

DECISION MAKING GUIDE

<i>Establish the Decision Context</i> <i>STEP 1</i>	<i>Decision Example</i>
<p>a. Clarify the decision to be made.</p> <p>b. Does the decision fall within our mandate?</p> <p>c. Which strategic outcome is most affected by the decision?</p> <p>d. What role would our Board play in this decision? (Lead, supporter, sponsor, etc.)</p> <p>e. How significant is the decision in relation to our strategic outcomes?</p> <p>f. Which of our internal and external stakeholders could be impacted by the decision? (See below)</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Internal Stakeholders</p> <p>Stakeholders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Trustees <input type="checkbox"/> Senior Executive <input type="checkbox"/> Principals <input type="checkbox"/> Educators <input type="checkbox"/> Educator Support <input type="checkbox"/> Management <input type="checkbox"/> Staff Groups </div> <div style="width: 45%;"> <p>External</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students <input type="checkbox"/> Parents <input type="checkbox"/> Regulators <input type="checkbox"/> Contractors <input type="checkbox"/> Suppliers <input type="checkbox"/> Communities <input type="checkbox"/> Interest </div> </div>	<p>a. _____</p> <p>b. __ Yes or __ No</p> <p>c. which strategic outcome(s) is/are most affected by this decision?</p> <p>d. what role would our Board play in this decision?</p> <p>e. How significant is the decision in relation to our strategic objectives?</p> <p>f. Which of our internal and external stakeholders could be impacted by this decision?</p>



Identify, Assess & Prioritize the Associated Threats and Opportunities 2	
<p>a. What are the threats that might arise from the decision: consider the existing people, processes and systems in place already to help prevent the threat or its impact.</p> <p>b. What are the opportunities that might results from the decision: consider the existing people, process and systems in place today to help realize and optimize identified opportunities?</p> <p>c. Rate each threat using the Risk Attitude on the reverse</p> <p>d. Rate each opportunity using the Risk Attitude on the reverse</p> <p>e. What are the top threats and opportunities associated with the decision?</p>	<p>T1: That (What's already in place to prevent this or minimize the impact:)</p> <p>T2: That T3: That.....</p> <p>O1: That O2: That O3: That</p> <p>Are there any of these threats and opportunities that fall outside of the risk attitude? If so, take those specific ones to the next step.</p>



Respond to Top Threats & Opportunities 3	
<p>a. Look at the operational plan, projects and priorities: what actions could you take within your existing commitment to help respond to the top threats and opportunities identified.</p> <p>b. What additional action should be taken?</p> <p>c. If additional action (resources, time and budget) is required to respond to the top threats and opportunities, what existing adjustments should be made to the existing plans, projects or priorities?</p> <p>d. If your school board knows them, what Top Corporate Threats or Opportunities are impacted?</p>	



Escalate, Monitor, Communicate & Consult as Appropriate 4, 5, 6	
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How to Use this Risk Rating Guide

- a) For all Board decisions, use Part A to ensure the decision taken carries threats and opportunities within the Board Risk Attitude.
- b) Option: Use Part B – Board Risk Rating Scales (Likelihood and Impact) at your option to assess specific threats and opportunities associated with a decision.

Part A: Board Risk Attitude

To foster a culture of innovation and continuous improvement, the school District accepts a higher level of risk within risk tolerance levels it can bear for the pursuit of opportunities that create additional benefits in areas such as:

- Teaching and learning opportunities to improve student outcomes
- Actions which encourage innovative thinking that enables creativity
- Financial sustainability
- Stewardship of assets and resources
- Relationships with business partners and communities to build capacity.

The school District accepts a very low appetite for risks in areas that may have an adverse impact on high quality education:

- Significant/sustained under achievement by Board and Ministry of Education curriculum expectations for students
 - Educators that do not meet professional standards and qualifications;
 - Staff and student safety;
 - Safeguard of confidential and personal information;
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- Ineffective business continuity planning and management;
 - Fraud and corruption;
 - Unethical governance and business practices; and,
 - Compliance with legislative and/or regulatory requirements.

Part B: BOARD Risk Rating Scales

Likelihood Scale			
Score	Probability	Threat	Opportunity
1	Unlikely	It would be surprising if the threat occurred and would require a combination of events. Not to worry about it occurring.	Some chance of favourable outcome in future years. Likelihood of success of opportunity low given the people, processes and systems in place.
2	Possible	May occur within the next 2-5 years. Just as likely to occur as not.	Reasonable prospects of favorable results in 2 to 5 years but opportunity will require careful management.
3	Likely	Almost certain to occur in the next year. Almost certain it will occur.	Favorable outcome is likely to be achieved within the next year based on current people, processes and systems in place.
4	Almost Certain	Certain to occur at least once or possibly multiple times in the next year It is expected to occur.	Favorable outcome is certain to be achieved within the next year based on current people, processes and systems in place.

BOARD THREAT IMPACT SCALE				
	Minor - 1	Moderate - 2	Serious - 3	Major - 4
Student Impact	Low or no impact on enrolment metrics	Minor decline in Enrolment metrics	Enrolment metrics begin to show some decline	Substantial change in enrolment metrics
	Low or no impact on student achievement	Student achievement metrics begin to show a decline	Some decline in student achievement.	Significant decline in student achievement
	Inconvenience but no interruption to programs and services.	Limited disruption to programs and services but manageable	Significant disruption to programs and services	School board is unable to provide program and services;
Employee Impact	Low or No impact on employee metrics	Limited impact on employee metrics	Significant impact on one or more employee metrics	Sustained impact on one or more employee metrics
	Low or No impact on health, safety and wellbeing of staff and students	Limited impact on health, safety and wellbeing metrics for staff and students	Significant impact on health, safety and wellbeing metrics for staff and students	Sustained impact on health, safety and wellbeing metrics for staff and students
Reputational Impact	Unfavourable media attention unlikely	Limited negative media attention	Some significant negative media attention.	Sustained negative media attention.
	Low or no impact on Stakeholder trust and public confidence	Minor setback in Stakeholder trust and public confidence	Some criticism from stakeholders and public.	Significant loss of and criticism by stakeholders and the public
	No regulatory consequence expected	Minor non-compliance	Regulatory non-compliance with sanctions	Crisis management; critical system failure;
	Minor audit findings	Moderate audit findings: Audit caution issued, and corrective action taken	Audit findings require important system / program changes	Ongoing Ministry monitoring of audit findings
Corporate Impact	Slightly slows progress of achieving strategic goals	Progress stopped on one strategic goal	Progress stopped on more than one strategic goal	Progress eroded on one or more strategic goal
	Financial fluctuation less than 0.25% of operational budget	Financial fluctuation more than 0.25% less than 1.0% of operational budget	Financial fluctuation more than 1.0% but less than 5% of operational budget	Financial fluctuation of more than 5% of operational budget
	Minor legal liability exposure	Manageable legal liability exposure	Serious legal liability exposure	Severe legal liability exposure

BOARD OPPORTUNITY IMPACT SCALE				
	Minor - 1	Moderate - 2	Serious - 3	Major - 4
Student Impact	Minor improvement in enrolment and retention	Moderate improvement in enrolment and retention	Significant improvement in enrolment and retention	Meet or exceeds enrolment and retention goals
	Minor increase in student achievement metrics	Some increase in Student achievement metrics	Significant improvement in student achievement metrics	Meets or exceeds most or all student achievement metrics
	Minor benefit to programs and services	Some benefit to some programs and services	Benefits many programs and services	Benefits most programs and services
Employee Impact	Limited benefit to our human resources targets	Some improvement in meeting our human resources targets	Improvement in achieving most of our human resources targets	Meets or exceeds all of our human resources targets
	Nominal help in improving our health, safety and wellbeing metrics	Some improvement toward our health, safety and wellbeing targets	Significant improvement toward our health, safety and wellbeing targets	Meet or exceed our health, safety and wellbeing targets
Reputational Impact	Unfavourable media attention unlikely	Limited negative media attention	Some significant negative media attention.	Sustained negative media attention.
	No or low impact on improving stakeholder trust and public confidence	Some impact on improving stakeholder trust and public confidence	Significant improvement in stakeholder trust and public confidence	BOARD is recognized by its school community, the public and external stakeholders for its excellence and sector leadership
	a minor improvement in regulatory compliance targets	Some improvement in regulatory compliance targets	Significant improvement in regulatory compliance targets	Meets or exceeds BOARD regulatory compliance targets
Corporate Impact	Minor progress or impact on achieving strategic goals	Some effect on achieving on one or more strategic goals	Significantly helps to achieve one or more strategic goals	Could result in the achievement of most strategic goals
	The opportunity would generate little revenue or savings	Some added revenues or savings are possible	Significant revenues or savings of 1-5%	The opportunity would generate revenues 5%+
	No or low effect on helping to meet board performance target	Some effect on helping to meet board performance targets	Significantly helps the achieve one or more of our strategic goals	The opportunity could result in all board and provincial Student Achievement targets met