

# Introducing the ERM Guide & Toolkit for Small & Medium School Districts

Presentation for the BCASBO 2025 Fall Conference

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# Introducing the ERM Guide & Toolkit

## Session Objectives – Today we'll cover:

- ERM landscape for small and medium sized school districts in BC
- Overview of the ERM Guide & Toolkit materials
- Available support post-conference
- Plan to move forward



# ERM Landscape: Findings from October 2025 Survey

- 76% responded from small (16) and medium (13) sized districts

Has your current organization implemented any form of risk management?

| Response                                       | Count |
|--|-------|
| Not yet, but, we plan to in the next 1-3 years | 13    |
| Yes, we have informal or ad hoc risk practices | 10    |
| Yes, we have a formal ERM Framework            | 9     |
| No, and no current plans                       | 6     |

How familiar are you with Enterprise Risk Management?

| Response   | Count |
|--|-------|
| Familiar (e.g. I've looked into it and may have tried to implement)  | 15    |
| Somewhat familiar (e.g. I've heard of it but don't see the difference)   | 12    |
| Very familiar (e.g. I've used this approach either in this organization or at a previous one)  | 8     |
| Not familiar at all (e.g. I've never heard of it or looked into it)  | 2     |
| Expert (e.g. I've formal training in ERM and I have experience implementing mature ERM processes either in this organization or at a previous one) | 1     |

# ERM Landscape: Findings from October 2025 Survey

## ■ Q. What are the biggest barriers to implementing ERM ?

| Response  | Count |
|---|-------|
| Time  | 15    |
| Budget/funding  | 3     |
| Familiarity of ERM, its application and its benefits                          | 2     |
| Knowledge, skills or training opportunities                                   | 2     |
| Support, interest or awareness at the Board and/or senior leadership level(s) | 1     |
| Perceived complexity  | 1     |

- time! we have no one assigned and there is a degree of skepticism on the part of educators, so I wonder if part of the resource might be an **introduction for novices** and/ or something for BCSSA
- We completed an ERM several years ago - **the challenge is finding the time to keep it current. The importance is understood, but it feels less urgent than day to day operational work.**
- Looking forward to any tools which could **help streamline** the process.
- **lack of capacity; other higher priorities** came first
- **I'm skeptical of risk management as a separate process** and see it as something that should be embedded in everything we do. I am wary that having it as a separate process would lead to a document that sits on the shelf and isn't meaningfully used.

# ERM Landscape: Findings from October 2025 Survey

Which of the following would be most helpful?

| Response   | Count     |
|--|-----------|
| <b>Templates (ERM framework, Risk Register, etc.)</b>        | <b>10</b> |
| <b>Step-by-step implementation roadmap</b>                   | <b>8</b>  |
| Integration of ERM with strategic planning & decision-making | 4         |
| Change management tips                                       | 4         |
| Definitions and key concepts                                 | 2         |

Which modes of supplementary support would be most helpful to adopt/implement an ERM program?

| Response                                    | Count     |
|---|-----------|
| <b>Live webinar or workshop</b>             | <b>15</b> |
| Pre-recorded webinar                        | 3         |
| Community of Practice / Forum (facilitated) | 2         |
| One-on-one coaching                         | 2         |
| Peer learning group (no facilitator)        | 1         |

# ERM Guide & Tool Kit for Small & Medium sized School Districts in BC



Partnership with Focused Education Resources, BCASBO, and Upside Solutions Inc.



Supports direction from the Province to have an ERM program



Bespoke support for small and medium sized districts to introduce or refresh their ERM practices



Phase 1 guide & toolkit designed to emphasize components of ERM that add value to existing processes



Post-conference support keeps implementation **pragmatic and focused on people and outcomes**

# ERM Guide & Toolkit

## Specific to BC School Districts

Supports compliance with:

- Framework for Enhancing Student Learning (FESL)
- School Act (RSBC 1996, c. 412)
- Public Sector Accounting and Reporting Standards
- BC Ministry of Education and Child Care reporting requirements

Aligns with OAG recommendations and MoF directives

Upholds the fundamental principles outlined in ISO:31000:2018 and the COSO ERM Framework:

- Integration
- Governance accountability
- Continuous improvement
- Proportionality to resources

# ERM Guide & Toolkit (Phase 1)

- ERM Implementation Guide for Small and Medium-Sized BC School Districts
- Toolkit: Templates with **sample text** and **examples**
- Follow-up support:
  - 1:1 discussion
  - Materials available online
  - Webinar(s)



# The ERM Guide

- Companion document to using the ERM Framework and other sample templates in the Toolkit
- Provides context for ERM and components of the Toolkit
- Offers considerations for districts looking for an incremental, embedded approach for ERM

## Enterprise Risk Management (ERM) Implementation Guide for Small and Medium-Sized BC School Districts

Companion to the ERM Framework Template, November 1, 2025

### About This Guide

This Guide was developed by the BCASBO ERM Advisory Committee with expert support from Upside ERM Solutions Inc.

Its content draws on the results of the 2025 provincial ERM surveys of school districts, a review of resources provided by the Ministry of Finance, and a review of Office of the Auditor General (OAG) reports related to planning, governance, and risk management.

The goal is to provide a practical, evidence-informed resource that supports small and medium-sized school districts in building practical, sustainable and scalable risk management practices aligned with their strategic and operational goals.

# The Guide is a *companion* to the Framework

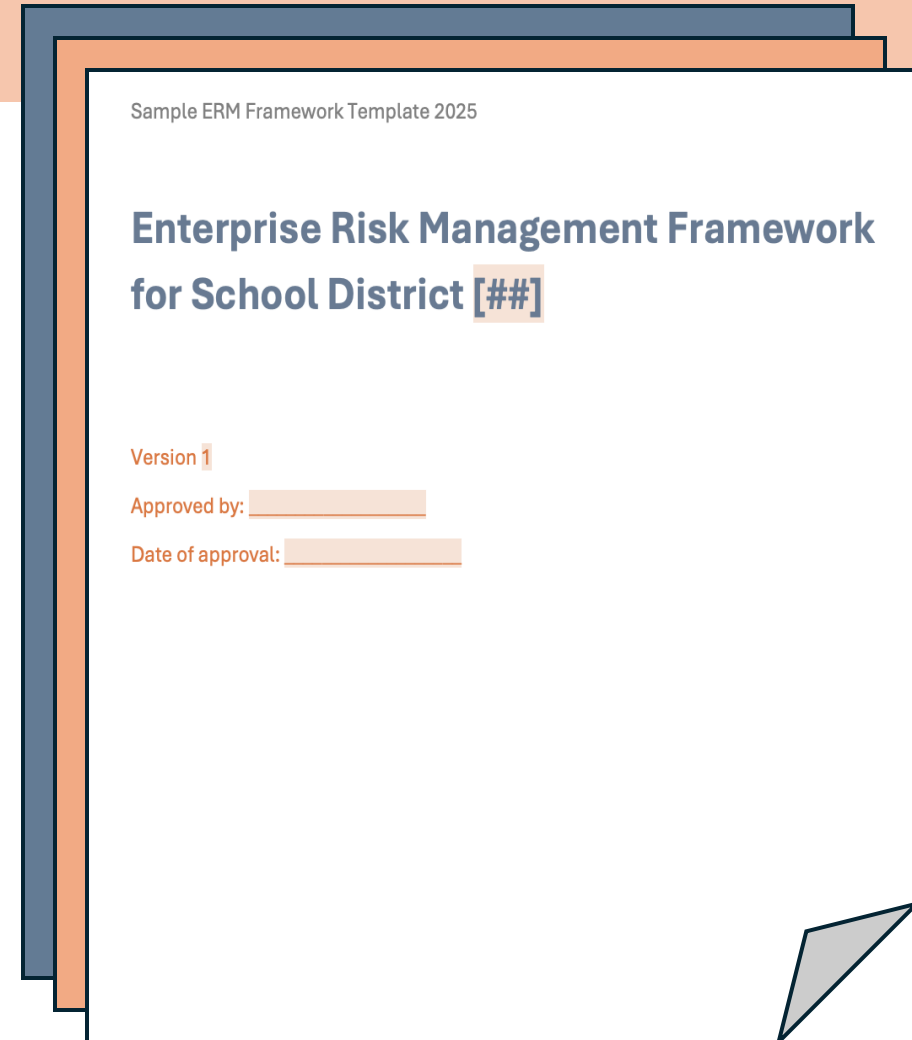
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- The Framework is *what we do*
- The Guide suggests *how to do it*
- Toolkit has sample templates to *make it easier*



# The ERM Framework

- Templates with Sample Text
- ERM Framework Template can be adopted as your district's ERM policy document
- Defines roles, risk cycle, reporting
- Foundation for governance and oversight



# Governance & Roles

- Board: approves the ERM Framework, reviews key risks
- Superintendent and Secretary-Treasurer: joint ERM sponsors
- Secretary-Treasurer or Delegate: accountable for implementation
- Department Leads: "Risk Owners" that already manage risk

| Role   | Responsibilities   |
|--|--|
| <b>Board of Education</b><br><i>(The "Board")</i>  | <ul style="list-style-type: none"> <li>• Approves ERM Framework</li> <li>• Reviews, annually, key district risks, e.g. top 5 district risks</li> <li>• Ensures integration with strategic and budget decisions</li> </ul>  |
| <b>Audit &amp; Risk Committee</b><br><i>(If one does not exist, responsibilities are assumed by the Board)</i> | <ul style="list-style-type: none"> <li>• Reviews risk information in context of budget, audit, and exposure to liabilities.</li> </ul>   |
| <b>Superintendent</b>  | <ul style="list-style-type: none"> <li>• Responsible for supporting the adoption of ERM by the district.</li> <li>• Works with the Secretary-Treasurer to Integrate ERM with strategic planning, budgeting, operational plans, and FESL reporting.</li> </ul>  |
| <b>Secretary-Treasurer</b><br><i>(or delegated to an ERM Coordinator function)</i>                             | <ul style="list-style-type: none"> <li>• Accountable for ERM implementation</li> <li>• Translates Board direction on risk to operational decisions</li> <li>• With the ERM Coordinator, shares responsibility for coordinating risk identification and reporting.</li> <li>• Oversees strategic, financial and operational risk management.</li> </ul> |
| <b>ERM Coordinator</b> <i>(or Secretary-Treasurer if one is not designated)</i>                                | <ul style="list-style-type: none"> <li>• Collect risk reports, review and monitor treatment activities.</li> <li>• Responsible for coordinating the enterprise risk management process.</li> <li>• Maintains the District's risk register.</li> </ul>  |
| <b>Department Leads</b><br><i>"Risk Owners"</i>  | <ul style="list-style-type: none"> <li>• Work with their staff to identify and manage school or departmental risks.</li> <li>• Report key risks to the ERM Coordinator as part of the process described in this Framework and ad hoc.</li> <li>• Understand risks within their roles and follow policy and procedures to manage them.</li> </ul>       |

# District Goals as ERM Context

## Key considerations:

- Risk is ***uncertainty*** that may impact achieving goals/objectives
- **Forward-looking**

## Practical approach:

- ERM is scalable and starts with strategic and compliance goals
- Framework provides space for local goals
- Risks assessed in relation to what matters most
- Keeps ERM relevant and focused

### 5. District Goals

The School District has goals and compliance objectives defined by its strategic plan, operations planning, legislation, policies, bylaws, regulations.

These are summarized here for reference and alignment:

#### Sample Goals and Compliance Objective statements:

- **Student safety and well-being:** Provide a safe and inclusive learning environment
- **Financial stewardship:** Use district resources responsibly to ensure long-term stability
- **Educational innovation:** Foster a culture of continuous improvement and innovation in teaching and learning, supported by appropriate technology and professional development
- **Community trust:** Cultivate and maintain strong collaborative partnerships with families, staff and community to support student growth and achievement.

*[Districts should identify their own strategic goals and compliance objectives from local strategic and operational plans and replace the sample text above with their own wording. Grounding the Framework in locally defined objectives ensures that risks are assessed in relation to what matters most to the district.]*

# Developing Risk Appetite (Simplified)

## Key considerations:

- Opportunity to engage board/leadership with a pragmatic outcome

## Practical approach:

- Plain-language, linked to goals
- Clarify at a high-level where to be cautious vs flexible
- Reviewed with planning/budget cycle
- Guides consistent decision-making across departments
  - Determines when risks need treatment
- Can be developed by leadership, approved by Board



Risk appetite is set and/or reviewed during planning

- Management discusses adjustments with Board
- Changes are approved by Board motion.

### Sample plain-language risk appetite statements

- **Student safety and well-being:** We have low tolerance for risks that could harm students.
- **Financial stewardship:** We have low appetite for risks that could harm our means and avoid deficit budgets.
- **Educational innovation:** We have a moderate appetite for risks to try new approaches, provided student safety is not compromised.
- **Community trust:** We value transparency and accountability to our community and our reputation.

.....  
 [Districts should define their own risk appetites with local goals and priorities. The sample statements should be reviewed and adapted with the Board]

| Level          | Appetite Descriptor   | Meaning for Decision-Making   | Example Application   |
|----------------|---|---|---|
| 1. No Appetite | Minimal tolerance for uncertainty or potential harm.                              | Decisions prioritize safety, compliance, and control. Only minimal risk is acceptable, even if opportunities are limited.   | Student safety, legal compliance, and privacy.                |
| 2. Low         | Preference for stable and predictable outcomes.                                   | Risks are accepted only if well understood and mitigated. Focus is on stewardship and accountability.   | Financial management, facilities maintenance, reputation.     |
| 3. Moderate    | Willingness to take calculated, informed risks to improve outcomes.               | Some uncertainty accepted if potential benefits (e.g., innovation, efficiency) clearly outweigh downsides.  | New programs, technology pilots, partnerships.                |
| 4. High        | Comfort with uncertainty in pursuit of significant improvement or transformation. | Risk-taking encouraged when evidence shows strong potential for learning, growth, or system-wide impact. Controls remain in place, but flexibility is emphasized. | Educational innovation, strategic transformation initiatives. |

# Risk Categories & Risk Owners

## Key considerations:

- Organize risks by drivers (not symptoms)
- Clarify accountability (Risk Owners)
- Support reporting and decision-making

## Practical approach:

- Risk Ownership isn't a new responsibility
- Align accountability with your district's organizational chart

| Example Category               | Example Risk Drivers   | Example Primary Accountability     |
|--------------------------------|--|------------------------------------|
| People & Culture               | Workforce availability, labour relations, health & safety, leadership capacity         | HR / Superintendent                |
| Financial Sustainability       | Funding volatility, enrolment changes, cost pressures                                  | Secretary-Treasurer                |
| Governance & Compliance        | Board conduct, regulatory obligations, health & safety, WorkSafe, audit findings       | Board / Superintendent             |
| Educational Program Delivery   | Curriculum changes, inequitable outcomes, service disruption                           | Superintendent / Learning Services |
| Facilities & Infrastructure    | Aging buildings, deferred maintenance, environmental factors                           | Operations / Facilities            |
| Technology & Data              | Cybersecurity, privacy, system reliability   | IT / Privacy/Secretary-Treasurer   |
| Reputation & Community Trust   | Public confidence, transparency, communications, relationships with Nations & partners | Superintendent / Board             |
| Political & social climate     | Government policy, socio-economic trends   | Superintendent / Board             |
| Physical climate & environment | Natural disasters, wildfires, floods, extreme heat, pandemics                          | Superintendent                     |

# ERM Cycle (Scaled)



Context for setting and improving ERM are largely based on creating and maintaining:

- Governance & Roles
- District Goals
- Risk Appetite
- Risk Categories

Key considerations & practical approach

Integrate into existing:

- Processes
- Formal meetings, and
- Business cycles

# Step 1: Risk Identification



## Tool: Sample Risk Register Template

|   | A         | B  | C  | D                           | E                                     | F   | G  | H                  | I               | J                     | K                 | L               | M   | N                     | O                    | P                               | Q  |
|---|-----------|--|--|-----------------------------|---------------------------------------|---|--|--------------------|-----------------|-----------------------|-------------------|-----------------|---|-----------------------|----------------------|---------------------------------|--|
| 1 | Risk ID   | Risk Title                                   | Risk Description   | Category                    | Strategic Goal / Compliance Objective | Risk Drivers  | Potential Impacts  | Risk Owner         | Date Identified | Likelihood (Inherent) | Impact (Inherent) | Inherent Rating | Existing Controls   | Control Effectiveness | Appetite Alignment   | Priority Decision               | Treatment Objective  |
| 2 | R-2025-03 | Facility failure due to deferred maintenance | Deferred maintenance could result in facility failure affecting student safety and operations        | Facilities & Infrastructure | Student safety and well-being         | Aging facilities; limited capital funding; reactive maintenance practices               | Disruption to learning environments; emergency closures; increased long-term repair costs; parent concern about planning | Facilities Manager | 28-11-2025      | 4 – Likely            | 4 – Major         | High (13-16)    | Annual inspections; work-order tracking; safety compliance checks | Adequate              | Exceeds appetite     | Priority for Action Plan        | Reduce likelihood of facility failure                        |
| 3 | R-2025-07 | Cybersecurity breach                         | Unauthorized access to district systems could compromise sensitive data and disrupt operations       | Technology & Data           | Community trust                       | Legacy systems; insufficient MFA coverage; staff phishing vulnerability                 | Loss of confidential data; service interruptions; reputational harm; privacy compliance breaches                         | IT Manager         | 04-12-2025      | 3 – Possible          | 5 – Catastrophic  | High (13-16)    | Firewalls; basic staff awareness training; backups                | Developing            | Exceeds appetite     | Priority for Action Plan        | Reduce likelihood of unauthorized access; impact of downtime |
| 4 | R-2025-11 | Recruitment and retention challenges         | Difficulty attracting and retaining qualified staff may impact service delivery and student supports | People & Culture            | Student safety and well-being         | Competitive labour market; rural/remote location; pay compression; housing availability | Program delivery gaps; increased workload; declining morale; higher turnover costs                                       | HR Manager         | 10-12-2025      | 1 – Rare              | 3 – Medium        | Moderate (5-12) | Posting processes; onboarding; mentorship program                 | Developing            | Approaching appetite | Monitor or Targeted Action Plan | Reduce likelihood of and impact on contin services           |
| 5 |           |  |  |                             |                                       |   |  |                    |                 |                       |                   |                 |   |                       |                      |                                 |  |
| 6 |           |  |  |                             |                                       |   |  |                    |                 |                       |                   |                 |   |                       |                      |                                 |  |
| 7 |           |  |  |                             |                                       |   |  |                    |                 |                       |                   |                 |   |                       |                      |                                 |  |

# Step 2: Risk Assessment & Prioritization



| Inherent Risk Level based on Inherent Risk Rating (select one): |                                     |
|---|-------------------------------------|
| Very Low (1-2)  | <input type="checkbox"/>            |
| Low (3-4)   | <input type="checkbox"/>            |
| Moderate (5-12)   | <input type="checkbox"/>            |
| High (13-16)  | <input checked="" type="checkbox"/> |
| Extreme (17-25)   | <input type="checkbox"/>            |

| Risk Matrix |                  | Impact          |          |          |          |                |
|-------------|------------------|-----------------|----------|----------|----------|----------------|
|             |                  | Insignificant 1 | Minor 2  | Medium 3 | Major 4  | Catastrophic 5 |
| Likelihood  | Almost Certain 5 | Moderate        | Moderate | High     | Extreme  | Extreme        |
|             | Likely 4         | Low             | Moderate | Moderate | High     | Extreme        |
|             | Possible 3       | Low             | Moderate | Moderate | Moderate | High           |
|             | Unlikely 2       | Very Low        | Low      | Moderate | Moderate | Moderate       |
|             | Rare 1           | Very Low        | Very Low | Low      | Low      | Moderate       |

# Step 2: Risk Assessment & Prioritization

**Risk Assessment Template**  
With sample text and guiding notes

**1. Risk Identification**

|  |  |
|--|--|
| Risk ID (From the Risk Register)   | R-2025-03                                    |
| Risk Title (From the Risk Register)  | Facility failure due to deferred maintenance |
| Risk Description – Explain how this uncertainty could impact the district’s objectives<br>Deferred maintenance could result in facility failure affecting student safety and operations. |  |
| Risk Category (from Framework categories)  | Facilities & Infrastructure                  |
| Strategic Goal / Compliance Objective Affected   | Student safety and well-being                |
| Risk Owner (Department Lead)   | Facilities Manager                           |
| Date Identified  | 28-11-2025                                   |

**2. Causes and Potential Impacts**

Primary Causes (Risk Drivers) - Explain what could trigger this risk:

- Aging facilities
- Limited capital funding available
- Reactive maintenance approach

Potential Impacts on the District - Explain, if any impact. Note, if no impact:

|                                    |  |
|------------------------------------|--|
| Student learning / FESL priorities | Disruption to learning environments      |
| Financial stewardship              | Increased long-term repair costs         |
| Operations or service continuity   | Emergency closures                       |
| Reputation / community trust       | Parent skepticism of district's planning |
| Compliance / safety obligations    | Safety incidents or injuries             |

**3. Baseline Assessment (Inherent Risk)**  
Complete this section before the risk action plan is implemented. Refer to the district’s ERM Framework for definitions of each option.

Likelihood Scale (Mark an X next to the appropriate rating)

| Likelihood | Rating              | Definition   | Typical Timeframe / Example  |
|------------|---------------------|--|--|
|            | 5<br>Almost Certain | Happens often; already occurring or part of operations.  | Occurs every year or more (e.g., staff absences, IT interruptions).                          |
| X          | 4<br>Likely         | Has happened before and is likely to occur again.        | Occurs at least once in 3-5 years (e.g., funding shortfall, minor system failure).           |
|            | 3<br>Possible       | Could occur under certain conditions, but not routine.   | May occur once in 5-10 years (e.g., major facility repair, leadership turnover).             |
|            | 2<br>Unlikely       | Rare, though not impossible under unusual circumstances. | Could occur once in 10-20 years (e.g., long power outage, major policy change).              |
|            | 1<br>Rare           | Has not happened before; highly improbable.              | Might occur once in 20-50 years (e.g., catastrophic building loss, severe natural disaster). |

Likelihood Scale (Mark an X next to the appropriate rating)

| Likelihood | Rating              | Definition   | Typical Timeframe / Example  |
|------------|---------------------|--|--|
|            | 5<br>Almost Certain | Happens often; already occurring or part of operations.  | Occurs every year or more (e.g., staff absences, IT interruptions).                          |
| X          | 4<br>Likely         | Has happened before and is likely to occur again.        | Occurs at least once in 3-5 years (e.g., funding shortfall, minor system failure).           |
|            | 3<br>Possible       | Could occur under certain conditions, but not routine.   | May occur once in 5-10 years (e.g., major facility repair, leadership turnover).             |
|            | 2<br>Unlikely       | Rare, though not impossible under unusual circumstances. | Could occur once in 10-20 years (e.g., long power outage, major policy change).              |
|            | 1<br>Rare           | Has not happened before; highly improbable.              | Might occur once in 20-50 years (e.g., catastrophic building loss, severe natural disaster). |

Impact Scale (Mark an X next to the appropriate rating)

| Impact | Rating            | Plain Definition  | Typical Example  |
|--------|-------------------|---|--|
|        | 5<br>Catastrophic | District-wide impact or severe harm to people, assets, or reputation.     | School closure, injury, major data loss, or funding collapse.      |
| X      | 4<br>Major        | Requires Board or Ministry attention; significant cost or service impact. | Extended program disruption, media coverage, or large repair cost. |
|        | 3<br>Medium       | Short-term or localized issue; handled within current resources.          | Temporary outage, facility repair, or moderate financial variance. |
|        | 2<br>Minor        | Easily managed within school or department.                               | Brief service gap, small error, or short absence.                  |
|        | 1<br>Low          | Negligible or no impact on people, operations, or finances.               | Minor delay or inconvenience.                                      |

Inherent Risk Rating (Likelihood × Impact)    4x4=16

# Step 3: Risk Action Plans



## Sample Risk Action Plan Template for Small and Medium Sized BC School Districts

Developed by Nicole Stinson, Upside Solutions Inc.  
For BCASBO and Focused Education Resources  
November 2025

### How to Use This Template

This template is designed to help your district's ERM Coordinator/ Secretary-Treasurer to monitor actions planned to mitigate prioritized risks in your district. It assumes information collected in the Risk Assessment Template and follows the steps outlined in the ERM Companion Guide and aligns with the ERM Framework for Small and Medium-Sized BC School Districts.

This template can be used to inform a project plan for Risk Owners. If your district already has solid performance and/or project planning processes, this template indicates where you may want to reflect them in your ERM process. Where actions are unfunded or under-resources, this document can be presented as part of business case proposal.

The ERM Coordinator (or Secretary-Treasurer) should complete the template with the Risk Owner and have it reviewed by the Risk Action Plan sponsor or champion.

Entries in this template should match those in your Risk Register and Risk Assessment Plan.

Comment bubbles alongside the template fields explain alignment and considerations for using the template. Orange text is only illustrative and should be deleted

### Implementation Tips

## 4. Implementation Description

Specify the steps, timing and resources needed for the Risk Action Plan

| Step | Step description  | Timing          | Resources needed                           | Expected outcome                           |
|------|---|-----------------|--|--|
| 1.   | Develop a 5-year maintenance plan                       | Jan 26 – Aug 26 | External facility assessor (\$) IT support | 5-yr Maintenance Plan drafted              |
| 2.   | Prioritize safety-critical repairs with existing budget | Jan 26 – Dec 26 | H&S committee IT support                   | Most urgent and feasible hazards mitigated |
| 3.   | Seek capital funding approval                           | Sep 26 – Mar 27 | Sr. Leadership                             | 5-yr Budget Plan for approval              |

|                    |                               |
|--------------------|-------------------------------|
| Sponsor/Champion   | Secretary-Treasurer           |
| Responsible person | [First name Last name, Title] |

### Resources Required

Identify and describe additional resources needed to implement this Risk Action Plan. Complete fields for all that apply:

|                         |                                   |
|-------------------------|-----------------------------------|
| Sponsorship/Approvals   | Superintendent                    |
| Funding                 | \$3m                              |
| Staff time/redeployment | H&S (20 hrs); IT (40hrs)          |
| External expertise      | Facility assessor                 |
| IT                      | Asset management software licence |
| Other:                  |                                   |

### Status/Progress Update

|                 |                          |
|-----------------|--------------------------|
| Select one:     |                          |
| Not started     | <input type="checkbox"/> |
| Paused/deferred | <input type="checkbox"/> |

# Steps 4-5: Monitoring & Reporting



| Risk Matrix |                | Impact          |          |          |          |                |
|-------------|----------------|-----------------|----------|----------|----------|----------------|
|             |                | Insignificant 1 | Minor 2  | Medium 3 | Major 4  | Catastrophic 5 |
| Likelihood  | Almost Certain | Moderate        | Moderate | High     | Extreme  | Extreme        |
|             | Likely         | Low             | Moderate | Moderate | High     | Extreme        |
|             | Possible       | Low             | Moderate | Moderate | Moderate | High           |
|             | Unlikely       | Very Low        | Low      | Moderate | Moderate | Moderate       |
|             | Rare           | Very Low        | Very Low | Low      | Low      | Moderate       |

## Tool: Sample Risk Register Template

Formula bar: `=IF('Risk Register'!$A7="", "", 'Risk Register'!$U7)`

| A          | B  | C                                     | D                             | E               | F                  | G                    |              |
|------------|--|---------------------------------------|-------------------------------|-----------------|--------------------|----------------------|--------------|
| Risk Title | Category                                     | Strategic Goal / Compliance Objective | Inherent Rating               | Residual Rating | Appetite Alignment | Status               |              |
| 03         | Facility failure due to deferred maintenance | Facilities & Infrastructure           | Student safety and well-being | High (13-16)    | Moderate (5-12)    | Exceeds appetite     | In Progress  |
| 07         | Cybersecurity breach                         | Technology & Data                     | Community trust               | High (13-16)    | Moderate (5-12)    | Exceeds appetite     | Not Started  |
| 11         | Recruitment and retention challenges         | People & Culture                      | Student safety and well-being | Moderate (5-12) | Moderate (5-12)    | Approaching appetite | Monitor Only |

Navigation: Risk Register | **Dashboard** | Lookups | +

# Recap

## Phase 1

- ERM Guide & Toolkit available online
- 1:1 Support by appointment
- Follow-up Webinar

## Phase 2

- Evolution of Phase 1 materials
- Guide/templates for presenting & reporting



How could you introduce ERM in your district?

We're here to help!



Chat 1:1 –  
Book a  
time in  
December

[Nicole@upsidesolutions.ca](mailto:Nicole@upsidesolutions.ca)



Access the  
Guide &  
Toolkit online

[www.focusedresources.ca](http://www.focusedresources.ca)

[www.bcasbo.ca](http://www.bcasbo.ca)



Attend a virtual workshop in  
the new year

*Stay tuned for  
an invitation!*

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Thank you!

