			<b>72,448,325</b>	<b>(8,068,432)</b>
<b>Tangible Capital Assets - Beginning of Year</b>	<b>54,801,993</b>	<b>54,801,993</b>	<b>-</b>	<b>0.00%</b>	<b>55,100,120</b>	
Tangible Capital Asset Purchases	1,687,317	1,209,866	(477,451)	-39.46%	3,257,616	
Amortization	(2,299,500)	(4,825,000)	(2,525,500)	52.34%	(3,555,743)	
<b>Tangible Capital Assets - End of Period</b>	<b>54,189,810</b>	<b>51,186,859</b>	<b>(3,002,951)</b>		<b>54,801,993</b>	



**MEETING DATE:** March 24, 2025

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"/> Planning	<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:** Student Board Representatives

**ATTACHMENTS** [ ]

**Background:**

The SRSC Executive members met on March 17th at the Education Center to organize the upcoming full group meeting and discuss future goals for the SRSC.

**Highlights of the Recent SRSC Meeting:**

The meeting began with an introduction from new board members and a summary of the previous board meetings by the rural and urban board representatives. The group then moved into reviewing the last SRSC/SCC/Administrative meeting at the wildlife conservation center and how it can be improved for future years.

We then moved towards the group's newest goal of improving career education in schools and answered several meaningful focus statements for Patricia Bibby who has been working with the SRSC to help achieve this goal. These questions included what "life skills" students should have to be prepared for post-secondary life and their importance to future academic success compared to general life success. Then as a group, we spent time ranking each of these skills in these categories to what the Executives believed were most meaningful in their school experience.

The group finished the meeting by accessing their 2024/2025 SRSC work plan and organizing the upcoming March 31st meeting to address the current goals.

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

Does the board have any topics they would like the SRSC to consider for discussion?

- 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.***

Board directed questions:



**MEETING DATE:** March 24, 2025

Type of Meeting	Agenda Items	Intent
[v] Regular	[ ] Correspondence	[v ] Information
[ ] Closed Session	[ ] New Business	[ ] Decision
	[ v] Reports from Administrative Staff	[v ] Discussion
	[ ] Other: _____	[ ] Consent Item
Primary Policy Reference:	8.4 & 13	

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

## BACKGROUND

**RE: DIRECTOR UPDATE**

### 1. SRPSD Safety Data Report – December 31, 2024

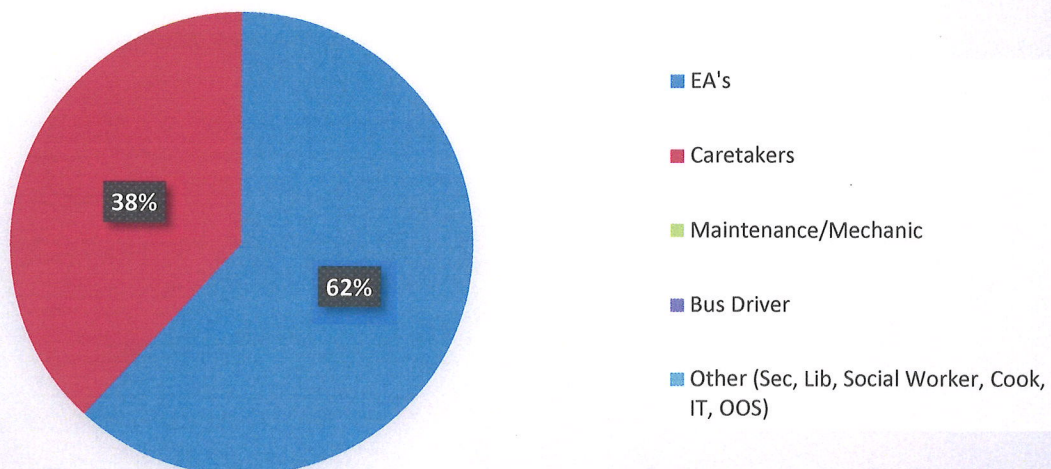
Annual Data Comparison								
	2021		2022		2023		2024	
	SRPSD	Industry	SRPSD	Industry	SRPSD	Industry	SRPSD	Industry
WCB Injury Rate for SRPSD and Industry category G12	18	390	32	409	15	420	21	520
	4.29%	5.60%	7.71%	5.33%	3.58%	5.07%	4.08%	5.16%

- Staff Injury Data

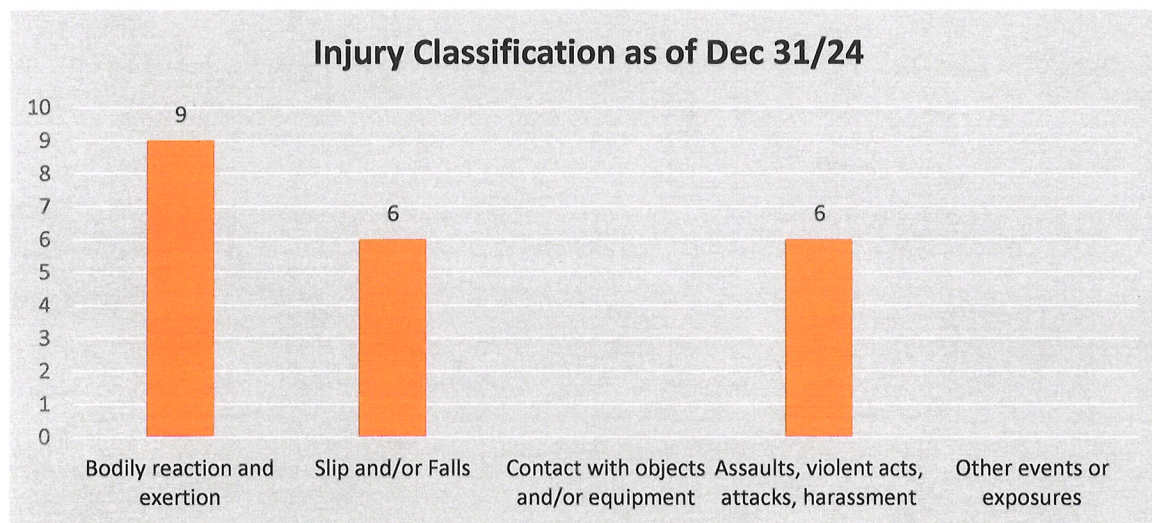
#### WCB Updated Data

During the 2024 calendar year some WCB data sets are below:

**Percent of total injuries by job classification as of  
Dec 31/24**



Employee Classification	As of Dec 31/21	As of Dec 31/22	As of Dec 31/23	As of Dec 31/24
EA's	12	18	9	13
Caretakers	3	7	4	8
Maintenance/Mechanic	1	1	1	
Bus Driver	1	1		
Other (Sec, Lib, Social Worker, Cook, IT, OOS)	1	4	3	
<b>TOTAL</b>	<b>18</b>	<b>31</b>	<b>17</b>	<b>21</b>



Injury Classification	As of Dec 31/21	As of Dec 31/22	As of Dec 31/23	As of Dec 31/24
Bodily reaction and exertion	6	8	5	9
Slip and/or Falls	4	16	7	6
Contact with objects and/or equipment	2	4	0	
Assaults, violent acts, attacks, harassment	6	3	5	6
Other events or exposures	0	0	0	
<b>TOTAL</b>	<b>18</b>	<b>31</b>	<b>17</b>	<b>21</b>

### Timelines and Injury Data

	As of Dec 31/21	As of Dec 31/22	As of Dec 31/23	As of Dec 31/24
<b>Data Type</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
Total Employees in data set (CUPE, sub CUPE, contract, OOS, sub Teacher)	986	1039	1079	1089
Total Injury Claims	18	31	15	21
Loss Time Injury Claims	11	15	10	14
Lost Days (current and previous years claims)	474	270	307	675



## **2. Cree Language Review**

After five years with Cree Language being a focus at John Diefenbaker Public School, we will be doing a program review. We will be reviewing Language and Cultural Integration, Community Engagement, Child Centre learning and Sustainable Program development. We will bring findings back to the Board during the 2025-26 school year. Superintendent Jennifer Hingley and the staff at JD Public School will be involved with the review but gaining feedback from current families in the program.

## **3. SRPSD SHSAA Accomplishments**

- Wrestling  
Noah Remy - Carlton - Silver - 73KG Female Wrestling  
Kinslee Cousins - Carlton - Bronze - 90KG Female Wrestling
- Basketball  
WP Sandin Girls - Competed in 2A Regionals this weekend. Close 5 point loss in the regional semi final.  
  
Birch Hills Girls - Competed in the 3A Regionals this weekend. Loss in the regional final.  
  
Carlton Girls - Competed in the 5A Girls and advanced to Hoopla next weekend, finishing 2<sup>nd</sup> at the regional tournament.  
  
Kinistino Boys - Hosted the 1A Boys Regional Tournament. Lost a tough final by 9 points, missing out on advancing to HOOPLA.  
  
Birch Hills Boys - Competed in the 2A Boys Regional Tournament. Lost a tough final by 10 points, missing out on advancing to HOOPLA.  
  
Carlton Boys - Advance to HOOPLA by winning the 5A Small Cities Regional Championship Tournament.

## **4. Upcoming Division Student Events**

Regional Science Fair for Grade 5 to 12 students, March 27, 2025 at the Prince Albert Science Centre, Gateway Mall.

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## **RECOMMENDATION**

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*For Board information and discussion as warranted.*

**MEETING DATE:** March 24, 2025

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

<b>FROM:</b> N. Finch, Director of Education	<b>ATTACHMENTS</b> <input checked="" type="checkbox"/>
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**BACKGROUND**

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**RE: ENTERPRISE RISK MANAGEMENT**

Over the past few years, the Board and Administrative Council have developed an Enterprise Risk Management (ERM) system in the division and that system had its first full year of implementation from January 1, 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 documents attached are provided so that the Board can fulfil their duty to provide ERM oversight.

Attached to this memorandum are a few documents.

**1. The SRPSD ERM Framework**

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

**2. The SRPSD Risk Register**

A summary of the top 13 system-level risks. These are the kinds of things that could interrupt or prevent the Board from achieving its Strategic Plan priorities. The summary identifies the risk, the risk owner, and the current mitigation procedures along with the existing risk rating.

**3. The Risk Owners Reports**

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

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**RECOMMENDATION**

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



# SRPSD ENTERPRISE RISK MANAGEMENT FRAMEWORK

## ENTERPRISE RISK MANAGEMENT FRAMEWORK

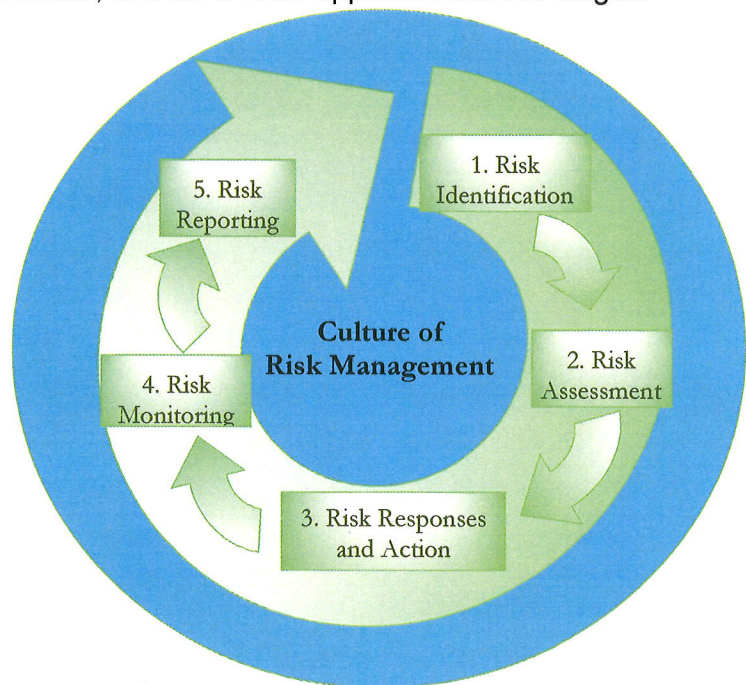
This framework is supplementary to the Enterprise Risk Management (ERM) Administrative Procedure, and attempts to:

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

### Impact

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

- **Insignificant** - The consequences might be meaningful, but are dealt with by normal day-to-day operational actions and procedures.
- **Minor** - The consequences would threaten the efficiency or effectiveness of some aspects of SRPSD, but would be dealt with internally.
- **Moderate** - The consequences would not threaten SRPSD's viability, but the administration of SRPSD's strategy would be subject to significant review or changed ways of operating.

- **Major** – The consequences would threaten the survival of SRPSD in its current form or continued effective function of a strategic area, or require the direct intervention by the Director of Education or the Board of Trustees.
- **Catastrophic** – The consequences would likely result in significant organizational or structural changes at SRPSD, or likely cause major problems for SRPSD's Stakeholders or the Ministry of Education.

The impact of identified risks is to be assessed by considering the following impact factors:

	1: Insignificant	2: Minor	3: Moderate	4: Major	5: Catastrophic
Financial	<ul style="list-style-type: none"> <li>• Revenue impact of less than \$50K</li> <li>• Budgeted expense variance less than 2%</li> <li>• Accumulated surplus impact less than \$50K</li> </ul>	<ul style="list-style-type: none"> <li>• Revenue impact between \$50K and \$250K</li> <li>• Budgeted expense variance between 2% and 5%</li> <li>• Accumulated surplus impact between \$50K and \$100K</li> </ul>	<ul style="list-style-type: none"> <li>• Revenue impact between \$250K and \$500K</li> <li>• Budgeted expense variance between 5% and 8%</li> <li>• Accumulated surplus impact between \$100K and \$500K</li> </ul>	<ul style="list-style-type: none"> <li>• Revenue impact between \$500K and \$1M</li> <li>• Budgeted expense variance between 8% and 10%</li> <li>• Accumulated surplus impact between \$500K and \$1M</li> </ul>	<ul style="list-style-type: none"> <li>• Revenue impact of more than \$1M</li> <li>• Budgeted expense variance of more than 10%</li> <li>• Accumulated surplus impact of more than \$1M</li> </ul>
Operations	<ul style="list-style-type: none"> <li>• Interruption to technology and / or data resulting in negligible disruption to normal operations less than one day.</li> <li>• Disruption at one facility that does not require closure or evacuation of a building.</li> </ul>	<ul style="list-style-type: none"> <li>• Interruption to technology and / or data resulting in minor disruption to normal operations up to two days.</li> <li>• Disruption at one facility that requires closure or evacuation of a facility for up to one day.</li> </ul>	<ul style="list-style-type: none"> <li>• Interruption to technology and intermittent loss of access to important data resulting in disruption to normal operations up to one week.</li> <li>• Disruption at one facility that requires closure or evacuation for up to three days or multiple facilities for up to one day.</li> </ul>	<ul style="list-style-type: none"> <li>• Interruption to technology and prolonged loss of access to important data resulting in disruption to normal operations up to two weeks.</li> <li>• Disruption at one facility for up to a week or multiple facilities that require closure or evacuation for up to three days.</li> </ul>	<ul style="list-style-type: none"> <li>• Interruption to technology and permanent loss of critical data resulting in disruption to normal operations for more than two weeks.</li> <li>• Disruption at one facility for more than a week or multiple facilities that require closure or evacuation for more than three days or all facilities for two days or more.</li> </ul>
Students	<ul style="list-style-type: none"> <li>• Disruption to normal delivery of instructional programs and other services resolved within less than a day</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to normal delivery of instructional programs and other services up to two days.</li> <li>• Minor impact on students' needs,</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to normal delivery of instructional programs and other services up to one week.</li> <li>• Moderate impact on</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to normal delivery of instructional programs and other services up to two weeks.</li> </ul>	<ul style="list-style-type: none"> <li>• Disruption to normal delivery of instructional programs and other services for more than two weeks.</li> <li>• Catastrophic impact on students' needs, experience, or</li> </ul>



	1: Insignificant	2: Minor	3: Moderate	4: Major	5: Catastrophic
	<ul style="list-style-type: none"> <li>Insignificant impact on students' needs, experience, or achievement. Less than 10% of high school or elementary students impacted.</li> </ul>	<ul style="list-style-type: none"> <li>experience, or achievement. 10% to 30% of high school or elementary students impacted.</li> </ul>	<ul style="list-style-type: none"> <li>students' needs, experience, or achievement. 30% to 60% of high school or elementary students impacted.</li> </ul>	<ul style="list-style-type: none"> <li>Major impact on students' needs, experience, or achievement. 60% to 90% of high school or elementary students impacted.</li> </ul>	<ul style="list-style-type: none"> <li>achievement. More than 80% of high school or elementary students impacted.</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>Unexpected leave of absence of a single admin council team member.</li> <li>Unexpected loss of a single school administrator.</li> <li>Single short-term non-disabling injury requiring medical attention.</li> </ul>	<ul style="list-style-type: none"> <li>Unexpected loss of a single admin council team member.</li> <li>Unexpected loss of two school administrators at different schools.</li> <li>Multiple short-term non-disabling injuries requiring medical attention.</li> </ul>	<ul style="list-style-type: none"> <li>Unexpected loss of up to two admin council team members.</li> <li>Unexpected loss of three school administrators at different schools or two at a single school.</li> <li>Single short-term disabling injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Unexpected loss of up to three admin council team members.</li> <li>Unexpected loss of four school administrators at different schools or two school administrators at two schools.</li> <li>Multiple short-term disabling injuries.</li> </ul>	<ul style="list-style-type: none"> <li>Unexpected loss of more than three admin council team members.</li> <li>Unexpected loss of more than five school administrators.</li> <li>Single long-term disabling injury or fatality.</li> </ul>
<b>Reputation</b>	<ul style="list-style-type: none"> <li>Event has limited impact on reputation and stakeholder confidence</li> <li>Limited attention in local news or social media</li> </ul>	<ul style="list-style-type: none"> <li>Modest impact on reputation and impact on stakeholder confidence fades over time</li> <li>Short-term (1-2 days) negative attention in local news or social media only</li> </ul>	<ul style="list-style-type: none"> <li>Moderate impact on reputation and stakeholder confidence</li> <li>Short-term negative attention in national news or medium-term (3-4 days) negative attention in local news or social media</li> </ul>	<ul style="list-style-type: none"> <li>Major impact on reputation and stakeholder confidence that is challenging to regain</li> <li>Long-term (more than 5 days) attention in local and national news or social media</li> </ul>	<ul style="list-style-type: none"> <li>Serious, sustained, impact on reputation and stakeholder confidence. Viability is at risk.</li> <li>Long-term, intense negative attention in the local and national news or social media</li> </ul>

### 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 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.

SRPSD RISK REGISTER AS OF JANUARY 1, 2025 - Column N color coded according to Risk Rating Legend

Green is an improvement

Risk Name	Risk Statement	Risk Consequences	Strategic Objectives	Risk Owner	Controls & Mitigation Actions	2025 Residual Risk Score	Risk Appetite Exceeded?	2024 Residual Risk Score	Variance from previous year
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"><li>Disruption to learning and operations</li><li>Financial loss</li><li>Legal consequences and liability</li><li>Adverse impact on student success</li><li>Inability to meet strategic initiatives</li><li>Adverse impact on reputation</li></ul>	<ul style="list-style-type: none"><li>Governance &amp; Leadership</li></ul>	Jerrold Pidborochynski	<ul style="list-style-type: none"><li>AP IT security.</li><li>Disaster Recovery plan in place.</li><li>Web filters, monitoring of traffic, firewalls and email filters are in place.</li><li>Use of daily backups, servers back-ups, redundancy, battery backups, etc.</li><li>Acceptable use policy and annual sign off.</li><li>Password change and policy.</li><li>Security patches run and applied regularly. Security patches run and applied regularly.</li><li>Implementation of cybersecurity services from Artic Wolf in August 2024(managed detection and response, managed risk, security operations warranty/insurance, incident response)</li><li>Implementation of Multi-factor authentication requirements</li><li>Provincial agreement for Cnet and Microsoft provided current versions and patches.</li><li>M365 employee training/awareness beginning in October 2024</li><li>Consultants help staff and students with appropriate needs while providing security.</li></ul>	8.6	Yes	7.9	0.7
Enrolment	Declining enrolment.	<ul style="list-style-type: none"><li>Decrease in funding</li><li>Decreased programing and learning paths</li><li>Staff reductions</li><li>Inability to meet strategic initiatives</li><li>Adverse impact on reputation</li></ul>	<ul style="list-style-type: none"><li>Learning &amp; Innovation</li><li>Inclusion &amp; Cultural Responsiveness</li></ul>	Garette Tebay	<ul style="list-style-type: none"><li>Strong academic, sport, and citizenship programs.</li><li>Advertising and promotion through traditional and social media.</li><li>Follow up with children and their families if enrolled in other divisions and learn more about reasons for the move.</li><li>Follow up with absent children and their families who are not attending school and have strategies to reengage those students. Strong "early learning" program and well trained staff in that area. Specific, safe spaces are set aside for early learning.</li><li>Facilities tailored for younger children.</li><li>Inclusive and culturally responsive environment.</li><li>Individual tailored programming for students, regardless of need.</li><li>Before and after care for students and partnerships with child care facilities.</li><li>Early entrance that recognize supports for students as young as 3 years old.</li><li>Collect data on grade 8's, particularly registration location. There will be a process in place to help support schools that lose a high number of grade 8s to another school division(s) on an annual basis.</li><li>Accessible transportation - priority focus.</li></ul>	8.4	Yes	11.6	3.2



<b>Mental Health &amp; Wellness</b>	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"> <li>• Harm to students or staff</li> <li>• Adverse impact on student success</li> <li>• Adverse impact on staff engagement</li> <li>• Adverse impact on reputation</li> <li>• Legal consequences and liability</li> <li>• Financial loss</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Inclusion &amp; Cultural Responsiveness</li> </ul>	Kelly Gerhardt	<ul style="list-style-type: none"> <li>• Employee Assistance Programs (EAP) in place.</li> <li>• Guidance and resources provided by the Centre for Trauma Informed Practice in working with teachers, principals and staff to help with preventing threats.</li> <li>• Trauma response teams in place to go to school communities and guide response to incidents.</li> <li>• Mental health literacy training provides benefits to staff and students.</li> <li>• ASIST (Acquired Suicide Intervention Skills Training) for teachers and other staff provides training to recognize threats and methodology for how to address the issue.</li> <li>• Ample paid leave available to support mental health wellness.</li> <li>• Administration procedure that outlines commitment to student &amp; staff safety.</li> <li>• Accessing provincial mental health grant made available to school divisions which are used to fund training and supports.</li> <li>• Social workers and mentors are assigned to schools to support student mental health and wellness.</li> <li>• Team of coaches and consultants focussing on capacity-building supports for classroom-based strategies, particularly around trauma-informed teaching.</li> <li>• Mental Health Framework in place</li> <li>• Some high schools have counselors that will help with mental health supports.</li> <li>• Partnership with health authority provides education supports as well as providing outreach at some schools in PA.</li> <li>• Availability of Elders and Knowledge Keepers to engage students. They assist and participate in boy's and girl's group activities.</li> <li>• Involved in local community hub. Program in place for collaborative community intervention to help with intervention and families in crisis.</li> <li>• Provincial Mental Health Capacity Building in Schools pilot project expansion implemented at PACI</li> </ul>	7.5	Yes	9.6	2.1
<b>Student Needs &amp; Support</b>	The Division is unable to meet the needs of vulnerable and students with intensive needs.	<ul style="list-style-type: none"> <li>• Negative outcomes for intensive and vulnerable students</li> <li>• Adverse impact on student success</li> <li>• Decreased enrolment and retention</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Learning &amp; Innovation</li> <li>• Citizenship &amp; Relationships</li> <li>• Inclusion &amp; Cultural Responsiveness</li> </ul>	Kelly Gerhardt	<ul style="list-style-type: none"> <li>• Actualization of SRPSD Inclusive Education Model</li> <li>• High school programming - functional integrated programming</li> <li>• Early needs-based interventions that provide supports for students as young as 3 years of age.</li> <li>• Policies are in place to respond to students with intensive needs.</li> <li>• Specialized learning centres for students with intensive needs.</li> <li>• Inclusive Education Coaches in each school.</li> <li>• Fully engaged in Response To Intervention (RTI) which is aligned with the province's needs based model for inclusive education.</li> <li>• Referencing and social regulation supports provide specialized programming for students with regulation challenges.</li> <li>• Resources allocated to assistive technology to provide help with needs in classrooms.</li> <li>• Strong team of coaches, consultants and SLPs working in collaboration with contracted OTs and external psychologists.</li> <li>• Multisensory room equipped at most schools as part of the commitment to inclusion.</li> <li>• Specific funding provided to all schools for vulnerable students.</li> <li>• Accessible transportation priority focus.</li> <li>• Mechanisms in place to hear what students want and need (surveys, SRSC student council).</li> </ul>	7.5	Yes	11.4	4.0



Infrastructure	Aging or insufficient infrastructure that does not meet current or future needs of the Division.	<ul style="list-style-type: none"> <li>• Adverse impact on student success</li> <li>• Inequitable opportunities</li> <li>• Decreased enrolment and retention</li> <li>• Harm to staff, students, or the public</li> <li>• Interruption to operations</li> <li>• Financial loss</li> <li>• Loss of stakeholder confidence</li> <li>• Legal consequences and liability</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Learning &amp; Innovation</li> <li>• Inclusion &amp; Cultural Responsiveness</li> <li>• Governance &amp; Leadership</li> </ul>	Mike Hurd	<ul style="list-style-type: none"> <li>• Asset planner software provides info on facilities including major building elements and when maintenance is required.</li> <li>• Facility committee as part of the Board which reviews facilities portfolio and planning.</li> <li>• Procedures and processes around maintenance and caretaking staff.</li> <li>• Service requests are utilized to facilitate maintenance through a centralized maintenance and upgrades department.</li> <li>• Work and planning is a cooperative process between schools and maintenance if funds raised for things like playgrounds etc.</li> <li>• 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.</li> <li>• Accountability report on capital planning and facilities &amp; maintenance.</li> <li>• Processes for major donors to provide funds for certain things.</li> <li>-Review three year Preventative Maintenance Renewal Plan at least annually.</li> <li>- Develop and implement minor/major capital plan</li> </ul>	6.2	Yes	9.3	3.1
Division Expectations and Staff Engagement	Decreased staff engagement due to challenging work conditions and insufficient resources	<ul style="list-style-type: none"> <li>• Decreased staff engagement</li> <li>• Staff burnout</li> <li>• Adverse impact on student success</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Governance &amp; Leadership</li> </ul>	Cory & Jeff	<ul style="list-style-type: none"> <li>• Senior Admin meet with CUPE and PAATA executive to discuss labour management celebrations and concerns that arise.</li> <li>• Communication is open and questions and comments are encouraged.</li> <li>• Administration procedure is in place to deal with complaints and feedback.</li> <li>• Employee satisfaction survey helps to understand staff sentiment. Commitments are provided to follow up and through and report back on survey and plans going forward.</li> <li>• Affirmation provided to teachers and support staff. Remind them that they doing great things for kids and why they do what they do.</li> <li>• An accountability report is provided annually to the Board. Additional reporting around engagement and grievances are provided.</li> <li>• At the beginning of the year, additional staff is provided to help with administrative workload.</li> <li>• 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.</li> </ul>	5.5	No	7.3	1.8
Technology	Technology does not meet current or future needs of the Division.	<ul style="list-style-type: none"> <li>• Adverse impact on student success</li> <li>• Disruption to learning and operations</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Inability to deliver innovative and creative learning experiences.</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Learning &amp; Innovation</li> <li>• Inclusion &amp; Cultural Responsiveness</li> <li>• Governance &amp; Leadership</li> </ul>	Jerrold Pidborochy nski	<ul style="list-style-type: none"> <li>• Provincial agreement for Cnet and Microsoft provided current versions and patches.</li> <li>• Ongoing hardware refresh including servers, desktops and laptops on an annual basis.</li> <li>• Additional funding will provide top up, evergreening program in place.</li> <li>• Interactive/non-interactive devices in classrooms that remain up to date.</li> <li>• New technology purchases utilize a cost benefit analysis.</li> <li>• Tech directions committee that meet regularly to project trends etc.</li> <li>• Assistive technology - consultants are in touch with professional organizations and suppliers - mobility, support, technology.</li> </ul>	5.1	No	7.4	2.4



<b>Financial Sustainability</b>	The Division's financial resources, including reserves, are insufficient to sustain current and future operations.	<ul style="list-style-type: none"> <li>• Adverse impact on reserves</li> <li>• Adverse impact on cashflow</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Decreased programing and learning paths</li> <li>• Staff reductions</li> <li>• Adverse impact on student success</li> <li>• Adverse impact on staff engagement</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Learning &amp; Innovation</li> <li>• Citizenship &amp; Relationships</li> <li>• Inclusion &amp; Cultural Responsiveness</li> <li>• Governance &amp; Leadership</li> </ul>	Jerrold Pidborochy nski	<ul style="list-style-type: none"> <li>• Strong budgeting process in place with follow-through during the year. There is an estimate of funding in march which allows for timely reactions.</li> <li>• Reserves and surplus allocations are reviewed with the Board on an annual basis to outline restricted and unrestricted reserves. This identifies what is available and can be used while maintaining a comfortable reserve.</li> <li>• Financial audit and internal audits completed for schools.</li> <li>• Financial reporting to the Board via quarterly Board report.</li> <li>• Maintain connections with ministry staff to understand what is 'coming down the pipe'.</li> <li>• Live budget vs. actual provided via the Atrieve system.</li> </ul>	5.2	No	6.7	1.5
<b>Student Learning &amp; Engagement</b>	Inconsistent educational delivery or lack of enriched student learning.	<ul style="list-style-type: none"> <li>• Adverse impact on student success</li> <li>• Decreased enrolment and retention</li> <li>• Decreased funding</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Learning &amp; Innovation</li> <li>• Citizenship &amp; Relationships</li> <li>• Inclusion &amp; Cultural Responsiveness</li> </ul>	Jen Hingley	<ul style="list-style-type: none"> <li>• Coaching program for staff, particularly new hires.</li> <li>• Strong, evidence-based professional development system, helps keep students engaged.</li> <li>• Individual tailored programming for students, regardless of need.</li> <li>• Structured teacher learning communities, with a focus on learning opportunities and goals for schools or communities.</li> <li>• Structured leadership learning communities.</li> <li>• Models of instruction developed Literacy, Experiential Play Based Learning, Math, High School.</li> <li>• New teacher onboarding program allows new hires to join the community with an understanding of expectations.</li> <li>• Superintendents connect with principals which helps with consistent messaging. Meetings are ad hoc as well as scheduled, formal, learning blocks.</li> <li>• Procedures in place around teacher supervision and strong growth plans are in place.</li> <li>• Prescriptive assessment plan and tools provide for assessments including timing and methodology.</li> <li>• Student information system in place that collects student data and provides analysis to aide in creating individual learning plans.</li> <li>• Professional learning days are provided with a focus on alignment to the individual school and ministry.</li> <li>• Ongoing learning is included in teacher's agreement and LINC (Local Implementation and Negotiation Committee) agreement.</li> <li>• Inclusive learning helps to provide an enabling environment for students with intensive needs.</li> </ul>	4.8	No	5.8	0.9
































Diversity & Inclusion	The Division is or is perceived to be racist or discriminatory.	<ul style="list-style-type: none"> <li>• Adverse impact on reputation</li> <li>• Adverse impact on student success</li> <li>• Decreased enrolment and retention</li> <li>• Inability to meet strategic initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Learning &amp; Innovation</li> <li>• Citizenship &amp; Relationships</li> <li>• Inclusion &amp; Cultural Responsiveness</li> <li>• Governance &amp; Leadership</li> </ul>	Kelly Gerhardt	<ul style="list-style-type: none"> <li>• Strategic plan in place with priority placed on diversity and inclusion.</li> <li>• Relationships with First Nations and Metis organizations to provide insight into systems.</li> <li>• Relationship with Elders Advisory Council.</li> <li>• Elders in schools to provide consultation and support.</li> <li>• Settlement workers in schools that help new immigrants and refugees to find support and connection in communities.</li> <li>• Multicultural community in PA.</li> <li>• GayStraight alliances in schools to provide support.</li> <li>• SRPSD Gender, Sexual Diversity Leadership Team</li> <li>• Team of Coaches with focus on equity, diversity and inclusion.</li> <li>• Professional development on anti-racism and anti-oppression.</li> <li>• Schools involved in provincial initiatives (e.g. Following their voices).</li> <li>• 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.</li> <li>• Indigenous perspectives team consists of consultants and coaches that provide professional development, build partnerships, provide insight and help bring indigenous culture &amp; staff into teaching.</li> <li>• Actively involved in the 'Leading to Learn' initiative. This involves training school-based administrators in leading schools in an indigenous environment.</li> <li>• Invitational shared services initiatives partners with tribal councils to share student achievement.</li> <li>• Alternative logos allows the division to visibly communicate and share commitment to diversity.</li> <li>• 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.</li> </ul>	4.4	No	5.0	0.6
Government Priorities	The Division is unable to adapt to or manage changing government priorities.	<ul style="list-style-type: none"> <li>• Decrease in funding</li> <li>• Decreased programing and learning paths</li> <li>• Staff reductions</li> <li>• Decreased enrolment and retention</li> <li>• Inability to meet strategic initiatives</li> <li>• Adverse impact on reputation</li> </ul>	<ul style="list-style-type: none"> <li>• Governance &amp; Leadership</li> </ul>	Neil Finch	<ul style="list-style-type: none"> <li>• Regular connection with different Ministry</li> <li>• Regular participation (PLT and PEPIT and others) in planning and discussion around finance, education etc.</li> <li>• Regular contact with Deputy Minister, Assistant Deputy Minister to get feedback and provide input.</li> <li>• Budgeting process allocates funding to priority areas.</li> <li>• Strategic plan provides stable vision and mission that is aligned with provincial direction. It also serves as a filter for large changes in provincial direction and provides an opportunity to think about how to respond and implement.</li> <li>• Board meets with MLA at least twice a year.</li> </ul>	3.9	No	6.0	2.1






























<b>Business Disruption</b>	Operations are disrupted by natural or human-caused events such as pandemics, severe weather, etc.	<ul style="list-style-type: none"> <li>• Harm to students, staff, or public</li> <li>• Adverse impact on reputation</li> <li>• Legal consequences and liability</li> <li>• Financial loss</li> <li>• Adverse impact on student success</li> <li>• Insufficient support for intensive and vulnerable students</li> <li>• Inability to meet strategic initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Learning &amp; Innovation</li> <li>• Governance &amp; Leadership</li> </ul>	Jerrold Pidborochy nski	<ul style="list-style-type: none"> <li>• Business continuity plan in place to provide structures and responses.</li> <li>• Emergency response plan in place.</li> <li>• Disaster recovery plan in place.</li> <li>• Fire and lockdown drills are conducted periodically.</li> <li>• Strong connection to emergency response personnel (fire, police, public safety, utilities) in the community.</li> <li>• Sit on local emergency response team.</li> <li>• School messenger, EDSBY or MSS can be utilized to communicate.</li> <li>• Preventative maintenance and safety protocols are in place. Strong safety-focused culture (Safety program, OHS Committee, etc.)</li> <li>• Insurance in place for assets and liabilities, and business interruption.</li> <li>• Transportation procedures in place that help guide decisions around transportation in cold weather etc.</li> </ul>	2.8	No	5.2	2.5
<b>Safety</b>	A safety incident causing harm to students, staff, or the public.	<ul style="list-style-type: none"> <li>• Harm to students, staff, or public</li> <li>• Adverse impact on reputation</li> <li>• Legal consequences and liability</li> <li>• Financial loss</li> <li>Disruption to operations</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health &amp; Wellbeing</li> <li>• Inclusion &amp; Cultural Responsiveness</li> <li>• Governance &amp; Leadership</li> </ul>	senior admin - Kelly/Neil	<ul style="list-style-type: none"> <li>• Safety Program in place.</li> <li>• Transportation guidelines for transportation drivers and students.</li> <li>• Commitment around staff and student safety (e.g. concussion, high risk activities, etc.).</li> <li>• Active OHS committees.</li> <li>• Facilities department is CORE certified and full safety program for the work that they do.</li> <li>• Regular communication to schools and committees around safety</li> <li>• 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.</li> <li>• New hires require police check and vulnerable sector scan.</li> <li>• Safety plans for students that require such plans.</li> <li>• CPR and first aid training for certain staff.</li> <li>• Non-violent crisis intervention training.</li> <li>• Safety in sport - concussion training required for certain teachers.</li> <li>• Violent Threat Risk Assessment provides training for identifying incidents that are concerning, clear protocols to follow when needed, training and procedures.</li> <li>• LAFOIP guidelines - personal and emotional safety.</li> <li>• Custody order guidelines and a system in place to flag these.</li> <li>• Supervision scheduled for students during breaks.</li> <li>• AEDs on all sites and certified staff. Instructions are provided by local paramedics regarding overview and use.</li> <li>• AP and Emergency Response Plan include protocols for responding to child abuse / endangerments etc.</li> </ul>	1.1	No	4.6	3.5






























SRPSD ERM Risk Owners Report: IT Security						
2025/01/05						
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	Name of Risk from Risk Register					
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	High	1/5/2024				
Current Risk Status	High	1/15/2025				
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.						
Password change and policy.						
Security patches run and applied regularly. Security patches run and applied regularly.						
Provincial agreement for Cnet and Microsoft provided current versions and patches.						
Implementation of Multi-factor authentication requirements						
Artic Wolf review/testing over our IT Security						
Implementation of cybersecurity managed detection and response service provided by Artic Wolf/SaskTel						
Monthly cybersecurity awareness training for all staff						




























SRPSD ERM Risk Owners Report: Enrolment						
2025/01/05						
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	1/5/2024				
Current Risk Status	High	1/5/2025				
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.						
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.						
• Before and after care for students and partnerships with child care facilities.						
• Early entrance plans that recognize supports for students as young as 3 years old.						
• Collect data on grade 8's, particularly registration location. There will be a process in place to help support schools that lose a high number of grade 8s to another school division(s) on an annual basis.						
• Accessible transportation - priority focus.						
•Strong Social media/Radio Campaigns to highlight school programing at both division and school level						



SRPSD ERM Risk Owners Report: Mental Health and Wellness						
2025/01/05						
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	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	Kelly Gerhardt					
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.						
Social workers and mentors are allocated to support student mental health and wellness.						
Mental Health Framework in place						
Employee Assistance Programs (EAP) in place.						
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						



SRPSD ERM Risk Owners Report: Student Needs & Supports						
2025/01/05						
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	Student Needs and Supports					
Risk Description	The Division is unable to meet the needs of vulnerable students and students with intensive needs.					
Risk Owner	Kelly Gerhardt					
Previous Risk Status	High	5-Jan-24				
Current Risk Status	High	24-Jan-24				
Key Actions in Risk Management Plan						
Action Description					Previous Status	Current Status
Development of SRPSD Inclusive Education Model						
Early needs-based interventions that provide supports for students as young as 3 years of age.						
Specialized learning centres for students with intensive needs.						
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						
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).						



**MEETING DATE:** March 24, 2025

<b>Type of Meeting</b>	<b>Agenda Items</b>	<b>Intent</b>
<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Correspondence	<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Closed Session	<input type="checkbox"/> New Business	<input type="checkbox"/> Decision
<input type="checkbox"/> Committee of the Whole	<input checked="" type="checkbox"/> Reports from Administrative Staff	<input checked="" type="checkbox"/> Discussion
	<input type="checkbox"/> Other:	<input type="checkbox"/> Consent Item
<i>Primary Policy Reference:</i>	<u>2, 10</u>	

<b>FROM:</b>	<b>G. Tebay, Superintendent of Schools</b>	<b>ATTACHMENTS</b>	<input checked="" type="checkbox"/>
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**BACKGROUND**

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**RE: COMMUNITY ENGAGEMENT GATHERING – FEBRUARY 3, 2025**

The Community Engagement Gathering took place on Monday, February 3, 2025. The attached document synthesizes key discussions and insights from our recent Community Engagement Gathering to provide insight into the discussions around the advocacy case studies presented that day.

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**RECOMMENDATION**

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*For Board information and discussion.*

### **Introduction**

Advocacy plays a vital role in shaping the school experience for students, families, and communities. By working together, School Community Councils (SCCs), parents, students, and school staff can effectively identify concerns, explore solutions, and implement initiatives that improve student success and well-being. This document synthesizes key discussions and insights from our recent Community Engagement Gathering to provide insight into the discussions around the advocacy case studies presented that day.

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### **Case Study 1: Improving Student Attendance**

#### **Challenges Identified:**

- Addressing systemic and societal barriers to regular attendance
- Strengthening family and community engagement

#### **Strategies for Advocacy:**

- **Strengthen Relationships:** SCCs can work with school mentors and other school staff to build trust and address barriers families face in sending their children to school.
- **Raise Awareness:** Share attendance data and facts through social media, newsletters, and school events.
- **Leverage Community Partnerships:** Collaborate with local businesses and organizations to provide emergency food programs, transportation assistance, and mentorship opportunities.
- **Encourage Parental Engagement:** Host events that foster family-school connections and highlight the importance of attendance.
- **Advocate for Systemic Change:** Work with school division leadership to discuss transportation solutions and policy improvements.

#### **Actionable Steps:**

- Implement recognition and reward systems to celebrate consistent attendance.
- Engage local employers to discuss workforce expectations and the role of education.
- Educate families on Edsby to improve parental involvement in monitoring attendance.

## Case Study 2: Implementing Land-Based Learning Opportunities

### Challenges Identified:

- Limited resources and growing expertise in land-based education
- Ensuring equitable access to all students

### Strategies for Advocacy:

- **Resource Identification:** Apply for grants, seek sponsorships, and partner with community members for funding and materials (e.g., outdoor clothing, firewood, gardening tools).
- **Expand Community Involvement:** Involve Indigenous Elders, Knowledge Keepers, and local farmers to provide authentic learning experiences.
- **Support Teacher Development:** Advocate for professional development opportunities for teachers in land-based education.
- **Promote Equitable Access:** Ensure transportation, accessibility, and inclusion measures are in place for all students.

### Actionable Steps:

- Organize whole-school land-based learning events.
  - Share success stories on social media and newsletters.
  - Identify students with land based knowledge to contribute.
  - Facilitate discussions on the long-term benefits of land-based learning.
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## Case Study 3: Advocating for Mental Health Services in Schools

### Challenges Identified:

- Understanding the role of Schools and the role of Health in this matter
- Need for increased awareness and support structures

### Strategies for Advocacy:

- **Raise Awareness:** Share mental wellness tips through school communications.
- **Engage External Support:** Partner with mental health coaches and invite guest speakers to provide parent education sessions.
- **Promote Positive Mental Health:** Focus on proactive strategies like coping skills education, school wellness days, and fun engagement activities.
- **Secure Additional Funding:** Advocate for increased mental health funding.



### **Actionable Steps:**

- Organize mental health awareness events.
  - Work with community agencies to improve service accessibility.
  - Provide training for staff on emotional regulation and student well-being.
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## **Case Study 4: Advocating for Gender-Inclusive Policies**

### **Challenges Identified:**

- Mixed community reactions to gender-inclusive initiatives
- Need for education and communication on inclusivity

### **Strategies for Advocacy:**

- **Foster Respectful Discussions:** Facilitate conversations that address concerns while upholding student dignity and rights.
- **Support Policy Development:** Work with school division leadership to develop clear guidelines on inclusive facilities and language.
- **Enhance Facilities:** Advocate for gender-neutral washrooms and private stalls where needed.
- **Promote Awareness:** Provide educational sessions for families on the importance of inclusive policies.

### **Actionable Steps:**

- Host information nights with student advocates and experts.
  - Support school division efforts to align new school builds with inclusive policies.
  - Ensure supervision protocols uphold safety and privacy for all students.
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## **Case Study 5: Enhancing Playground Safety Measures**

### **Challenges Identified:**

- Balancing safety with free play
- Budget limitations for equipment upgrades and supervision

### **Strategies for Advocacy:**

- **Identify Key Safety Concerns:** Survey parents and students to pinpoint specific risks.
- **Explore Funding Opportunities:** Apply for grants and partner with local businesses for sponsorships.

- **Encourage Student Leadership:** Implement peer-led playground programs where older students mentor younger ones.
- **Educate the School Community:** Ensure students, staff, and parents understand playground rules and safe play practices as well as build an understanding of the importance of risky play & free play.

#### **Actionable Steps:**

- Advocate for materials such as rubber pellets instead of wood chips.
  - Encourage structured play programs while maintaining space for free play.
  - Organize presentations on playground safety from local organizations.
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#### **Conclusion**

Successful advocacy requires collaboration, clear communication, and persistence. Through our discussions at the Gathering, SCCs, school leaders, and students looked at ways they could take meaningful steps toward addressing concerns and creating positive change. No matter the advocacy topic, a proactive and inclusive approach will help ensure that student needs remain at the forefront of decision-making.