

# SRPSD ENTERPRISE RISK MANAGEMENT FRAMEWORK

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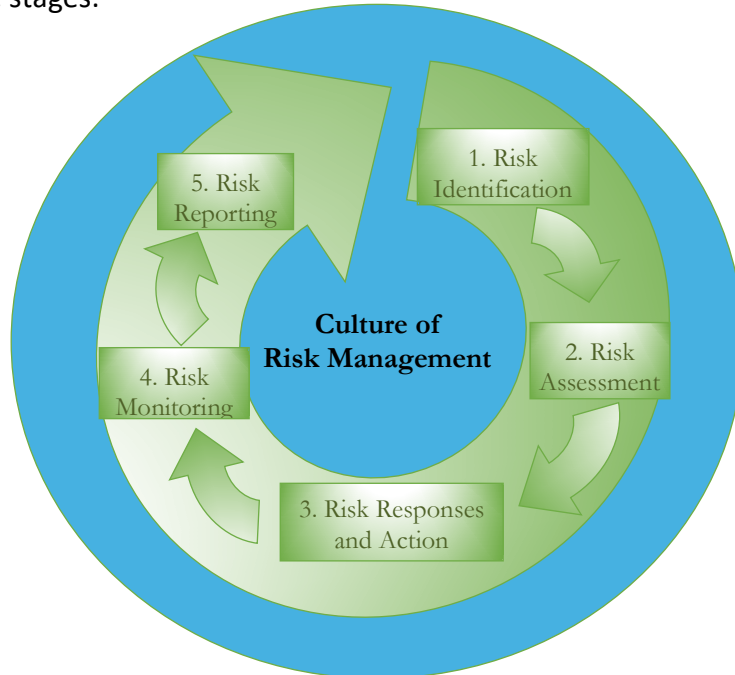
This framework is supplementary to the Enterprise Risk Management (ERM) Administrative Procedure, and attempts to:

- 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.

## 3 RISK RESPONSE AND ACTION

A Risk Evaluation Matrix is used to calculate the residual risk exposure with a score of 1 – 25, based on the risk likelihood and the risk impact. The risk evaluation matrix is used to determine the top risks for SRPSD. For each identified risk, Admin Council should establish an appropriate “response option” in order to optimize risk management. Four possible response options are identified below.

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

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

### Risk Rating Matrix Legend

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

### ***The Risk Register***

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

### **Business Planning Process Integration**

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

## **4 RISK MONITORING**

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

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



## 5 RISK REPORTING

Internal and external ERM reporting minimum requirements are as follows:

### Internal Reporting

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

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

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

- **Status Reporting:**

At least once per year, SRPSD will engage in high-level reviews of the risk register. The following is reported to the Board:

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

### External Reporting

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

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

Green is an improvement

Risk #	Risk Name	Risk Statement	Risk Consequences	Strategic Objectives	Risk Owner	Controls & Mitigation Actions	2024 Residual Risk Score	Risk Appetite Exceeded?	2023 Risk Score	Variance from previous year
3	Enrolment	Declining enrolment.	<ul style="list-style-type: none"><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>	11.6	Yes	12.3	0.7
2	Student Needs & Support	The Division is unable to meet the needs of vulnerable and students with intensive needs.	<ul style="list-style-type: none"><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>	Tom Michaud	<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>	11.4	Yes	13.5	2.1



1	Mental Health & Wellness	The Division does not have sufficient supports to respond to Staff and/or student mental health and wellness challenges that negatively impact their performance and/or achievement.	<ul style="list-style-type: none"> <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>	Tom Michaud	<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>	9.6	Yes	14	4.4
4	Infrastructure	Aging or insufficient infrastructure that does not meet current or future needs of the Division.	<ul style="list-style-type: none"> <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> </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>	9.3	Yes	8.7	0.6



5	IT Security	An IT security incident resulting in loss of access to systems, data loss, data integrity or privacy being compromised.	<ul style="list-style-type: none"> <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 Pidborochy nski	<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>A SRNET review/testing over our IT Security is planned for early 2023</li> <li>Implementation of Multi-factor authentication requirements planned for summer of 2023</li> <li>Provincial agreement for Cnet and Microsoft provided current versions and patches.</li> <li>Consultants help staff and students with appropriate needs while providing security.</li> </ul>	7.9	Yes	5.6	2.3
11	Technology	Technology does not meet current or future needs of the Division.	<ul style="list-style-type: none"> <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</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. Additional funding will provide top up, evergreening program in place.</li> <li>Smartboards 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>	7.4	No	6.5	0.9
7	Division Expectations and Staff Engagement	Decreased staff engagement due to challenging work conditions and insufficient resources	<ul style="list-style-type: none"> <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 Trann	<ul style="list-style-type: none"> <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>	7.3	No	8.6	1.3
6	Financial Sustainability	The Division's financial resources, including reserves, are insufficient to sustain current and future operations.	<ul style="list-style-type: none"> <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> </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>	6.7	No	10.5	3.8



14	Government Priorities	The Division is unable to adapt to or manage changing government priorities.	<ul style="list-style-type: none"> <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</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 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's and MP's typically on an annual basis.</li> </ul>	6.0	No	2.7	3.3
8	Student Learning & Engagement	Inconsistent educational delivery or lack of enriched student learning.	<ul style="list-style-type: none"> <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, Experintial 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>	5.8	No	11.6	5.8
9	Business Disruption	Operations are disrupted by natural or human-caused events such as pandemics, severe weather, etc.	<ul style="list-style-type: none"> <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>	5.2	No	5.5	0.3



10	Diversity & Inclusion	The Division is or is perceived to be racist or discriminatory.	<ul style="list-style-type: none"> <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>	Tom Michaud	<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>	5.0	No	6.3	1.3
12	Safety	A safety incident causing harm to students, staff, or the public.	<ul style="list-style-type: none"> <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 - Tom/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>	4.6	No	5	0.4



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



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



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

**2024/01/05**

### Risk Status Categories

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











### Action Status Legend











not started		in progress		complete/ongoing		
early stages		nearly complete				

### Risk Description

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

### Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
• Strong academic, sport, and citizenship programs.		
• Follow up with children and their families if enrolled in other divisions and learn more about reasons for the move.		
• Follow up with absent children and their families who are not attending school and have strategies to reengage those students. Strong "early learning" program and well trained staff in that area. Specific, safe spaces are set aside for early learning.		
• Inclusive and culturally responsive environment.		
• Individual tailored programming for students, regardless of need.		

• 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 programming at both division and school level		








# SRPSD ERM Risk Owners Report: Student Needs & Supports

2024/01/05

## Risk Status Categories

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











## Action Status Legend

not started		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	Tom Michaud				
Previous Risk Status	High	23-Jan-23			
Current Risk Status	High	5-Jan-24			

## Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Development of SRPSD Inclusive Education Model		
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).	●	●






# SRPSD ERM Risk Owners Report: Mental Health & Wellness

2024/01/05

## Risk Status Categories

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









## Action Status Legend

not started		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	Tom Michaud					
Previous Risk Status	High	1/23/2023				
Current Risk Status	High	1/5/2024				

## Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
Team of coaches and consultants focusing on capacity-building supports for classroom-based strategies, particularly around trauma-informed teaching.		
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		

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






## SRPSD ERM Risk Owners Report: Infrastructure

### 2024/01/05

#### Risk Status Categories

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







#### Action Status Legend

not started		in progress		complete/ongoing		
early stages		nearly complete				

#### Risk Description

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

#### Key Actions in Risk Management Plan

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



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






## SRPSD ERM Risk Owners Report: IT Security

2024/01/05

### Risk Status Categories

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









### Action Status Legend

not started		in progress		complete/ongoing		
early stages		nearly complete				

### Risk Description

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

### Key Actions in Risk Management Plan

Action Description	Previous Status	Current Status
AP IT security.		
Disaster Recovery plan in place.		
Web filters, monitoring of traffic, firewalls and email filters are in place.		
Use of daily backups, servers back-ups, redundancy, battery backups, etc.		

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