

Regular Board Meeting Agenda – 9:30 a.m.

TUESDAY, MAY 28TH, 2024

Acknowledgement of the Land

Horizon School Division is located on the traditional land of the Blackfoot Confederacy, Treaty 7 territory and the home of the Métis Nation of Alberta, District 1. We honor the Blackfoot people and the diverse Indigenous peoples whose ancestors have marked this territory for centuries, a place that has welcomed many peoples from around the world to make their home here. Together we call upon all our collective communities to build a stronger understanding of all peoples who dwell on this land we call home.

A – ACTION ITEMS

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| A.1 Agenda | <p>ENCLOSURE 1 ENCLOSURE 2 ENCLOSURE 3 ENCLOSURE 4</p> <p>ENCLOSURE 5 LINK ENCLOSURE 6 ENCLOSURE 7</p> |
| A.2 Minutes of Regular Board Meeting held Monday, April 22, 2024 | |
| A.3 May 2024 Payment of Accounts | |
| A.4 Horizon Assurance Survey Summary | |
| A.5 Three-Year Education Plan | |
| A.6 2024-2025 Budget | |
| A.7 2024-2025 IMR | |
| A.8 2024-2025 School Fee Schedules | |
| A.9 Second & Final Reading Policy GBL – Personnel Records | |
| A.10 Second Reading Policy IGB – Personal Communication Devices | |
| A.11 Central School Caretaking Tender | |

D – DISCUSSION ITEMS

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| D.1 Employee Recognition Awards | |
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I – INFORMATION ITEMS

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| I.1 Superintendent’s Report – Dr. Wilco Tymensen | ENCLOSURE 8 |
| I.2 Trustee/Committee Report | |
| I.2.1 Zone 6 Report – Mandy Court I.2.2 Administrator’s Report – Jennifer Crowson I.2.3 Facilities Meeting Report – Bruce Francis | |
| I.3 Associate Superintendent of Finance and Operations – Phil Johansen | ENCLOSURE 9 ENCLOSURE 10 |
| I.4 Associate Superintendent of Human Services – Karen Rancier | |
| I.5 Associate Superintendent of Learner Services Report – Terri-Lynn Duncan | |

C - CORRESPONDENCE

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| C.1 New Article – Ontario to restrict cell phones and ban social media | ENCLOSURE 11 |
| C.2 News Release – Strengthening Alberta’s local elections | |
| C.3 News Release – New draft social studies curriculum ready to pilot | |

C.4 Alberta News – Setting Alberta adult learners up for success

C.5 Letter from Alberta Education

Board will move back into Committee

DATES TO REMEMBER

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| • May 28 – Board Meeting |
| • May 28 – Resiliency Celebration |
| • May 29 – Division Wide Track & Field Day |
| • May 31 – TEBA Engagement Session |
| • June 2 – 4 – ASBA Spring Conference |
| • June 3 – SIVA Training |
| • June 6 – Indigenous Steering Committee |
| • June 10 – Administrator’s Meeting |
| • June 19 – ASBA Zone 6 Meeting |
| • June 24 – Board Meeting |
| • June 27 – HIP Planning & Assessment |

Horizon School Division



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The Board of Trustees of Horizon School Division held its Regular Board meeting on Monday, April 22nd, 2024, beginning at 1:00 p.m.

TRUSTEES IN ATTENDANCE: Marie Logan - Board Chair, Bruce Francis – Vice Chair
Derek Baron, Blair Lowry, Jennifer Crowson, Maxwell Holst, Mandy Court

ALSO IN ATTENDANCE: Dr. Wilco Tymensen, Superintendent of Schools
Phil Johansen, Associate Superintendent of Finance & Operations
Karen Rancier, Associate Superintendent of Human Services
Terri-Lynn Duncan, Associate Superintendent of Learner Services
Sheila Laqua, Recording Secretary

ACTION ITEMS

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| A.1 | Moved by Jennifer Crowson that the Board approve the agenda. Carried Unanimously | AGENDA APPROVED 41/24 |
| A.2 | Moved by Blair Lowry that the Board approve the Minutes of the Regular Board Meeting held Monday, March 25 th , 2024, 2024 as provided by Enclosure #1 of the agenda. Carried Unanimously | BOARD MEETING MINUTES APPROVED 42/24 |
| A.3 | Moved by Derek Baron that the Board approve the April 2024 Payment of Accounts in the amount of \$4,566,781.59 as provided in Enclosure #2 of the agenda. Carried Unanimously | PAYMENT OF ACCOUNTS APPROVED 43/24 |
| A.4 | Moved by Derek Baron that the Board approve the second reading of Policy EEACB – Bus Route Contractors as provided in Enclosure #3 of the agenda. Carried Unanimously | SECOND READING POLICY EEACB APPROVED 44/24 |
| | Moved by Derek Baron that the Board approve the final reading of Policy EEACB – Bus Route Contractors as provided in Enclosure #3 of the agenda. Carried Unanimously | FINAL READING POLICY EEACB APPROVED 45/24 |

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| A.5 | Moved by Bruce Francis that the Board approve the second reading of Policy JBB – Canadian Anti-Spam Legislation as provided in Enclosure #4 of the agenda. <p style="text-align: right;">Carried Unanimously</p> | SECOND READING POLICY JBB APPROVED 46/24 |
| | Moved by Bruce Francis that the Board approve the final reading of Policy JBB – Canadian Anti-Spam Legislation as provided in Enclosure #4 of the agenda. <p style="text-align: right;">Carried Unanimously</p> | FINAL READING POLICY JBB APPROVED 47/24 |
| A.6 | Moved by Maxwell Holst that the Board approve the second reading of Policy JH – Playground Equipment and Playfield Facilities as provided in Enclosure #5 of the agenda. <p style="text-align: right;">Carried Unanimously</p> | SECOND READING POLICY JH APPROVED 48/24 |
| | Moved by Maxwell Holst that the Board approve the final reading of Policy JH – Playground Equipment and Playfield Facilities as provided in Enclosure #5 of the agenda. <p style="text-align: right;">Carried Unanimously</p> | FINAL READING POLICY JH APPROVED 49/24 |
| A.7 | Moved by Bruce Francis that the Board approve the first reading of Policy IGB – Cell Phones as provided in enclosure #6 of the agenda, with amendments. <p style="text-align: right;">Carried Unanimously</p> | FIRST READING POLICY IGB APPROVED 50/24 |
| A.8 | Moved by Blair Lowry that the Board approve the first reading of Policy GBL – Personnel Records as provided in enclosure #7 of the agenda, with amendments. <p style="text-align: right;">Carried Unanimously</p> | FIRST READING POLICY GBL APPROVED 51/24 |

DISCUSSION ITEMS

D.1 GRADUATION/CELEBRATION CEREMONIES

Board Members and Sr. Leadership will be attending Graduation and Celebration Ceremonies throughout the Division over the months of May and June.

INFORMATION ITEMS

I.1 SUPERINTENDENT'S REPORT

- View Dr. Wilco Tymensen, Superintendent's April 2024 Report [here](#).

I.2 TRUSTEE/COMMITTEE REPORT

I.2.1 ASBA Zone 6 Report

Mandy Court , Zone 6 Rep, provided a summary from the Zone 6 meeting:

- Budget breakdown and changes were shared with members

- Vote will take place at ASBA Spring Meeting
- Deadline for position statements for Fall are coming up
- Fall and Spring ASBA meetings will no longer be offered as hybrid

I.2.2 Facilities Meeting Report

Vice Chair, Bruce Francis, provided an update regarding Facilities Department work for the month of April 2024:

- Capital Projects
 - Milk River School
 - Pictures of the progress that has been made were shared with the Board
 - DAF/WRM Phase 2 planning is ongoing
- 2024-2025 IMR/CMR Projects
 - Will be brought forward at the May Board Meeting
- Caretaking Tender for Central School will be forthcoming

I.3 ASSOCIATE SUPERINTENDENT OF FINANCE AND OPERATIONS

- Philip Johansen, Associate Superintendent of Finance and Operations shared the following April summary.
 - We received the funding manual, and the funding profiles a month after the province released its budget.
 - The funding rates received no increases. Overall, we received about a 2% increase in our operational funding due to enrollment changes and how the province allocates some grants. The lack of funding increase and significant projected cost increases in collective agreements, benefit rates, technology licenses, and the carbon tax are making this a challenging budget.
 - Principals have been advised that they will need to present a justification for their SGF accumulation with this year's fee submission. The schedule that they will be completing has 4 sections: Restricted funds, Specific items being saved for, Fees to be returned to students, and undesignated funds.

I.4 ASSOCIATE SUPERINTENDENT OF HUMAN SERVICES REPORT

- View Karen Rancier, Associate Superintendent of Human Services' April 2024 Report [here](#).

I.5 ASSOCIATE SUPERINTENDENT OF LEARNER SERVICES REPORT

- View Terri-Lynn Duncan, Associate Superintendent of Learner Services' April 2024 Report [here](#).

I.6 EDUCATION WEEK

- Horizon celebrated Education Week, April 15-19th. The Board expressed their appreciation for everything that teachers, staff, volunteers, and the community do and their dedication to ensuring that students have optimal learning conditions.

CORRESPONDENCE

- No discussion came from the correspondence.

Moved by Derek Baron that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
52/24

COMMITTEE ITEMS

Moved by Jennifer Crowson that the Board meet in Committee.
Carried Unanimously

COMMITTEE
53/24

Moved by Blair Lowry that the meeting adjourn.
Carried Unanimously

MEETING ADJOURNED
54/24

Marie Logan, Chair

Sheila Laqua, Executive Secretary

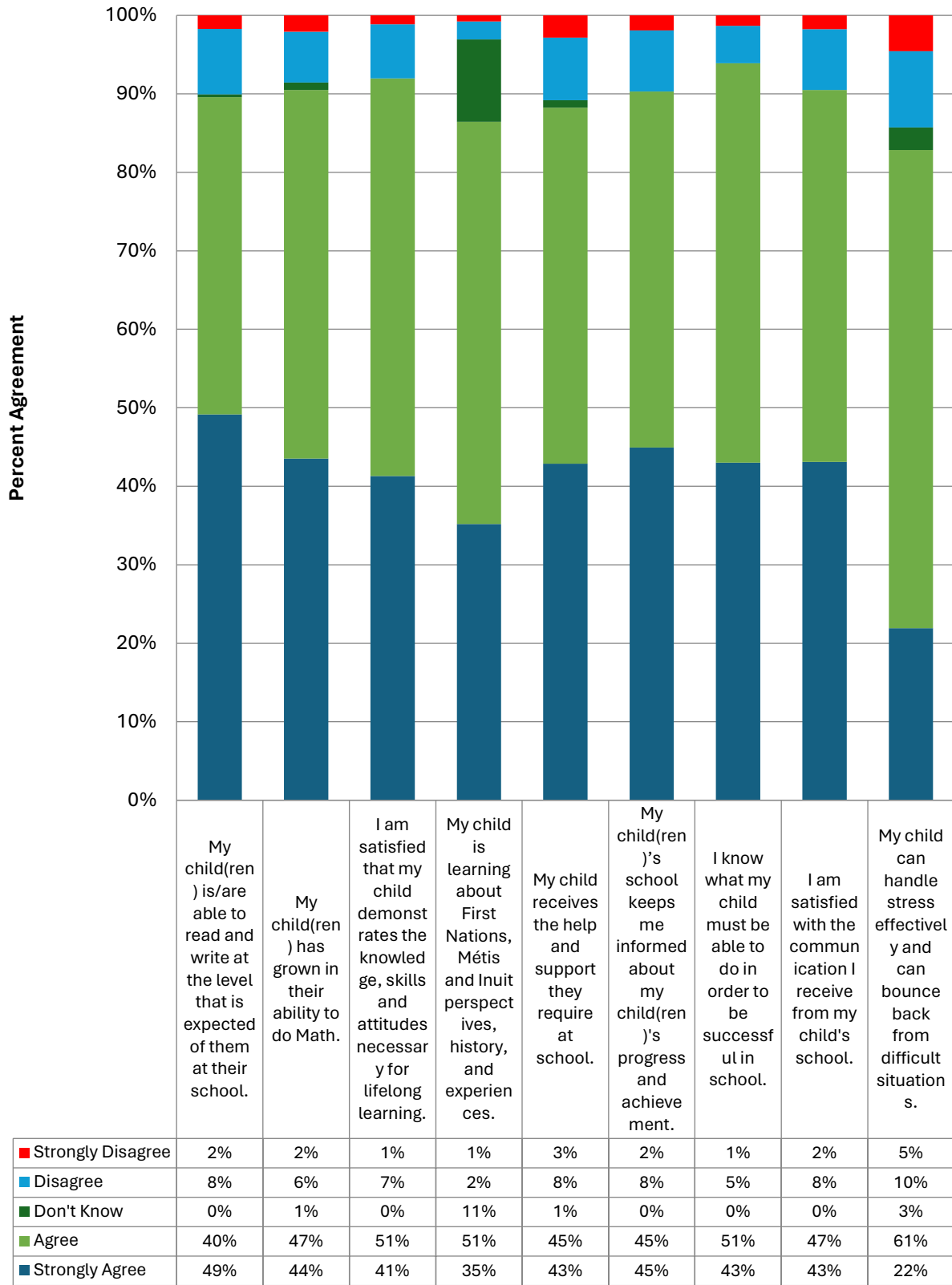
PAYMENT OF ACCOUNTS REPORT

Board Meeting - May 28, 2024

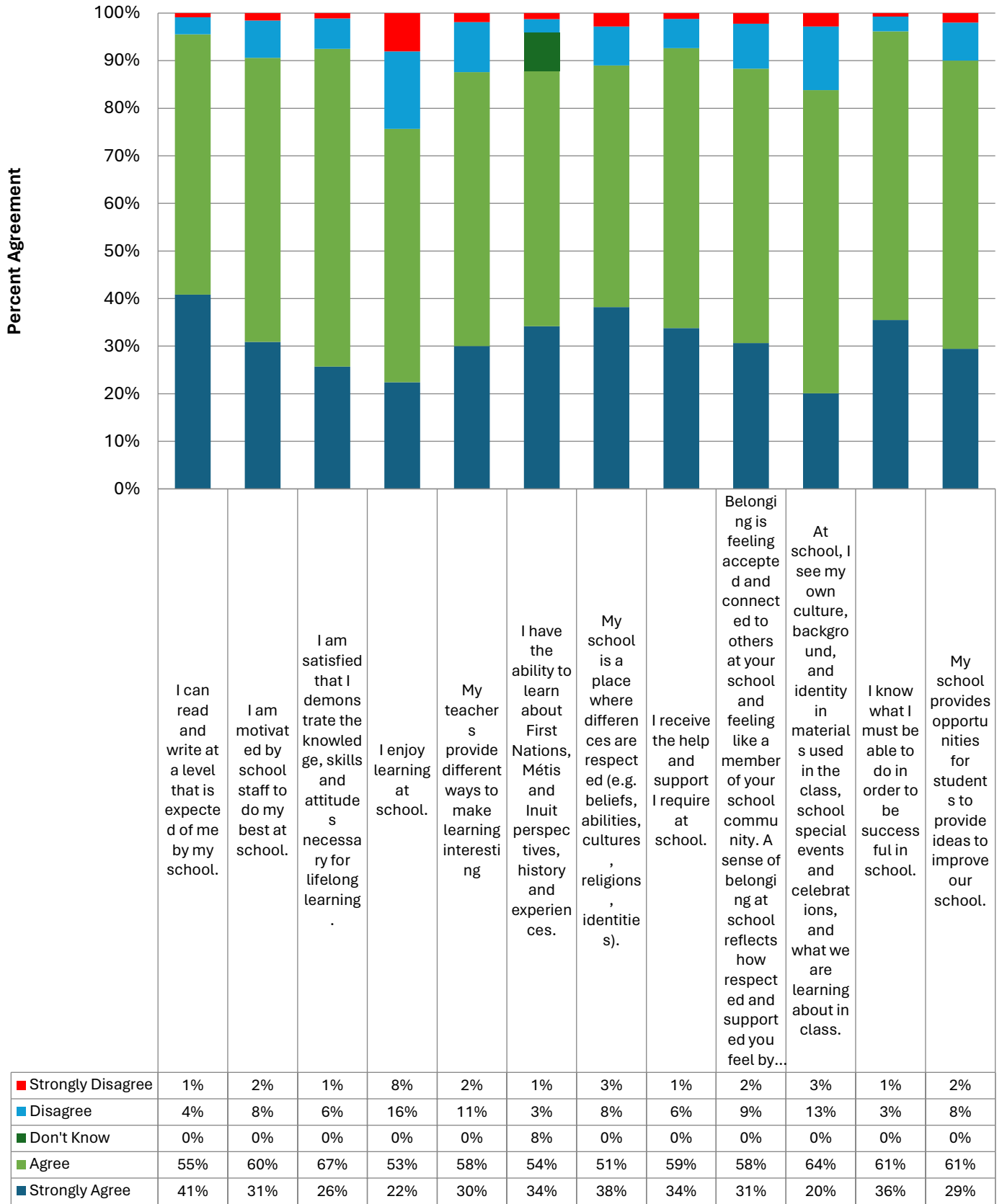
| | | | |
|--------------------------|-------------|----------|---------------------|
| General | April 23/24 | | 598974.38 |
| General | April 30/24 | | 1350614.6 |
| U.S. | May 2/24 | | 15199.55 |
| General | May 7/24 | | 94952.10 |
| General | May 15/24 | | 487341.00 |
| General | May 22/24 | | 138063.80 |
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| "A" Payroll | April 2024 | Teachers | 1,731,831.40 |
| | | Support | 665,823.02 |
| "B" Payroll | April 2024 | Casual | 17,549.54 |
| | | Subs | 64,843.73 |
| | | | |
| Total Accounts | | | 5,165,193.12 |
| Board Chair _____ | | | |
| PJ:dd | | | |
| May 23, 2024 | | | |

Summary of 2023-2024 Horizon Assurance Survey

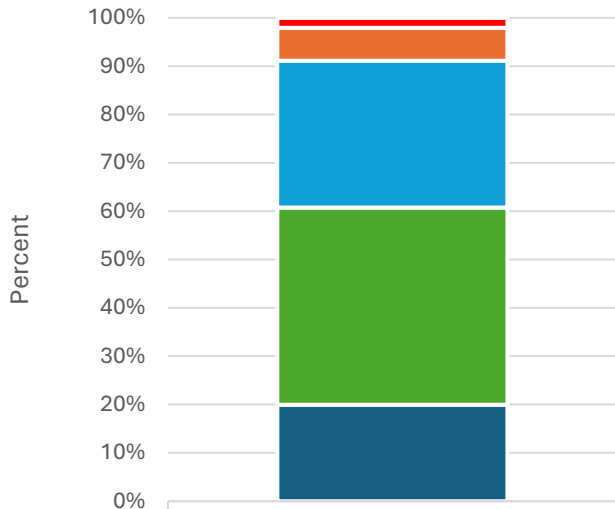
527 Parents



1591 Students



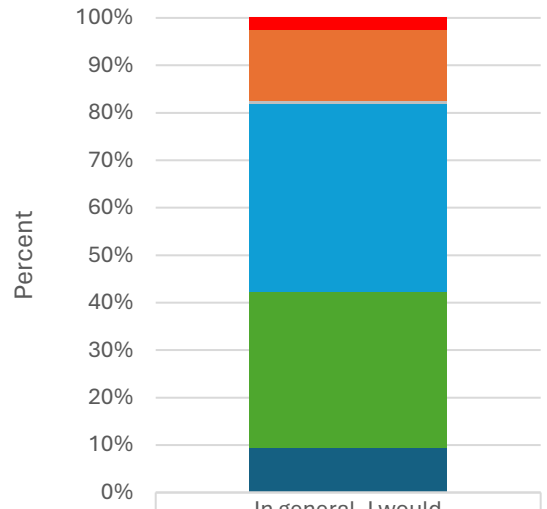
Student Wellness



I can handle stress effectively and I can cope with and bounce back from difficult situations in my life

| | |
|-------------|-----|
| ■ Never | 2% |
| ■ Rarely | 7% |
| ■ Sometimes | 30% |
| ■ Often | 41% |
| ■ Always | 20% |

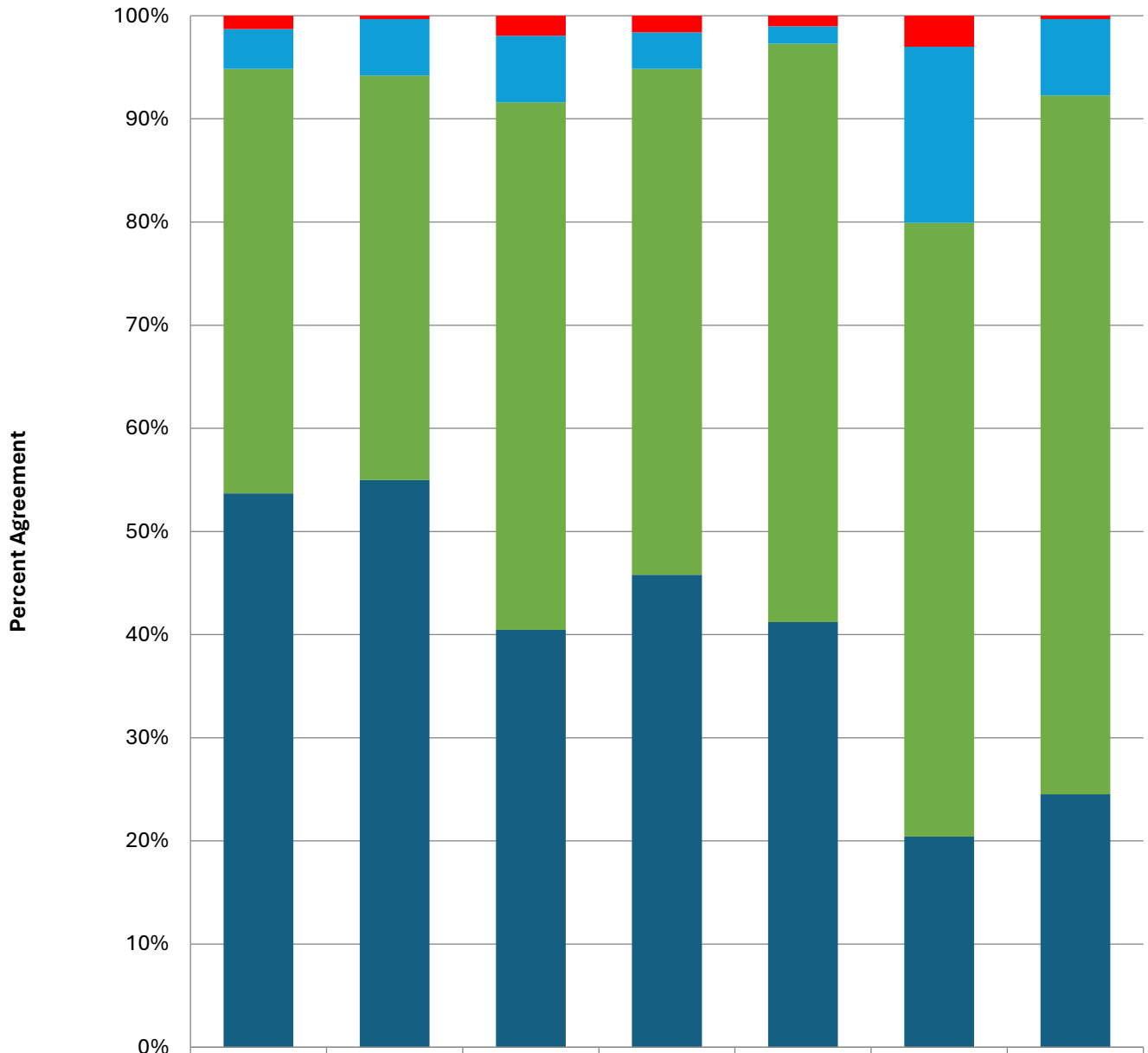
Staff Wellness



In general, I would describe my wellness and wellbeing as

| | |
|-------------|-----|
| ■ Poor | 3% |
| ■ Fair | 15% |
| ■ Not sure | 1% |
| ■ Good | 40% |
| ■ Very good | 33% |
| ■ Excellent | 9% |

311 Staff



| | | | | | | | |
|--|---|---|---|--|-----------------------------|--|--|
| | As a staff we work together to achieve our school goals, solve problems, and overcome challenges. | The school is cohesive and supportive of one another. | I am satisfied with the professional development opportunities provided to me by my school. | My conversations with school administration about my professional growth plan are meaningful and allow me to reflect upon my practice. | I am satisfied with my job. | My workload is appropriate for the time I am assigned. | I can handle stress effectively and can bounce back from difficult situations. |
|--|---|---|---|--|-----------------------------|--|--|

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|-------------------|-----|-----|-----|-----|-----|-----|-----|
| Strongly Disagree | 1% | 0% | 2% | 2% | 1% | 3% | 0% |
| Disagree | 4% | 5% | 6% | 4% | 2% | 17% | 7% |
| Don't Know | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Agree | 41% | 39% | 51% | 49% | 56% | 60% | 68% |
| Strongly Agree | 54% | 55% | 40% | 46% | 41% | 20% | 25% |



assurance plan

horizon⁺ school division

vision *(desired future)*

students will gain the knowledge and skills to be contributing citizens and the desire to develop as life-long learners.

mission *(our approach to reaching our desired future)*

engaging and empowering all learners

horizon is a learning community that

values

continual improvement;
inclusion and respecting diversity;
fostering effective relationships;
welcoming, caring, respectful, and
safe learning environments;
collaboration; and
accountability

2024 - 2027

The Horizon School Division is a rural jurisdiction situated between the cities of Medicine Hat and Lethbridge spanning from Coutts on the Canada/US border to Lomond in the County of Vulcan. The Division provides education services to approximately 3500 students and consists of 20 schools of various grade configurations in the communities of Barnwell, Enchant, Grassy Lake, Hays, Lomond, Milk River, Taber, Vauxhall, and Warner, plus two Christian Alternative School, and three Outreach schools. Additionally, there are 19 Hutterian Brethren schools scattered throughout the Division as well as one elite sport academy (Vauxhall Academy of Baseball). Horizon serves, a substantial population of Low German-speaking Mennonite families. As a result, a significant percentage of Horizon's student population are English Language Learners.

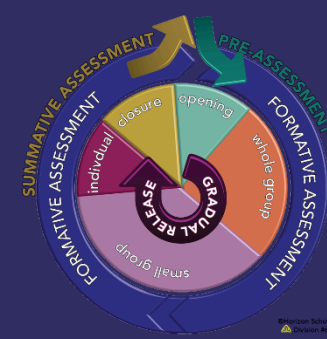


our strategic priorities

quality teaching and optimum learning
responding with intervention
finding wellness in the work

quality teaching and optimum learning

| Domain | Provincial Measures | Horizon Measures | Strategies |
|---|---|---|--|
| <p>Student Growth & Achievement</p> <p>Public assurance occurs when the public has trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p> | <ul style="list-style-type: none"> ● The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort), and Diploma Examinations. <ul style="list-style-type: none"> ○ Overall and specific course results for all students ○ Overall and specific course results for self-identified First Nations, Métis and Inuit; and English Second Language students ● High school completion rate of students within three and five years of entering Grade 10. <ul style="list-style-type: none"> ○ Overall and for for self-identified First Nations, Métis and Inuit; and English Second Language students ● Teacher, parent, and student agreement that students model the characteristics of active citizenship. <ul style="list-style-type: none"> ○ Overall and specific group results ● Teacher, parent, and student agree that students are engaged in learning at school <ul style="list-style-type: none"> ○ Overall and specific group results | <ul style="list-style-type: none"> ● Percentage of students reading below grade level as per Fountas and Pinnell Universal Assessment ● Parent, and student agreement that children are able to read and write at the level that is expected of them at school. <ul style="list-style-type: none"> ○ Overall and specific group ● A list of the Alberta Education approved screening assessments used at each grade level; ● Total number of students assessed at the beginning of the school year in gr 1, 2, & 3. ● Total number of students identified as being at risk at the beginning of the school year in gr. 1, 2, & 3. ● Total number of students identified as being at risk at the end of the school year in gr 1, 2, & 3. ● Average number of months behind grade level after the administration of the initial assessments for at risk students in gr 1, 2, & 3. ● Average number of months gained at grade level after the administration of the final assessments for at risk students in gr 1, 2, & 3. ● A summary of support strategies used for students identified as being at risk at each grade level. | <ul style="list-style-type: none"> ● Literacy <ul style="list-style-type: none"> ○ Support schools with the division-wide assessment practices (Provincial gr.1-5 Literacy and Numeracy screening assessments, as well as Fountas and Pinnell) and follow up intervention. ○ Promote the Horizon Literacy Framework as a reference tool for instructional support for strong literacy practices and optimal learning. ○ Support K-6 ELAL curriculum implementation |
| | | <ul style="list-style-type: none"> ● Parent satisfaction that their children have grown in their ability to do math. | <ul style="list-style-type: none"> ● Numeracy <ul style="list-style-type: none"> ○ Promote the Horizon Numeracy Framework as a reference tool for instructional support for strong numeracy practices and optimal learning. ○ Extend a balanced approach to math instruction in K-6 with the support of rich tasks, math embedded in literature, and math workstations. ○ EDC Research Partnership Program Grant: (Building equity in middle years with number talks) ○ Support K-6 Math curriculum implementation |
| | | | <ul style="list-style-type: none"> ● Assessment <ul style="list-style-type: none"> ○ Build on key assessment principles to increase best practices using outcomes based assessment. |

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| | | | <ul style="list-style-type: none"> • Curriculum Achievement <ul style="list-style-type: none"> o Horizon Instructional Model  <ul style="list-style-type: none"> o Foster discussions about challenging strong academic learners, and deep and transfer learning. o Support K-6 curriculum implementation |
| <p>Teaching & Leading refers to analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, and optimum learning. Public assurance occurs when teachers and leaders demonstrate their respective professional practice standards.</p> | <ul style="list-style-type: none"> • Teacher, parent, and student satisfaction with the overall quality of basic education. <ul style="list-style-type: none"> o Overall and specific group results | <ul style="list-style-type: none"> • Processes, strategies, local measures/data to demonstrate that the school authority supports teaching and leadership quality through professional learning, supervision and evaluation processes. <ul style="list-style-type: none"> o Student belief that teachers provide different ways to make learning interesting o Students agreement that they enjoy learning at school o Parent, and student satisfaction that they know what their child(ren) must be able to do in order to be successful in school <ul style="list-style-type: none"> ▪ Overall and specific group results o Parent and student belief that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning <ul style="list-style-type: none"> ▪ Overall and specific group results o Percent of parents who feel the school keeps them informed about their child's progress and achievement o Percent of parents who are satisfied with the communication they receive from their child's school o Percent of teachers who feel that their conversations with school administration about their professional growth plan are meaningful and allow them to reflect upon their practice o Percentage of teachers satisfied with the professional | <ul style="list-style-type: none"> • Learning <ul style="list-style-type: none"> o Professional development for Administrators as per PD plan. o Support new principals • Life plan <ul style="list-style-type: none"> o Take a coordinated approach with CALM teachers, career practitioners, off campus coordinator, career transitions, and careers to strengthen career planning o Support Dual Credit and career exploratory opportunities. o Multijurisdictional Collegiate program • Communication <ul style="list-style-type: none"> o Regular division wide distribution of "Inside Scoop" newsletter • Continual improvement <ul style="list-style-type: none"> o Principals will develop comprehensive school professional learning plans that focus on three year education plan priorities, annual education results report, and the teaching quality standard. |

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| | | development opportunities provided by the school | |
| | | <ul style="list-style-type: none"> o Percent of students who feel their school is a place where differences are respected (e.g. beliefs, abilities, cultures, religions, identities) o Percent of students who feel connected and have a sense of belonging at school o Percent of students who feel that they see their own culture, background, and identity in what is learned, materials used, school special events and celebrations o Percent of staff who feel that the school is an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected and safe. | <ul style="list-style-type: none"> • Inclusion and respecting diversity <ul style="list-style-type: none"> o Support K-6 PEW curriculum implementation |

responding with intervention

| Domain | Provincial Measures | Horizon Measures | Strategies |
|---|---|---|---|
| <p>Learning Supports refers to the mobilization of resources required to demonstrate shared, system-wide responsibility for all children. Public assurance occurs when resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p> | <ul style="list-style-type: none"> • Teacher, parent and student agreement that learning environments are welcoming, caring, respectful, and safe. <ul style="list-style-type: none"> o Overall and specific group results • Teacher, parent, and student agreement that students have access to the appropriate supports and services at school. <ul style="list-style-type: none"> o Overall and specific group results | <ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. <ul style="list-style-type: none"> o Parent, and student satisfaction with children's ability to learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential school <ul style="list-style-type: none"> ▪ Overall and specific group results | <ul style="list-style-type: none"> • Foundational Knowledge: First Nations, Inuit, and Metis (Indigenous People) <ul style="list-style-type: none"> o Horizon's Indigenous committee has a strategic action plan. o Promote and implement use of culturally appropriate resources and professional learning tools for educators to develop foundational knowledge of FNMI culture, tradition, history, ways of knowing and learning. o Utilize elders to connect learning to culture in a holistic way |
| | | <ul style="list-style-type: none"> • Programs, services, strategies, and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education. <ul style="list-style-type: none"> o Parent, and student agreement that students receive the help and support they require at school <ul style="list-style-type: none"> ▪ Overall and specific group results | <ul style="list-style-type: none"> • Collaborative Response <ul style="list-style-type: none"> o Utilize a response to intervention framework within all schools that includes a universal benchmark assessment, a pyramid of intervention, and regular collaborative response team meetings that includes a focus on engagement, transitions, attendance, and re-entry. |

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| <p>Governance Public assurance occurs when the division demonstrates stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.</p> | <ul style="list-style-type: none"> • Teacher and parent satisfaction with parental involvement in decisions about their child's education. <ul style="list-style-type: none"> o Overall and specific group results • Budget-Actual Comparison: "Total Expenses" line from Schedule 12 ("Unaudited Schedule of Variance Analysis") comparing and explaining the difference in the amount budgeted, the actual spent and the variance (in both amount and %). | <ul style="list-style-type: none"> • Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies. <ul style="list-style-type: none"> o Percent of staff who feel that their school staff work together to achieve goals, solve problems, and overcome challenges | <ul style="list-style-type: none"> • Resource Management <ul style="list-style-type: none"> o Transparent budgeting and reporting process (e.g. dashboard) o Collaborative partnerships to leverage expertise, learning, and cost efficiencies |
| | | <ul style="list-style-type: none"> • Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12. <ul style="list-style-type: none"> o Percent of staff who feel the school is cohesive and supportive of one another o Percent of students who feel their school provides opportunities for students to provide input into ways to improve the school. | <ul style="list-style-type: none"> • Stakeholder engagement <ul style="list-style-type: none"> o Engage school councils at both school and divisional levels with regard to strategic planning and budgeting |

finding wellness in the work

| | Horizon Measures | Strategies |
|---|--|---|
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Local measures that indicate the percent of students and staff that agree <ul style="list-style-type: none"> o Percent of staff satisfied with their job o Percent of staff who can handle stress effectively and can bounce back from difficult situations | <ul style="list-style-type: none"> • Leverage partnership with EdCan and build momentum for action based on Guarding Minds survey results and EdCan well-at-work report • Utilize wellness steering committee, admin advisory committee, and staff advisory committee to capture staff voice and create advice and recommendations to superintendent for potential action • Mental Health in Schools Pilot focused on school leader wellness, and staff and student wellness |



further information

The Education Plan for the Horizon School Division commencing (September 2024) was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for 2024-2025 to 2026-2027 on May 28, 2024.



Marie Logan, Board Chair

Parents, students, and staff provided feedback and input regarding, vision, mission, strategic priorities, and values. School councils and staff are engaged in discussions regarding school and division plans. Parents and staff contribute further as members of the council of school councils, division committees and via school and division wide surveys. The division is committed to providing opportunities to engage parents, students, and staff and incorporate their perspectives.

Capital Plan

<https://www.horizon.ab.ca/download/416578>

Audited Financial Statement

<https://www.horizon.ab.ca/download/404885>

Budget

<https://www.horizon.ab.ca/download/417771>

Horizon School Division

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<https://www.horizon.ab.ca/>

Estimated 2022-23 IMR allocation \$477,847
 Estimated carry-over (IMR/CMR) \$100,000
 Estimated CMR Funding \$610,860
 Total funding available \$1,188,707

2024 - 25 Third Draft IMR List

| School | Requested by | Description | IMR | CMR | |
|----------------------------|-------------------------|--|-----------|-----------|--------------------------------|
| Contingency | | Allowance for emergent items such as failed boilers, water heaters, furnaces, sewer system failures, urgent health and safety requirements, urgent barrier free requirements HAZMAT abatement items etc. | \$117,347 | | added \$17,347 |
| Ace Place | Facilities | Replace flooring in four washrooms, replace lavatory fixtures and replace finish on stall partitions | \$38,000 | | |
| | Facilities | Upgrade the BCMS system and include keyless access control for the complex. | \$42,000 | | |
| | Facilities / Gov | Replace emergency lights and battery packs Replace four aging and inefficient rooftop units | \$6,500 | \$100,000 | |
| Ardent T. Litt | Deferred from 2024 | Provide insulation between brick and main structure | \$0 | | \$24,000 |
| | Deferred from 2024 | Replace furnaces that are past their expected life | \$0 | | \$18,000 |
| Barnwell School | | None | | | |
| Central School | Facilities | Repair stucco on the east side of the building, excavate existing landscaping, add gravel and concrete apron to shed water | \$55,000 | | |
| | Facilities / Gov | Repair 115 meters of joint sealer in the 1971 section | \$5,500 | | |
| | Facilities / Gov | Replace 25 emergency lights and battery packs | \$24,600 | | \$34,600 |
| Chamberlain School | Facilities | Upgrade camera system. 18 camera's total | \$45,000 | | |
| | School admin | Replace plastic laminated countertops and casework in science room | \$25,000 | | |
| | Facilities / Gov | Replace emergency lighting and battery packs | \$16,200 | | |
| Dr. Hamman | | Add Ac to Dr. Hamman. Ductless splits in selected rooms | \$75,000 | \$125,000 | \$250,000 Move \$75,000 to IMR |
| Enchant School | Facilities / Gov | Replace emergency lighting and battery packs | \$18,700 | | |
| Milk River Ridge | | None | | | |
| Hays School | | None | | | |
| Horizon MAP | | None | | | |
| L.T. Westlake | School admin | Remove built in seating and tables, covert spaces to storage | \$0 | | \$22,000 |
| | School admin /facilitie | Replace gym flooring | | \$60,000 | \$100,000 |
| | Facilities / Gov | Replace emergency lights and battery packs | \$5,000 | | |
| Lomond School | | Add ductless split A/C to the second floor | | \$150,000 | |
| | Facilities / Gov | Provide ULC-approved fire stopping throughout | \$17,000 | | |
| Vauxhall Elementary School | Facilities | Repair stucco, replace damaged insulation caused by wood peckers. Add a layer of parging rated to protect against bird damage | \$65,000 | | |
| | | Replace roofing for the portable classrooms and the corridor space | | \$175,860 | added \$860 |
| | Admin | Install barrier free operators and required door hardware for the West doors facing the playground | \$22,000 | | |

| | | | | |
|----------------------|--------------|--|-----|----------|
| | Admin | Convert support room to a conference room and remote education space. Replace millwork as needed to allow for computer space and projector. | \$0 | \$32,000 |
| Vauxhall High School | | None | | |
| W.R. Myers | School admin | Install necessary mill work including sinks for individual classrooms. Rough-in water and drainage exists, however sinks were removed as part of the last modernization. School requests these be re-installed | \$0 | \$45,000 |
| DA Ferguson | | None | | |
| Warner School | | None | | |

Total expected IMR / CMR expenditure \$577,847 \$610,860
IMR / CMR Variance \$0 \$0

HORIZON SCHOOL DIVISION

Policy Code: GBLDA
Policy Title: Personnel RecordsRecords

Management

POLICY HANDBOOK

Cross Reference: Policy IO: Student Records
Legal Reference: Education Act, Employment Standards Code———, FOIP
Adoption Date: February 26, 1997;
Amendment or Re-affirmation Date: June 18, 2013

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION SHALL MAINTAIN SECURE UP-TO-DATE RECORDS TO FACILITATE ~~BELIEVES THAT~~ THE EFFECTIVE OPERATION OF THE ~~SCHOOL SYSTEM REQUIRES THE MAINTENANCE OF EMPLOYEE RECORDS~~ DIVISION.

~~THE BOARD ALSO BELIEVES THAT SUCH RECORDS SHOULD BE ACCURATE AND ACCESSIBLE ONLY TO SYSTEM OFFICIALS AND THE EMPLOYEE AND THAT CERTAIN TYPES OF DATA SHOULD ONLY BE GATHERED OR RELEASED WITH THE EMPLOYEE'S CONSENT.~~

DEFINITIONS

Significant record means a record of enduring or legal value to the Division that is created or received relative to an employee, volunteer or student. Such records may include but are not limited to performance management actions and notes of verbal communications where significant actions or decisions have occurred (e.g., letters of expectation, change to working hours), and employee responses that may be attached to documentation retained in the working file.

Transitory records are routine documents and correspondence of short-term value that are not required to sustain administrative functions or are no longer relevant. Transitory records are required only for the duration required to complete actions associated with them and should be destroyed when those actions are complete (e.g., timetable or annual work schedule).

Working file is a file held by the employee's supervisor relative to the employee's performance, competence, conduct, or matters relating to employees, students, volunteers that have not yet been resolved. Significant records may also be held in the working file. The working file is the property of the division and may exist in paper and digital formats. The working file is separate from the employee file, and/or student record. The working file must not include:

- a. medical information, unless required for the immediate safety of and at the request of the employee;
- b. convenience/duplicate copies of documents retained in the employee file (e.g., resumes, disciplinary letters of reprimand, suspension);
- c. police information checks or vulnerable sector reports; and
- d. personal information of third parties.

Employee file is the permanent master record of an employee that is maintained centrally by Human Resources. As the official record, this file retains administrative (e.g. resumes, transcripts, payroll and benefits information, evaluations, contract information, etc.) and significant records (e.g., disciplinary action) relative to an employee's employment with the Division.

GUIDELINES

~~1. Collection of Data:~~

- ~~1. Student Records requirements are addressed in Policy IO: Student Records.~~
- ~~2. A records management program will be maintained to provide control over the quality and quantity of information produced by the school division from its creation to its disposal for legal, fiscal, and historical purposes.~~
- ~~1.1. The Superintendent is required to ensure that necessary information about staff is gathered, maintained, released and eliminated in accordance with the Employment Standards Code, the Freedom of Information and Protection of Privacy Act and District Policy.~~

REGULATIONS

~~1. Collection of Data:~~

- ~~1.1. A record file shall be maintained by a member of the division office staff designated by the Superintendent.~~
- ~~1.2. No information shall be collected from employees without either their prior consent or as required by the Board of Trustees.~~
- ~~1.2.1. The Board of Trustees requires that the following data be collected:~~
- ~~1.2.1.1. written evaluations as provided for in Board policy;~~
- ~~1.2.1.2. contractual and employment arrangements;~~
- ~~1.2.1.3. payroll data;~~
- ~~1.2.2. personal identifying information;~~
- ~~1.2.2.1. prior experience and training;~~
- ~~1.2.2.2. health information;~~
- ~~1.2.2.3. correspondence between the school division and employee;~~
- ~~1.2.2.4. data legally required by other government agencies;~~
- ~~1.2.2.5. correspondence between school administrators and staff members that could~~
- ~~1.2.2.6. impact future employment; and~~
- ~~1.2.2.7. criminal record information.~~

Policy ~~GBL-DA~~ – Personnel-Record Management Records, Cont'd.

- 2.1. Proper custody, storage, and disposal of records shall comply with statutory requirements.
- 2.2. Records management covers a broad spectrum of records such as accounting, purchasing, corporate, insurance, personnel, property and student records.
- 2.3. The records management program shall consist of a Subject File Classification Guide and a Record Retention and Disposition Schedule that shall be consistent with federal and provincial legislation (see appendix A).
3. Division office shall create and maintain an employee file maintained by Human Services.
4. The superintendent or designate may create a significant record for an employee.
5. The superintendent or designate, and principals or department supervisors whose school or division department the employee is assigned may create a working file or transitory record.
 - 5.1. Working files and transitory records should be deleted, when and where possible, when no longer required.
 - 5.2. Supervisors may maintain notes and other memory aids for their personal use in assisting employees. All such notes and aids are considered to be the personal property of the supervisor.

REGULATIONS

1. All records and files are the property of the Horizon School Division.
 - 1.1. The Superintendent shall have access to all records and files.
2. All records and files, whether paper or electronic, must be kept in a secure location to which only authorized individuals have access.
 - 2.1. Permanent personnel files in paper format shall be securely stored at the division office.
3. Employee files may contain:
 - 3.1. pre-employment materials, including correspondence associated with the application, curriculum vitae, transcripts, letters of reference, and placement documents;
 - 3.2. prior experience and training;
 - 3.3. contractual and employment arrangements;
 - 3.4. personal identifying information;
 - 3.5. health information;
 - 3.6. materials used for payroll purposes;
 - 3.7. required information as per the Employment Standards Code;

Policy ~~GBL-DA~~ – ~~Personnel-Record Management~~Records, Cont'd.

3.8. copies of letters relating to Board actions respecting the employee, including initial appointment, sabbatical leaves, leaves of absence, administrative appointments, etc.;

3.9. relevant correspondence between the employee and division;

3.10. materials respecting professional development;

3.11. performance related material including written evaluations as provided for in Board policy;

3.12. data legally required by other government agencies;

3.13. criminal record information; and/or

3.14. other information as determined by the division.

~~1.2.3. Individual informed consent of each employee is required for the gathering of information, other than that required under 1.2.1 above.~~

4. The collection, use, access, retention, disclosure, and disposal of personal information shall be accordance with the Employment Standards Code, the Freedom of Information and Protection of Privacy Act, the Education Act, and division policy.

4.1. Employees have the right to supervised access to their employee file and other records subject to requirements under the *Freedom of Information and Privacy (FOIP) Act*.

4.1.1. Upon a written request being directed to the Superintendent or designate, the employee or his/her duly authorized representative shall have the right to examine the contents of his/her employee file.

4.1.1.1. The Superintendent or designate shall make arrangements for the examination of the employee's employee file within a period not to exceed ten (10) working days from the date the request was received.

4.1.1.2. Such examination shall be in the presence of the Superintendent or designate.

4.1.1.3. The employee shall not be allowed to remove the personnel file or any original part thereof from division office; however, an employee may request a copy of any portion of their personnel file, which will be provided in a timely fashion.

4.2. School system personnel may disclose information found within records and files to:

4.2.1. any person with written consent of the employee; and/or

4.2.2. to administrative agencies as per a subpoena.

~~2.—Personnel files shall be retained until they are no longer employed with the division or until the person is seventy (70) years of age, whichever is longer. Classification and Maintenance of Data.~~

~~2.1.—Personal data necessary for the operation of the school system such as identifying data, birth date, academic work completed, level of achievement, and employment data shall be maintained in perpetuity.~~

Policy ~~GBL-DA~~ – Personnel-Record Management Records, Cont'd.

~~2.2.— Other information that is filed in the personnel record shall be reviewed periodically and upon termination of employment with the view to eliminating information that is no longer relevant or is no longer accurate.~~

~~2.3.— Supervisors may maintain notes and other memory aids for their personal use in assisting employees. All such notes and aids are considered to be the personal property of the supervisor.~~

~~3.— Administration of Security.~~

~~3.1.— The member of the division office staff designated by the Superintendent is responsible for personnel record maintenance and access. He/she is also responsible for the periodic training of personnel in the proper application of these policies with emphasis upon privacy rights of employees.~~

~~3.2.— Records should be kept under lock and key when direct supervision of records by the member of the division office staff designated by the Superintendent is not possible.~~

~~3.3.— An employee may challenge the validity of any of the information contained in the individual's record and may file a request to the Superintendent to have the record changed.~~

~~4.— Release of Information Regarding Employees.~~

~~4.1.— The member of the division office staff designated by the Superintendent may, without consent of the employee, release an employee's permanent record file to:~~

~~1.1.1.— other officials within the school division who have a legitimate reason for access. A record indicating the name of the employee, the name of the school system official having access and the date of access shall be maintained. This record shall be available to employees and to the Superintendent as a means of auditing the operation of the system.~~

~~1.1.2.— the Minister of Education and his officers or subordinates, so long as the intended use of the data is consistent with the Minister's statutory powers and responsibilities.~~

~~4.2.— School system personnel may not divulge, in any form, to any persons other than those listed in 4.1, any information contained in the employee records except:~~

~~1.1.3.— with written consent of the employee specifying the records to be released, and to whom and with a copy of the records to be released to the employee if desired.~~

~~1.1.4.— to administrative agencies where those agencies have the power of subpoena. Employees shall be notified of all such orders and of the school system's compliance.~~

~~4.3.— Each matter of request for consent must be handled separately. Blanket permission for the release of data within an extended period of time may not be solicited since this, by definition, does not provide an opportunity for informed consent.~~

~~4.4.— School system personnel shall comply with employee requests for the release of information to other persons or agencies.~~

~~4.5.— Either an employee or the employee's legal representative may have access to data in the employee's record.~~

Policy ~~GBL-DA~~ – Personnel-Record Management Records, Cont'd.

~~4.6. The school system may provide anonymous data from its employee records for outside research purposes without consent under conditions where the likelihood of identifying any individual because of his/her unique characteristics is negligible.~~

~~5. General:~~

~~5.1.5. Where the principals and site supervisors maintain personnel files on the personnel under their jurisdiction/information, the foregoing guidelines and procedures shall generally apply.~~

~~The Superintendent shall have access to any personnel files maintained by the Principal of a school under his/her jurisdiction.~~

~~5.2.5.1. The supervisor(s) must review the contents of employee working files annually and cull transitory records.~~

~~5.2. An employee's working file will be transferred to an incoming supervisor.~~

~~5.3. If an employee leaves the active employment of the Division, the contents of the working file should be destroyed unless significant conduct or performance issues warrant retention of the information by the division.~~

APPENDIX A RETENTION SCHEDULE

Schedule is adapted from ASBOA.

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|---|-------------------------------|-------------------|------------------------------------|---|------------|
| AM | Administrative Management | The function of overseeing the administration of teams and units within the board and schools. Records supporting this function relate to administrative committees' decisions and meetings, and internal administrative support or services. | | | | | |
| <u>AM-01</u> | <u>Associations/ Organizations</u> | <u>Includes reports, newsletters, publications, conference and workshop information and proceedings from organizations to which staff belong.</u> | <u>Originating Department</u> | <u>transitory</u> | | <u>Operational value</u> | |
| <u>AM-02</u> | <u>Committees - Internal & External</u> | <u>Includes records of committees and councils on which staff members participate as members. Records include meeting minutes, notices, reports, recommendations and supporting documentation.</u> <u>Excludes School Councils SEE: CG-03</u> <u>Excludes Corporate governance committees (trustee) - SEE: CG-03</u> | <u>Originating Department</u> | <u>E+3</u> | <u>E = committee is dissolved.</u> | <u>Operational value</u> | |
| <u>AM-03- 01</u> | <u>Meetings – Internal</u> | <u>Records include agendas, minutes, reports and resolutions from meetings involving staff.</u> <u>Excludes governance committees (e.g., admin. council, exec. council, etc.). SEE: CG-03</u> | <u>Originating Department</u> | <u>short</u> | <u>E=Aug. 31</u> | <u>Operational value Not specified 125</u> | |
| <u>AM-03- 02</u> | <u>Meetings – Senior Management</u> | <u>Includes records regarding Senior Management Team Meetings, such as the Chief Superintendent, Directors, Principals, and Vice Principals. Includes minutes, agendas, records of decision, terms of reference, and supporting documents.</u> <u>Excludes governance committees (e.g., admin. council, exec. council, etc.). SEE: CG-03</u> | <u>Originating Department</u> | <u>short</u> | <u>E=Aug. 31</u> | <u>Operational value Not specified 125, 183</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|-------------------------------|-------------------|---|---|------------|
| <u>AM-04</u> | <u>Forms Inventory</u> | <u>Includes records regarding masters/originals of blank hard copy and electronic forms history used by the jurisdiction.</u> | <u>Originating Department</u> | <u>transitory</u> | <u>E=Until obsolete or superseded</u> | <u>Operational value</u> | |
| <u>AM-05</u> | <u>Service Requisitions and Reports: Internal Services</u> | <u>Includes records relating to translation, audio visual services, duplicating/ printing services and mail/courier services, requisitions and memos for services, confirmations and service logs/reports, correspondence, reports, etc.</u> <u>Excludes work order for Facilities Maintenance SEE: FM-09 series</u> | <u>Originating Department</u> | <u>short</u> | <u>E=Aug. 31</u> | <u>Operational value</u> | |
| <u>CG</u> | <u>Corporate Governance</u> | <u>The function of governing boards/schools and exercising legal authority and control. The corporate governance structure specifies the distribution of rights and responsibilities among different participants in boards/schools, such as the board and staff, and spells out the rules and procedures for making decisions on its affairs. Includes resolutions, bylaws, policies and procedures, charters, board meeting administration, and strategic planning</u> | | | | | |
| <u>CG-01</u> | <u>Articles of Incorporation, By-laws and Constitution</u> | <u>Includes records related to the operation of the school board and capture details about the legal entity.</u> | <u>Corporate Office</u> | <u>E+2</u> | <u>E=Dissolution of the corporation</u> | <u>Archival</u> | |
| <u>CG-02</u> | <u>Program Administration</u> | <u>Includes records related to district-wide and/or area program oversight and administration of programs that do not belong to a specific function.</u> <u>Excludes: Educational Programs, Community Programs, Health and Safety Programs, etc. SEE applicable function series.</u> | <u>Originating Department</u> | <u>E + 3</u> | <u>E=Aug. 31</u> | <u>Operational Value Archival</u> | |
| <u>CG-03- 01</u> | <u>Committees - General</u> | <u>Includes routine committee work such as: school standing, ad hoc committees, directors' steering, standing, and advisory committees, and task forces. Examples include the Employee Assistance Program advisory committee; and Special Education advisory committee. Records include agendas, minutes, reports, and supporting documentation.</u> | <u>Originating</u> | <u>short</u> | <u>E=Aug. 31</u> | <u>Operational value</u> | <u>PIB</u> |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|---|--|------------------|---|---|------------|
| <u>CG-03-02</u> | <u>Committees of the Board</u> | <u>Committees consisting of trustees, created by the board for a specific purpose.</u> <u>Includes agenda, minutes, resolutions, terms of reference, meeting briefs and supporting documentation.</u> | <u>Corporate Office</u> | <u>E + 2</u> | <u>E=Aug. 31</u> | <u>170, 183</u> <u>Archival</u> | <u>PIB</u> |
| <u>CG-03-03</u> | <u>Committees – External Board</u> | <u>Includes records of external committees and councils on which board members sit. Records include agendas, reports, resolutions and any documentation which reflects obligations of the board.</u> <u>(legal recommendation that these be kept for same period as CG-02 and CG-04)</u> | <u>Originating</u> | <u>long</u> | <u>E=Aug. 31</u> | <u>Operational value</u> | <u>PIB</u> |
| <u>CG-04</u> | <u>School Councils</u> | <u>Includes records of the school council; agendas, minutes, terms of reference, and supporting documentation.</u> <u>Excludes Parent societies/associations/advisory committees. These are separate entities from the board.</u> | <u>School Council/Corporate Office</u> | <u>E+7</u> | <u>E=Aug. 31</u> | <u>Operational Value</u> <u>180</u> <u>Archival</u> | |
| <u>CG-05</u> | <u>Guidelines, Policies and Directives: External</u> | <u>Includes documentation about initiatives and guidelines provided by Alberta Education. Records include memoranda, directives, and correspondence such as Alberta Education Guidelines and Ministry Policy/Program Memoranda.</u> | <u>Corporate Secretary Office</u> | <u>short</u> | <u>E=Superseded or obsolete</u> | <u>Operational Value</u> <u>Not Specified</u> <u>170</u> | |
| <u>CG-06-01</u> | <u>Guidelines, Policies and Directives – Board Approved</u> | <u>Includes records relating to the development and approval of board and school operating practices, activities, and policies that apply district-wide that have been approved by the Board. Includes best practices, guidelines, procedures, handbooks and standards approved by the Board.</u> | <u>Corporate Office</u> | <u>E + 2</u> | <u>E=Once obsolete or superseded.</u> <u>Core records may have archival value.</u> | <u>Operational Value.</u> <u>Not specified</u> <u>170, 180</u> <u>Archival</u> | |
| <u>CG-06-02</u> | <u>Guidelines, Policies and Directives - Administrative</u> | <u>Includes records regarding directives approved by the Superintendent of Schools referencing internal controls. Records may also include regulations and procedure manuals, guidelines and directives, and all other procedures established by departments and programs.</u> | <u>Corporate Office</u> | <u>E + 2</u> | <u>E=Until obsolete or superseded.</u> | <u>Not specified</u> <u>170, 202</u> <u>Archival</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|-------------------------------|------------------|--|---|------------|
| <u>CG-07</u> | <u>Intergovernmental Reporting and Communication</u> | <u>Includes correspondence and reports between the board and various levels of government such as the municipality, provincial ministries, etc. Also includes correspondence and information on other school boards.</u> <u>Some correspondence may have long term value.</u> | <u>Originating</u> | <u>long</u> | <u>E=Aug. 31</u> | <u>Operational value.</u> | |
| <u>CG-08</u> | <u>Organization Structure</u> | <u>Includes records regarding reporting relationships, organization structure, organization analysis, etc. for both schools and school board. Includes organizational charts and school profiles.</u> | <u>Corporate Office</u> | <u>Short</u> | <u>E=Aug. 31</u> | <u>Operational Value</u> <u>Archival</u> | |
| <u>CG-09</u> | <u>Trustee Management</u> | <u>Includes elections information, personal information, directories and news items regarding the trustees. Also includes trustees' distribution and orientation information</u> | <u>Corporate office</u> | <u>E+2</u> | <u>E=expiry of term of office.</u> | <u>Not specified</u> <u>170</u> | <u>PIB</u> |
| <u>CG-10</u> | <u>Elections</u> | <u>Includes records of elections procedures and information.</u> <u>NOTE: Ballot boxes are to be kept sealed for 6 weeks following the election (Section 101 of the LAEA).</u> <u>Nomination papers are kept for the term of the office (Section 28(5) of the LAEA).</u> | <u>Corporate office</u> | <u>medium</u> | <u>E=until obsolete or superseded.</u> | <u>Operational Value</u> <u>230</u> | |
| <u>CG-11</u> | <u>Information Requests from Trustees</u> | <u>Includes information collected in response to specific requests from trustees. Includes Ad hoc requests for information, speaking notes, parent complaints.</u> | <u>Corporate office</u> | <u>E+3</u> | <u>E=trustee's term of office</u> | <u>Operational Value</u> | |
| <u>CG-12</u> | <u>Complaints</u> | <u>Includes records related to complaints about the board and/or school and its activities. Includes correspondence, investigations, findings and related reports regarding resolution. Also includes complaints retained by area offices on schools.</u> | <u>Originating Department</u> | <u>E+1</u> | <u>E=Date complaint resolved</u> | <u>74</u> <u>Archival</u> | |
| <u>CP</u> | <u>Community Programs and Services</u> | <u>The function of offering programs and services to the community through school and board and school authority facilities. Generally refers to programs that are not part of day school.</u> | | | <u>Examples:Night school and summer programs, international hosting and services to the community including day care and safety awareness.</u> | | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|-------------------------------|------------------|--|---|------------|
| CP-01 | Volunteer Programs | Includes records volunteer programs such as recruitment workshops, annual receptions and volunteer activities in schools. | Originating Department | Short | E=Aug. 31 | Operational Value | |
| CP-02 | Community Programs and Services | Includes records on the administration of specific programs, program reviews and reports of the activities of community liaison officers. | Originating Department | E+1 | E=After the program has ended | Operational Value | |
| CP-03 | Community Programs: Continuing Education | Includes objectives, lesson units, principal reports, program reviews, teaching materials and related records used in continuing education programs (such as heritage awareness, second language, multicultural, seniors programs). Excludes: Student records pertaining to these programs. SEE: SI-11 | Originating Department | short | E=Until program obsolete or superseded | Operational Value | |
| CP-04 | Community Programs: Driver Education | Includes program outlines and correspondence concerning education in the safe operation of motor vehicles | Originating Department | E+1 | E=Until program obsolete or superseded | Operational Value | |
| CP-05 | Community Programs: Parks and Recreation | includes correspondence and records of programs such as swimming and fitness made available through municipal Parks and Recreation or the YMCA/YWCA | Originating Department | short | E=Until program obsolete or superseded | Operational Value | |
| EP | Educational Programs | The function of applying curriculum guidelines and designing education programs for students. Records include but are not limited to proposals, correspondence, lesson plans, and course outlines. | | | | | |
| EP-01 | Development and Design | Includes proposals, correspondence and curriculum development materials. If individual copyright applies, refer to citation 15 | Originating Department | E+5 | E=Until program obsolete or superseded | 15, 20 | * |
| EP-02 | Planning and Curriculum Guidelines | Includes directives, guidelines and proposals for new curriculum programs. Includes meeting notes and reports, material regarding comparisons with programs in other school boards. Includes program review reports and other valuations of specific programs in the curriculum. (e.g., junior/senior kindergarten, French immersion). | Originating Department | E+5 | E=Until program obsolete or superseded | Operational value | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|--|---------------------------------------|------------------|--------------------------------------|---|------------|
| EP-03 | <u>Outline, Courses of Study</u> | Includes outlines of available programs and courses of study. Excludes: Home Schooling SEE: EP-05 | <u>School/ Originating Department</u> | <u>medium</u> | <u>E=Aug. 31</u> | <u>Operational value</u> | |
| EP-04 | <u>Library Management/ Learning Commons</u> | Includes records related to board and school library/learning commons operations. Records include collection inventories, correspondence, acquisition and disposal planning and strategies, and other records related to library holdings and operations. | <u>School/ Originating Department</u> | <u>short</u> | <u>E=Aug. 31</u> | <u>Operational Value</u> | <u>PIB</u> |
| EP-05 | <u>Optional or Alternate</u> | Records include information on the development, administration, and management of programs such as home schooling, Registered Apprenticeship Program (RAP), work experience, languages, FMNI, religious instruction, etc. Note: retention of records for specific programs may be affected by legislations pertaining directly to that program. Excludes: Student records. SEE: SI-06 | <u>Originating Department</u> | <u>long</u> | <u>E=Aug. 31</u> | <u>Operational Value.</u> | |
| EP-06 | <u>Locally Developed Courses</u> | Includes proposals, correspondence and curriculum development materials. If individual copyright applies, refer to citation 15 | <u>Originating Department</u> | <u>E+5</u> | <u>E=Termination of the program.</u> | <u>15, 20</u> | |
| FA | <u>Finance and Accounting</u> | <u>The function of managing board and school financial and accounting resources. Includes establishing and operating and maintaining accounting (payables, receivables, revenue) systems, controls and procedures, financial planning, reporting, preparing budgets and budget submissions, and the monitoring and analysis of capital assets. Records include but are not limited to accounts payable and receivable, budgets, audits, benefits accounting, expense payments, financial reporting, fixed asset management and all matters regarding the allocation and control of funds.</u> | | | | | |
| FA-01 | <u>Accounts Payable</u> | Includes records documenting funds payable such as legal fees, trustee and employee expenses, procurement credit card (P-Card) payment, vendor transaction listings, payment vouchers, cheque requisitions, gas, hydro and phone bills, petty cash disbursements and supporting documentation. | <u>Finance</u> | <u>7</u> | <u>E=Aug. 31</u> | <u>36, 42, 71</u> | <u>PIB</u> |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|--------------------------|---|---|-----------------------------------|---------------------|---|---|---------------------|
| FA-02 | Accounts Receivable | Records related to the accounting for money owed to schools and boards. Records include invoices, cash receipts, correspondence, cash lists and statements of account | Finance | 7 | E=Aug. 31 | 36, 42, 71 | PIB |
| FA-03 | Audits - Financial | Includes records regarding internal and external financial audits of accounts. Also includes records regarding tax audits of Goods and Services Tax (GST) conducted by the Federal Government and other external auditors and internal auditors, such as working papers, audit reports and post audit correspondence. Excludes: Non-financial Audits | Finance | 10 | E=Aug. 31 | 36, 42 | |
| FA-04 | Banking and Cash Management | Includes records regarding banking transactions and relationships with banks. Includes bank statements, bank reconciliations, deposit records, cancelled cheques, cheque stubs and money order rates | Finance | 7 | E=Aug. 31 | 36, 42, 71 | |
| FA-05 | Budgets | Includes records pertaining to departmental and board budgets, both capital and operating and supporting documentation. | Originating Dept. | 7 | E=Aug. 31 Alberta Education requirements | Operational Value | |
| FA-06 | Capital Projects: Financing | Includes records relating to the financing of capital projects. Includes quarterly reports, working papers, building monthly costs, capital payment vouchers, approvals, costing, capital expenditure forecasts and correspondence with architects and contractors. | Finance | E+7 | E=Aug 31 of the year of project's completion. | 36, 42, 71, 202 | |
| FA-07 | Capital Revenue | Includes records related to capital revenue from sale of property and rental income from leased premises and other sources | Finance | E+7 | E=Aug 31 of the completion of sale | 36, 42, 71, 146 | |
| FA-08 | Cost Allocations | Includes records relating to allocation of tuition and other costs between school boards/authorities, correspondence, reports and related supporting documentation. | Finance | 7 | E=Aug. 31 | Operational Value | |
| FA-09 | Financial Forecasts and Reports | Includes records relating to general ledger (GL) balancing, including GL reports, variance reports, yearly schedule, and variance report changes, financial and economic planning and analysis of various financial issues such as revenue analysis, tax, GST, planning and analysis and related correspondence. | Finance | 7 | E=Aug. 31 | 36, 42, 65, 71 | |
| FA-10-01 | Financial Statements – Final | Includes records regarding the final, signed, Board approved year-end financial statements and final statements. | Finance | P | E=Aug. 31 | 42, 71, 180 Archival | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|--------------------------|---|---|-------------------------------|----------------------|---|---|------------|
| FA-10-02 | Financial Statements - Working/Backup Documentation | Includes records associated with the development of financial statements. | Finance | 7 | E=Aug. 31 | 42, 180 | |
| FA-11 | Funding | Includes records related to funding from both government and other sources. Excludes: Agreements and Contracts SEE: LE Series Excludes Fees and Fundraising: SEE FA-12 and FA- 13 | Originating | 7 | E=Aug. 31 | 42, 71, 90 | |
| FA-12 | Fees | Includes records regarding fee collection and fund raising by schools and/or district such as school fees, fee collection and supporting documentation (may also Include funds allocated to or raised by the student council) Excludes: Agreements and Contracts SEE: LE Series Excludes Funding and Fundraising: FA-11 and FA-13 | Originating | 7 | E=Aug. 31 | 42, 71, 90 | |
| FA-13 | Fundraising: Charitable Organizations | Includes records regarding the raising of funds for charitable organizations (completed contribution forms, promotional materials and reports) Excludes Funding and Fees: SEE FA-11 and FA-12 | Originating | 7 | E=Aug. 31 | 90 | |
| FA-14-01 | Inventory Control: Capital Asset | Records relating to capital assets valued over \$5000 that will have depreciating value, including asset listings, depreciation details, asset transfer information, and details of extraordinary entries. | Finance | E+10 | E=Aug 31 of year of disposal of asset | 71, 202 | |
| FA-14-02 | Inventory Control: Non-capital Assets | Records relating to non-fixed assets valued under \$5000, including inventories of board-/authority-owned equipment. Excludes hazardous materials SDS sheets SEE: HS- 04 | Originating | 7 | E=Aug. 31 | 71, 202 | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|--------------------------|--|---|------------------------------------|---------------------|--|---|------------|
| FA-15 | Investments | Includes records regarding the board’s investments, term deposits and promissory notes, investment portfolios, pooling, adjustments, status reports, performance reports, investment tickets and supporting documentation, and records regarding debentures and bonds issued (initial issuance of the debenture or bond and records of payments made to investors). | Finance | E+7 | E=Aug 31 of year investment matures | 42, 71 | |
| FA-16 | Journal Vouchers and Journal Entries | Includes completed journal voucher forms, input forms, and all background documentation used to substantiate journal entries. | Finance | 7 | E=Aug. 31 | 65 | |
| FA-17-01 | General Ledgers | is a collection of all the assets, liability, owner’s equity, revenue and expense accounts of the organization * Government of Alberta Administrative Records Disposition Authority (ARDA) only requires a retention period of 10 years for General Ledgers (0740.01) | Finance | P* | E=Aug. 31 | 42 | |
| FA-17-02 | Subsidiary Ledgers, Registers and Journals | Includes all subsidiary ledgers, registers and journals such as payment and receipt journals, payroll registers, purchase order registers, and year-end adjustments. | Finance | 7 | E=Once obsolete or superseded NOTE: Payroll registers may be kept longer for operational value.. | 202 | |
| FA-18 | Enrolment Reporting | Includes all counts and projections documenting enrolments of students in the school system and statistical reports required by Alberta Education as part of the funding process for the preparation of educational statistics. | Finance | 7 | E=Aug. 31 Note: There is no specified retention period for these reports. The current retention period is based on the need to support other financial data. | Operational Value | |
| FA-19 | Pension Contributions/ Support | Includes contribution cards detailing pension and benefits obligations due to retired employees and other annuity or superannuation plans (TPP). Includes payroll records required to determine and verify pension payments | Finance | E+6 | E=from the end of the year in respect of which those records and books of account are kept | 3, 74, 190, 202, 217 | |
| FA-20 | Purchasing | Includes records regarding the purchase of goods and services: purchase requisitions, purchase orders, requests for proposal, requests for quotations, specifications, invitations to tender, proposals, tender submissions, bid and performance bonds, and all documentation regarding the selection process. | Finance Facilities | 7 | E=Aug. 31 | 36, 42 65, 71 | |
| FA-21 | Tax Returns | Records relating to federal and provincial tax returns, property and goods and services taxes, charity information returns, assessments, receipts, details and supporting documentation. | Finance | 10 | E=Aug. 31 | 42, 65, 71, 90 | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|---|-------------------------------|--------------------|--|---|------------|
| FM | <u>Facilities Management</u> | <u>The function of managing and maintaining board and school authority buildings and facilities and supporting capital initiatives and building improvements. Records include maintenance and operations reports, requests and logs, environmental testing of facilities, equipment maintenance and testing, facilities planning and improvements, capital and non-capital projects, inspection reports, and records relating to property acquisition and disposition, building and office renovations, security, and property management relationships</u> | | | | | |
| FM-01 | <u>Building and Site Approvals</u> | <u>Includes documentation such as site plan approvals, building permits and reports pertaining to the approval of building plans by the municipality, Fire Marshal's Office, Ministry of Education, Ministry of Health, and other government bodies</u> | <u>Facilities</u> | <u>E+10</u> | <u>E=Disposal of property</u> | <u>Operational value Legal Value 146, 169 Archival</u> | |
| FM-02-01 | <u>Inspection and Testing Logs and Reports</u> | <u>Includes all documentation to support the inspection and testing of buildings, equipment, physical plant and property. Records include logs, inspection reports, year-end reports, equipment lists and locations. Includes elevator logs, boilers and pressure systems, sanding and salting logs, certificates of inspection, deficiency lists, inspection sheets, condition analysis and reports. Also includes inspections of major systems, playground equipment inspections logs, chemical treatment log, playground inspections, physical education equipment inspections, technical program equipment, etc. Excludes: Emergency power systems inspections and testing, fire extinguisher testing, fire protection systems testing. SEE: FM-02-02 Excludes: Health and Safety logs and inspection reports SEE: HS-02 Series Excludes: Air Quality Reports SEE: HS-07</u> | <u>Facilities</u> | <u>6</u> | <u>E=Aug. 31</u> | <u>120, 122, 163, 202</u> | |
| FM-02-02 | <u>Inspections Logs and Reports: Fire Protection Systems and Emergency Power Systems</u> | <u>Includes records regarding the inspection and testing of emergency power systems, fire extinguishers and fire protection systems.</u> | <u>Facilities</u> | <u>E+1</u> | <u>E=superseded or obsolete</u> | <u>Operational Value</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|-----------------------|--|---|-------------------------------|------------------------|--|---|------------|
| FM-03 | Site Specific Projects | <p>Records regarding renovations / restorations and repair to existing board owned facilities, such as reports and studies, inspection and remedial repair work reports, condition survey, design notes, technical specifications, copies of purchase orders, copies of contract documents, progress meetings, and deficiency reports, project review and final drawings and reports.</p> <p>Excludes: Original purchase orders SEE: FA-20 Excludes: Original contract documents SEE: LE Series</p> | Facilities | E + 10 | E=Aug 31 of year of Disposal of property Consider separating records by disposition - i.e. Should routine records be such as meeting notes, purchase orders, etc. be with a different disposition? | 146, 202 Archival | |
| FM-04 | Infrastructure, Maintenance and Renewal Projects (IMR) | Includes project records regarding building improvements and supporting documents specific to additions, renovations, and alterations to schools and buildings. Records include drawings, project plans, specifications, meeting minutes, project updates, budgets, etc. | Facilities | E + 10 | E=Aug 31 of year of Disposal of property | 146, 202 Archival | |
| FM-05 | Facilities - Capital Projects | <p>Records regarding renovations / restorations and repair to existing board owned facilities, such as reports and studies, inspection and remedial repair work reports, condition survey, design notes, technical specifications, copies of purchase orders, copies of contract documents, progress meetings, and deficiency reports, project review and final drawings and reports.</p> <p>Excludes: Original purchase orders SEE: FA-20 Excludes: Original contract documents SEE: LE Series</p> | Facilities | E + 10 | E=Aug 31 of year of Disposal of property | 146, 202 Archival | |
| FM-06 | Drawings and Specifications | Includes technical specifications for a project or property, e.g., mechanical, electrical and structural. Includes building and fire code requirements and architect's instructions. Includes all drawings and plans of schools and offices, such as master drawings and floor plans, site plans, aerial plans, and plans for additions and alterations. | Facilities | E + 10 | E=Aug 31 of year of Disposal of property | 146, 202 Archival | |
| FM-07 | Facilities Planning | Includes records regarding the allocation of classroom and workspace to staff and students. Records include correspondence, proposed student enrolment studies and reports, facilities use plans, facilities designs and layouts, furniture layouts, etc. | Facilities | Short | E=Aug. 31 | Operational Value | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|---|-------------------------------|------------------|------------------------|---|------------|
| FM-08 | Land Surveys | Includes land survey information such as legal property surveys, construction layout and control surveys, and field notes. | Facilities | E + 10 | E=Disposal of property | 146 Archival | |
| FM-09-01 | Maintenance and Operations – General | Includes records regarding maintenance of Board owned facilities, such as maintenance and repair requirements and arrangements, service work orders and schedules. Excludes: Fixed Asset maintenance and operations SEE: FM-09-02 | Facilities | short | E=Aug. 31 | Operational Value | |
| FM-09-02 | Maintenance and Operations: Buildings/ Physical Plant and Equipment | Includes records related to support the maintenance and operations of buildings, physical plant and equipment. Includes office equipment, work orders for fixed assets and supporting documentation Include inspection certificates. | Facilities | short | E=Aug. 31 | Operational Value Not specified 163, 202 | |
| FM-09-03 | Maintenance and Operations: Grounds | Maintenance requisitions, work orders, logs and reports showing action taken re grounds keeping, snow clearance, and cleaning. | Facilities | short | E=Aug. 31 | Operational Value | |
| FM-09-04 | Maintenance and Operations: Pesticides | Maintenance requisitions, work orders, logs and reports on pesticide application. See citation information – legislation only applies under certain circumstances | Facilities | 5 | E=Aug. 31 | 159* | |
| FM-10 | Facility Bookings | Records of bookings issued by the board for the use of school property. | Originating dept. | short | E=Aug. 31 | Not specified 169, 146 Operational Value | |
| FM-11 | Physical Security | Includes records regarding the security of office and school facilities and properties, including transportation, such as control of keys, trespassing, surveillance reports, sign in and sign out logs, etc. | Originating dept./Facilities | medium | E=Aug. 31 | Operational Value | PIB |
| HR | Human Resources | The function of managing all employees within the organization in accordance with policies and procedures. Records include but are not limited to personnel records, employee collective agreements, employee information (including medical information), and conditions of work, overtime, salary rates, pensions, benefits, payroll records, grievances, performance evaluations and recruitment. | | | | | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|-----------------------|--|---|---------------------------------|-----------------------|---|--|---------------------|
| HR-01 | Attendance – Employee | <p><u>Includes records regarding the management of employee attendance, absences (leaves and sabbaticals) and vacations. Records include details about vacation schedules, hours of work, absenteeism reports and related reports from electronic systems.</u></p> <p><u>Excludes: Individual employee time management SEE: HR-02</u></p> | Human Resources | 3 | E=Aug. 31 | 106 | PIB |
| HR-02 | Payroll Administration – Time Management | <p><u>Generated by employee-entered information in Payroll system. Includes: Records regarding allocation and distribution of labour, such as timesheets, Employee Attendance records cards, vacation / lieu time requests, overtime banked, statutory holidays banked, time, relief pay, daily pay sheets, sickness and accident (S&A), off/on duty report payroll adjustment, time input forms (overtime paid, stand-by, relief authorizations, car allowance claims, shift change, time sheets, statutory holiday paid) wage paid / holiday advance requests, Electronic timesheets (E-timesheets) and supporting documentation. Excludes: Administration of attendance SEE: HR-01</u></p> | Human Resources | 7 | E=Aug. 31 This function may appear in Finance Administration or Human Resources | 36, 71, 74, 106, 202 | PIB |
| HR-03 | Criminal Records/ Vulnerable Sector Checks | <u>Includes records listing any criminal code convictions (police clearances) that have not been pardoned for all existing and new employees and service providers that come into direct contact with students on a regular basis.</u> | Human Resources | E +2 | E=termination of employment. | Operational Value. Not specified 249 | PIB |
| HR-04 | Criminal Offence Declarations | <u>Annual offence declarations, signed by the employee/service provider, which lists all criminal code convictions registered since the date of the last offence declaration.</u> | Human Resources | short | E=obsolete or superseded. | Operational Value 249 | PIB |
| HR-05 | Staff Listings and Reports | <p><u>Includes all report listings concerning staff, e.g., staff directories, seniority lists, retirement lists and lists of supply teachers.</u></p> <p><u>Excludes: Emergency Call Out Lists SEE: HS-05</u></p> <p><u>Board could consider keeping a separate staff list that could be kept for archival purposes</u></p> | Human Resources | short | Until superseded. | Operational Value. Not specified Archival – staff list | PIB |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|---|-------------------------------|------------------|--|---|------------|
| HR-06 | <u>Benefits Administration - General</u> | <u>Includes records regarding the administration of benefits generally, not shown elsewhere in this series. Records may include brochures, rates, quotes, correspondence and explanatory documents regarding benefits offered to employees such as group insurance, dental plans, employee assistance program.</u> <u>Excludes: Individual Employee Benefit SEE: HR-07-01</u> | <u>Human Resources</u> | <u>E + 2</u> | <u>E=contract lapses or records are superseded</u> | <u>Operational Value</u> | |
| HR-07-01 | <u>Employee Records – Master</u> | <u>Includes records regarding the employment history of the board employees.</u> <u>Includes initial resume and application, internal applications, benefit enrollment forms, salary calculation forms, change advice, employee master record cards, certification of level placement, probationary contract, key tasks, and employee verification forms.</u> <u>Excludes: Employee Payroll Records: SEE HR-07-02</u> | <u>Human Resources</u> | <u>E + 10</u> | <u>E=termination of employment</u> <u>There are no legal reasons to keep records longer than 10 years past termination of the employee, however the Federal Retention Guidelines is 80 years from the employee's date of birth or 5 years past last date of employment, whichever is longer..</u> | <u>3, 36, 74, 106, 119, 125, 170, 202,215, 217</u> | <u>PIB</u> |
| HR-07-02 | <u>Employee Records – Payroll</u> | <u>Includes records regarding individual employee payroll information, such as TD1s, log books, direct deposit authorizations, car allowance, and business travel forms and supporting documentation.</u> | <u>Human Resources</u> | <u>7</u> | <u>E=Aug 31</u> | <u>74, 202</u> | <u>PIB</u> |
| HR-07-03 | <u>Employee Records – Performance Management</u> | <u>Includes records regarding employees' performance, such as reviews by supervisors, performance development process forms, commendations, disciplinary, performance and non-medical counselling notes and supporting documentation.</u> | <u>Human Resources</u> | <u>short</u> | <u>These records could be consolidated into the HR-07-01 Employee Records Master</u> | <u>Operational Value</u> <u>Not specified 170, 202</u> | <u>PIB</u> |
| HR-07-04 | <u>Employee Records – Training</u> | <u>Includes records regarding employee training supported by the district, including conferences and seminars, and certifications / accreditation that an employee or a subcontractor must possess in order to successfully fulfill the position requirements.</u> | <u>Human Resource</u> | <u>E + 3</u> | <u>E=Termination of employment</u> | <u>Operational Value.</u> | <u>PIB</u> |
| HR-08 | <u>Employee Surveys</u> | <u>Includes surveys and research conducted on board staff regarding issues and planning that affect them</u> | <u>Human Resource</u> | <u>short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | <u>PIB</u> |
| HR-09 | <u>Job Descriptions</u> | <u>Includes job descriptions and specifications as well as background information used in their preparation or amendment and positions of responsibility.</u> | <u>Human Resource</u> | <u>E+ 2</u> | <u>E=Until obsolete or superseded</u> | <u>Operational Value</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|--|------------------|--|---|------------|
| HR-10-01 | Labour Relations - Negotiations and Agreements | Includes records regarding the administration and interpretation of the board's collective agreements and includes seniority lists, implementation plans, records related to collective bargaining, e.g., final offers, memoranda of settlement, mediations, arbitrations used in preparation for bargaining. Also includes relationship and contact with management exempt staff associations and supporting documentation Excludes actual collective agreements. See LE-05-03 | Human Resource | E + 5 | E=Date collective agreement expires. | 106, 141 | PIB |
| HR-10-02 | Labour Relations - Grievances and Arbitration | Includes records regarding grievances filed by employees, such as evaluation reports, notifications, correspondence with unions concerning grievance initiators, and legal opinions. NOTE: Service Units to forward all grievance material to Human Resources upon settlement of the grievance. | Human Resource | E + 5 | E=Settlement of the grievance/ arbitration, or expiration of the appeal. | 74 | PIB |
| HR-10-03 | Labour Relations: Union Certification | Includes original documents concerning the certification of Labour unions. | Human Resource | E + 1 | E=Until dissolution of the union. | 141 | |
| HR-11 | Pension Administration | Includes records regarding the administration of pensions such as plan documents, deduction registers, and prior service summary reports, records of decisions, annual/tri-annual evaluations, remittances and reconciliations. Also includes records regarding pension policy decisions. Excludes: Employee specific pension information SEE: HR-07 Series | HR | E+10 | E=Final payout of the pension or date pension records are transferred to pension authority (e.g. LAPP or ATRF) | 3, 71, 106, 217 | |
| HR-12 | Training Program Records | Includes Records regarding various internal and external training and education programs offered to employees. Excludes: Specific employee records pertaining to training SEE: HR-07-04 | Human Resources/Originating Department | medium | E=Aug 31 | Operational Value. | |
| HR-13 | Recruitment and Hiring | Includes records regarding the administration of a specific competition such as requisitions, copies of advertisements, evaluation criteria, career fairs records and blank interview guides. Excludes: Specific Resumes and Job Applications SEE: HR-14 | Human Resources | short | E=Completion of competition | Operational Value | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|--|---|------------------|---|--|------------|
| <u>HR-14</u> | <u>Resumes and Job Applications</u> | <p>Records include applications, resumes and applicant evaluations to support recruitment in the school and school board.</p> <p>Excludes resumes of candidates selected to be interviewed.</p> <p>NOTE: Shred unsolicited resumes on receipt</p> <p>Resume is transferred to employee file upon hiring.</p> | <u>HR</u> | <u>short</u> | <u>E=competition completed or date of receipt of resume/applicati on if unsolicited</u> | <u>Operational Value</u> | <u>PIB</u> |
| <u>HR-15</u> | <u>Salary Administration</u> | <u>Includes records regarding the planning and scheduling of salaries, such as job evaluations, job classification systems, salary surveys and schedules, salary increments, service pay and substitution pay.</u> | <u>HR</u> | <u>Short</u> | <u>E=Until obsolete or superseded</u> | <u>Operational Value.</u> <u>36, 71, 74, 106, 202</u> | |
| <u>HR-16</u> | <u>Staff Awards, Recognition and Honours</u> | <u>Includes records relating to special recognition and awards presented to staff.</u> | <u>HR</u> | <u>short</u> | <u>Historical value</u> <u>Subject to inclusion in the employee record</u> | <u>Operational Value</u> | <u>PIB</u> |
| <u>HR-17</u> | <u>Volunteers</u> | <u>Records include volunteer registration, guidelines, correspondence, criminal record and vulnerable sector checks, offense declarations, confidentiality agreements, technology use agreements and drivers' abstracts.</u> | <u>Schools</u> | <u>short</u> | <u>Retention should consider the procedures in place for volunteer management.</u> | <u>Operational Value</u> | <u>PIB</u> |
| <u>HS</u> | <u>Health and Safety</u> | <u>The function of promoting health and safety, and encouraging attitudes and methods that will lead to improved wellness in the jurisdiction.</u> | | | | | |
| <u>HS-01</u> | <u>Health and Safety Programs</u> | <u>Includes: Records regarding the development, objectives and administration of safety programs, program audits, guidelines and compliance and statistics.</u> | <u>Health & Safety</u> | <u>short</u> | <u>E=Aug 31</u> | <u>Operational Value. Not specified 202</u> | |
| <u>HS-02- 01</u> | <u>Health and Safety - Audits and Inspections</u> | <u>Includes records regarding health and safety audits and inspections.</u> | <u>Health & Safety or Originating</u> | <u>3</u> | <u>E=Aug. 31 of audit and all deficiencies rectified</u> <u>Note: Depending on the nature of the incident, records may have legal value</u> | <u>202</u> <u>http://work.alberta.ca/occupational-health-safety/cor-maintain-or-renew-a-certificate.html</u> | <u>PIB</u> |
| <u>HS-02- 02</u> | <u>Health and Safety - Inspection Reports</u> | <u>Includes records of inspections carried out in accordance with the Occupational Health and Safety Act.</u> | <u>Health and Safety</u> | <u>3</u> | <u>E=Aug. 31 of inspection and all deficiencies corrected</u> <u>Special circumstances might affect the retention of some inspections (e.g., fire code inspections, or machinery inspections, or playground inspections or monitoring ionizing radiation.)</u> | <u>106, 122, 202, 225</u> | <u>PIB</u> |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|--|--|------------------|--|---|------------|
| <u>HS-03</u> | <u>Health and Safety - Incident Reports:</u> | Includes completed forms reporting an incident. Excludes Individual student and employee medical health records (personally identifiable records) See: HR and ST series | <u>Health & Safety or Originating</u> | <u>8</u> | <u>E=Aug. 31 of incident report Incident reports relating to a WCB claim may be retained with WCB in LE-04</u> | <u>65, 71, 202</u> | <u>PIB</u> |
| <u>HS-04</u> | <u>Health and Safety - Safety Data Sheets</u> | Includes safety data sheets (SDS) as created and issued by the manufacturer. Note: Safety data sheets are not records of the board, however every location that uses the material must have access to a data sheet, as required by OH&S Act. | <u>Facilities</u> | <u>short</u> | <u>E=superseded or obsolete</u> | <u>Operational Value. Not specified 202</u> | |
| <u>HS-05</u> | <u>Emergency Plans</u> | Includes records regarding emergencies and related plans to support the board and school in case of fire or other emergencies. I.e. business continuity plans, call lists, supplier/vendor contacts, and related reports. | <u>School/ Facilities/ Health and Safety</u> | <u>E+2</u> | <u>E=offence</u> | <u>120, 122</u> | <u>PIB</u> |
| <u>HS-06</u> | <u>Designated Substances and Hazardous Materials Management</u> | Includes records related to the monitoring, management and disposal of chemical, biological or physical agents or substances. | <u>Facilities/ Health and Safety</u> | <u>E+2</u> | <u>E=date of offence</u> | <u>120, 122, 202</u> | |
| <u>HS-07</u> | <u>Air Quality, Asbestos/Mold removal and containment</u> | Includes records regarding renovation or removal projects on jurisdiction owned facilities containing asbestos/mold. Records include clearance documentation, regarding the removal of asbestos, air quality testing, asbestos removal consulting and removal report, asbestos audit testing, industrial waste receipt and supporting documentation. | <u>Facilities/ Health and Safety</u> | <u>E+12</u> | <u>E=Disposal of property</u> | <u>146, 225</u> | |
| <u>IM</u> | <u>Information Management</u> | The function of applying and managing information and communications technology to support the business needs of the organization to capture, store, retrieve, transfer, communicate and disseminate information. Includes planning, determining requirements, developing, acquiring, modifying and evaluating information and systems to house information such as applications and databases. Also includes the systematic management of information and the appropriate decommission of systems and disposition of information | | | | | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|--------------------------|--|--|------------------------------------|----------------------------|---|---|---------------------|
| IM-01 | Archives | Includes records regarding schools and service units that have transferred records to the Archives; archival donations from external sources; and artifacts and cultural properties from the Board of Trustee's Office. Documentation includes information regarding the records received, accession and de-accession records / registers, organizational updates, box contents listings, donor forms, and supporting documentation | Records Management | E+3 months | E=Expiration of time limited by s. 33.1 for appeal | 20 | PIB |
| IM-02-01 | Records Management Administration | Also includes records regarding the development, maintenance, and updating of records management program system documentation. May include records regarding the administration of the records management system such as inventory, lists, location and warehouse information, vendor contact and supplies information, scheduling and supporting documentation. Excludes Records Management Disposition Authorizations: SEE IM-02-03 Excludes: Records Management Retention Schedules: SEE IM-02-04 | Records Management | short | E=Superseded or obsolete | Operational Value 146 | |
| IM-02-02 | Records Management – Transfer and Retrieval | Includes records regarding the transfer of custody and control of records from service units and schools to the records management system or to other jurisdictions. Records include: transmittals, requests for retrieval/return of records. Also includes student request /authorization and supporting documentation. | Records Management | medium | E=Aug 31 | Not specified | PIB |
| IM-02-03 | Records Management – Disposition Authorization | Includes records regarding authorization of records disposition, as well as requests to suspend disposition (holds). Includes original signed disposition forms and accompanying transmittals; documentation accounting for officially missing records; hold authorizations; attachments and supporting documentation. | Records Management | long | E=Dissolution of organization Note: Disposition authorizations could be considered permanent documents. Copies are retained indefinitely in the service unit/school to aid retrieval. | Not specified | PIB |
| IM-02-04 | Records Management – Retention Schedules | Records include all histories and versions of approved system documentation. | Records Management | long | E=Until obsolete or superseded Note: Retention schedule policies are historical records and could be considered permanent documents | Not specified | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|--------------------------|--|--|---------------------------------------|-----------------------|---|---|---------------------|
| IM-03-01 | Freedom of Information and Protection of Privacy – (FOIP) Requests and Replies | Includes records regarding requests for information under the Province’s legislation, such as applications, correspondence and copies of material released | Legal | E + 5 | E=Once request is closed | Operational Value 125 | PIB |
| IM-03-02 | Freedom of Information and Protection of Privacy (FOIP) – Personal Information Banks (PIB’s) | Includes records regarding directories of personal information banks (PIB's) and supporting documentation. A personal information bank lists the type of personal information held by a public body. A personal information bank does not provide direct access to an individual’s records. | Legal | E+1 | E=Until obsolete or superseded | Operational Value 125 | PIB |
| IM-03-03 | Disclosure of personal information under FOIP Act | Includes records documenting disclosures of personal information to authorized personnel i.e.) social workers, law official investigating | School site Legal | E +1 | E=disclosure * 246 & 250 may apply under certain circumstances. | 125* | |
| IM-03-04 | Freedom of Information and Protection of Privacy (FOIP) - Privacy Impact Assessments (PIA's) | Includes records regarding completed privacy impact assessments (PIA) and related documentation. | Legal | E + 3 | E=Until obsolete or superseded | Operational Value 125 | |
| IM-03-05 | Freedom of Information and Protection of Privacy (FOIP) - Statistics | Includes records regarding statistical reporting of Freedom of Information and Protection of Privacy requests to the Province | Legal | short | E=Aug. 31 | Operational Value | PIB |
| IM-03-06 | Freedom of Information and Protection of Privacy (FOIP) - Investigations | Includes: Records regarding documents and reports concerning investigation of privacy breaches. | Legal | E+7 | E=Once final report is completed | Operational Value | PIB |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|--|---------------------------------|------------------|---|---|------------|
| IM-04 | Research and Statistical Analysis | Includes records regarding copies of research papers and background data and analysis relevant to the administrative functions of the district. Also includes records regarding the analysis of data, such as reports, opinions, position papers, studies, and supporting documentation. Excludes: Research and Planning on issues regarding schools/board SEE: RP Series | Originating | E + 5 | E=Research complete | Operational Value, | |
| IM-05-01 | Information Technology - Helpdesk | Includes records regarding the performance of typical daily helpdesk functions for the district. Records include helpdesk submissions background documentation submitted by the user, scripts used by the helpdesk to respond to inquiries. NOTE: Records may be escalated to IM -05-02 | Information Technology Services | E + 1 | E=Until obsolete or superseded/ Ticket resolved | Operational Value | |
| IM-05-02 | Information Technology – Maintenance and Support | Includes records regarding system maintenance and support, such as change requests, system statistics, information and reports, hardware / software checks and testing. Also includes software upgrades, problem management and database change requests. e excludes: IT helpdesk functions See: IM-05-01 | Information Technology Service | E + 3 | E=Life of System | Operational Value | |
| IM-05-03 | Information Technology – Functional, Technical Specifications | Includes records regarding systems development functional and technical specifications and requirements, such as background requests, requirement definitions, studies, surveys, stakeholder engagement information and business cases used to design/develop software/hardware specifications. Also includes acceptance/compatibility criteria, modeling, final specifications and supporting documentation | Information Technology Services | E + 3 | E=Life of System | Operational Value | |
| IM-05-04 | Information Technology – Installation and Implementation | Includes records regarding system installation / implementation, such as data conversion plans, copies of agreements with third parties, mapping information and implementation plans. | Information Technology Services | E + 3 | E = Life of System | Operational Value | |
| IM-05-05 | Information Technology – Backup Tapes | Backup tapes are considered transitory records until they are required in the event of a disaster or the district is required to access for data recovery. | Information Technology Services | E + 1 | E = Data tape is full or taken out of rotation | Operational Value | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|---|--|------------------|---|---|------------|
| <u>IM-05-06</u> | <u>Information Technology – Plan</u> | <u>Includes records regarding the comprehensive framework used to manage and align an organization's Information Technology (IT) assets, operations, and projects with its operational characteristics, defining how information technology will support the district's operations.</u> | <u>Information Technology Services</u> | <u>E+9</u> | <u>E = Until obsolete or superseded</u> | <u>Operational Value</u> | |
| <u>IM-05-07</u> | <u>information Technology – System, Server, Network Monitoring</u> | <u>Includes records regarding the management and monitoring of system / server network environment, such as performance statistics, configurations, performance benchmarks, job scheduling, installations, etc.</u> | <u>information Technology Services</u> | <u>short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |
| <u>IM-05-08</u> | <u>Information Technology - Information Security</u> | <u>Includes records pertaining to the protection of information and information systems from unauthorized access, use, infection from viruses, disclosure, disruption, modification, perusal, inspection, recording or destruction in accordance with confidentiality, integrity and availability requirements.</u> <u>Excludes: physical security SEE: FM-11</u> | <u>Information Technology Services</u> | <u>short</u> | <u>E=Superseded or obsolete</u> | <u>Operational Value</u> | |
| <u>IM-05-09</u> | <u>Information Systems - Architecture</u> | <u>Records relating to the design of computer systems and/or software, including needs assessments, business cases, project charter, process flowchart documentation, impact analysis, user and system requirements, specifications, testing plans and results, user sign-offs, project management meeting minutes/documentation, system development documentation, software design records, and software inspection notes. Also includes records on system installations/conversions and product evaluations. May also include requests for significant modification, fixes and upgrades</u> | <u>Information Technology Services</u> | <u>E+2</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |
| <u>IM-06</u> | <u>Access Control and Password Records</u> | <u>Records related to the management of and access to programs. Includes individual access, password management, etc.</u> | <u>Information Technology Service</u> | <u>E+1</u> | <u>E = Termination of employee.</u> | <u>Operational Value</u> | |
| <u>IM-07</u> | <u>Telecommunication s Systems</u> | <u>Records relating to the management, maintenance and use of telecommunications including landline and wireless mobile devices and equipment. Includes system documentation, configuration details and services provided</u> | <u>Information Technology Services</u> | <u>E + 3</u> | <u>E=Aug. 31</u> | <u>Operational Value</u> | |
| <u>IM-08-01</u> | <u>Web Administration – Web Management</u> | <u>Includes: Web management and operations records that provide context related to the site such as administrative and technical records necessary for or produced during the management of a web site.</u> | <u>Information Technology Services</u> | <u>E + 3</u> | <u>E=Superseded or obsolete</u> | <u>Operational Value</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|---|--|------------------|---|---|------------|
| <u>IM-08-02</u> | <u>Web Administration – Web Structure</u> | <u>Includes records that provide structure to the web site including site maps that show the directory structure into which content pages are organized, software configurations used to operate the site and establish its look and feel including server environment configurations and specifications and supporting documentation</u> | <u>Information Technology Services</u> | <u>E + 3</u> | <u>E = Life of web site</u> | <u>Operational Value</u> | |
| <u>IM-08-03</u> | <u>Web Administration – Web Content</u> | <u>Includes records regarding web content records such as the content pages that compose the site, inclusive of HTML markup, records generated when a user interacts with a site, lists of the URLs referenced by the site's hyperlinks and supporting documentation. Documents posted on websites are for publication only and are considered transitory</u> | <u>Originating</u> | <u>E+1</u> | <u>E = Until obsolete or superseded</u> | <u>Operational Value</u> | <u>PIB</u> |
| <u>LE</u> | <u>Legal</u> | <u>The function of addressing legal issues relating to the operations of the board and schools. Records include, but are not limited to, claims and litigation files, appeals and hearings, contracts and agreements entered into on behalf of the board and schools, deeds and titles relating to properties, harassments incidents, etc.</u> | | | <u>Boards may wish to establish a longer retention for compliance.</u> | | |
| <u>LE-01</u> | <u>Accident/ Incident Claims and Reports</u> | <u>Includes reports related to student/employee accidents that occur on board and school authority property, schools and the administration offices or on school trips. Records include claims, communications, investigations, reports, administration of first aid and action taken as a result of the accident</u> <u>Excludes: claims/ litigations, WCB claims/ reports SEE: LE-04</u> | <u>Originating location or corporate office keeps student accidents; all others kept at corporate office</u> | <u>E+10</u> | <u>E = date of incident or report and all action taken.</u> | <u>202</u> | <u>PIB</u> |
| <u>LE-03</u> | <u>Appeals/ Hearings</u> | <u>Includes records of hearings conducted with regard to issues that affect the school or school board. Records include correspondence, reports, discovery findings, hearing proceedings and final decisions</u> | <u>Corporate/Le gal</u> | <u>E+5</u> | <u>E = Last action taken that advances claim.</u> | <u>161, 170, 202</u> | <u>PIB</u> |
| <u>LE-04</u> | <u>Claims/ Litigation</u> | <u>Includes all liability claims and litigation against or entered into by the boards/authorities and schools. Records include reports, correspondence, investigations, WCB claims, etc.</u> | <u>Corporate/Le gal</u> | <u>E+5</u> | <u>E = Last action taken that advances claim. Note: Section 3.1 of the Limitations Act, R.S.A. 2000, c. L- 12 provides there is no limitation period applicable to claims involving sexual assault or sexual misconduct, including if the person with the claim was a minor</u> | | <u>PIB</u> |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|--|---|------------------|----------------------------------|---|------------|
| <u>LE-05-01</u> | <u>Contracts and Agreements - General</u> | <u>Correspondence and information related to contracts and agreements.</u> | <u>Originating Department or Corporate/ Legal</u> | <u>E + 7</u> | <u>E = contract lapses</u> | | <u>PIB</u> |
| <u>LE-05-02</u> | <u>Contracts and Agreements - Employee</u> | <u>Includes records regarding employee related contracts, such as employment contracts, retirement agreements, etc. which may also contain memos and affidavits of execution and supporting documentation</u> | <u>Human Resources</u> | <u>E + 7</u> | <u>E = contract lapses</u> | | <u>PIB</u> |
| <u>LE-05-03</u> | <u>Contracts and Agreements - Educational</u> | <u>Includes records regarding educational related agreements, such as cooperative education agreements, work experience agreements.</u> <u>Excludes: agreements related to employment SEE: LE- 05-02</u> <u>Excludes: agreements related to land SEE: LE- 10 series</u> | <u>Corporate/ Legal</u> | <u>E + 7</u> | <u>E = contract lapses</u> | | <u>PIB</u> |
| <u>LE-06</u> | <u>Deeds and Titles</u> | <u>Includes original deeds to any board owned property.</u> | <u>Corporate/ Legal</u> | <u>E + 10</u> | <u>E = disposal of property</u> | <u>144, 146</u> <u>Archival</u> | |
| <u>LE-07</u> | <u>Insurance Policies</u> | <u>Includes records regarding liability insurance policies held by board such as copies of insurance certificates / policy documents and supporting documentation. Also includes records relating to policies to cover loss or damage to property or premises and cover staff and general public against injury or death resulting from accidents on school/ board premises or occurring during employment.</u> <u>Excludes: insurance claims and accident reports SEE: LE-01</u> | <u>Corporate/ Legal</u> | <u>E +2</u> | <u>E = Expiry Date of Policy</u> | <u>202</u> | |
| <u>LE-08</u> | <u>Legal Opinions/ Precedents</u> | <u>Records relating to legal opinions and precedents about legal issues identified by the school/board. Records include case law, correspondence, reports, and findings/opinions provided to requestor</u> | <u>Corporate/ Legal</u> | <u>E + 5</u> | <u>E=superseded or obsolete</u> | <u>Operational value</u> | |
| <u>LE-09</u> | <u>Policing Arrangements</u> | <u>Includes correspondence between schools and police departments regarding extra duty officers, police visits to schools, and related items.</u> | <u>Originating Department</u> | <u>medium</u> | <u>E=Aug. 31</u> | <u>Operational value</u> | |
| <u>LE-10-01</u> | <u>Property - Acquisition and Sale</u> | <u>Includes land purchase agreements, development agreements, property appraisals, valuations and quotes concerning land owned by the board and school authority or under consideration for purchase.</u> <u>Also includes plans, correspondence, reports and backup documentation relating to the acquisition or sale of lands.</u> | <u>Corporate/ Legal</u> | <u>E+10</u> | <u>E = disposal of property.</u> | <u>144, 146</u> <u>Archival</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|-------------------------------|------------------|---|---|------------|
| <u>LE-10-02</u> | <u>Property - Occupancy</u> | <u>Includes: Records regarding lease and rental agreements and contracts for land, buildings or property, residential or commercial, by and to the board, such as signed leases, surveys, tenant information, schedules and receipts of payment and supporting documentation</u> | <u>Corporate/ Legal</u> | <u>E+6</u> | <u>E=expiry date of contract/agreeme nt and all conditions met</u> | <u>144</u> | <u>PIB</u> |
| <u>LE-11</u> | <u>Property Damage/ Trespassing Reports</u> | <u>Includes reports and general correspondence regarding property damage, theft or loss. Also includes vandalism reports, copies of repair invoices, monthly and annual summaries.</u> <u>(jurisdictions may choose to have separate series/retention periods for minor vandalism vs. major vandalism)</u> | <u>Originating Department</u> | <u>E + 12</u> | <u>E = Claim first knew injury occurred, attributable to defendant that warrants bringing proceeding)</u> <u>E= Claim arose; and other conditions</u> | <u>146</u> | <u>PIB</u> |
| <u>LE-13</u> | <u>Unclaimed Personal Property</u> | <u>Document of disposition regarding unclaimed property</u> | <u>Originating</u> | <u>E +10</u> | <u>E-disposition of property to minister</u> | <u>247</u> | |
| <u>LE-14</u> | <u>Canada's Anti-Spam Law (CASL)</u> | <u>Good record-keeping practices may help businesses establish a due diligence defence in the event of complaints to the Commission against the business. Consider Maintaining hard copy and/or electronic records of the following:</u> <ul style="list-style-type: none"> <u>• your commercial electronic message policies and procedures;</u> <u>• all unsubscribe requests and actions;</u> <u>• all evidence of express consent (e.g. audio recordings or forms) by consumers who agree to be contacted via a commercial electronic message;</u> <u>• commercial electronic message recipient consent logs;</u> <u>• commercial electronic message scripts; and</u> <u>actioning unsubscribe requests for commercial electronic messages.</u> | <u>Originating</u> | <u>medium</u> | <u>E = date of unsubscribe, last email of subscription or complaint or investigation</u> <u>Record of consent must be kept as long as contact may continue - which may be difficult to know. If you want to purge the record of consents more often, you would like require collection of them more often too.</u> | <u>Operational value 248</u> | |
| <u>LE-12</u> | <u>Incidents - Discrimination and Harassment</u> | <u>Includes records of incidents involving staff and students, incident reports, investigations, and correspondence regarding these issues.</u> <u>Excludes: appeals/hearings SEE: LE-03</u> | <u>Originating Department</u> | <u>E+10</u> | <u>E=Aug. 31 of report and all actions concluded.</u> <u>10 years</u> | <u>170, 193</u> | <u>PIB</u> |

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|----------------------|--|---|--|------------------|-----------------|---|------------|
| <u>CO</u> | <u>Communication</u> | <u>The function of promoting and marketing board and school programs and services. Records in this function include board and school communication and press releases, speeches, websites, public relations activities, events and news releases; materials relating to marketing research, publications and reports.</u> | | | | | |
| <u>CO-01</u> | <u>Advertisements</u> | <u>Includes publications, artwork and copies of advertisements placed by the board or schools.</u> <u>Excludes: advertisements for job postings. SEE HR-13</u> | <u>Originating Department</u> | <u>Short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |
| <u>CO-02</u> | <u>Appreciation and Commendation</u> | <u>Includes general commendations, certificates of appreciation and petitions received from the general public and parents.</u> <u>Excludes: records relating to specific employees or student records</u> <u>SEE: HR and SI series</u> | <u>Originating Department</u> | <u>Short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |
| <u>CO-03</u> | <u>Communiqués</u> | <u>Includes memos, brochures, correspondence and related information about programs and activities sponsored by the board or by schools.</u> | <u>Originating Department</u> | <u>Short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |
| <u>CO-04</u> | <u>Memos, Special Events, Presentations, Ceremonies and Celebrations</u> | <u>includes speeches, memos, notices, correspondence with parents and others, programs and all related materials pertinent to events sponsored by the board or by schools (e.g., parents' night, school opening ceremonies, reunions, community engagement etc.). Records include program schedules, correspondence, brochures, and event activity details.</u> | <u>Originating Department</u> | <u>Short</u> | <u>E=Aug 31</u> | <u>Operational value</u> | <u>PIB</u> |
| <u>CO-05</u> | <u>Media Kits, Communications and News Releases</u> | <u>Includes records regarding board relations with the various media.</u> <u>Includes press releases, marketing and information releases, speeches, photographs, correspondence, etc.</u> | <u>Originating Department</u> | <u>Short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |
| <u>CO-06</u> | <u>Memorabilia and Branding</u> | <u>Includes school/board memorabilia, collectibles and other historical items that reflect the individual nature of the schools, such as informal school/board and school authority histories, logos and crests, songs, etc.</u> | <u>Schools/ Originating Department</u> | <u>E+1</u> | <u>E=Aug 31</u> | <u>Operational Value Archival</u> | |
| <u>CO-07</u> | <u>Press Clippings</u> | <u>includes reports from newspapers, magazines, websites and other publications regarding the board and school authority, school, staff, students and trustees</u> | <u>Originating Department</u> | <u>Short</u> | <u>E=Aug 31</u> | <u>Operational Value</u> | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|---|-------------------------------|------------------|---|---|------------|
| CO-08 | Publications | Includes records for publications such as yearbooks, handbooks, marketing materials, calendars, annual reports, brochures, newsletters, and other promotional materials. | Originating Department | E+2 | E=Aug. 31 | Not specified 180 Operational Value Archival | PIB |
| CO-09 | Communications Projects - originating from the district | Information that is prepared by communications on behalf of the board. | Originating Department | Short | E=Aug. 31 Records may be retained for longer period for historical purposes. | Operational Value | |
| CO-10 | Communication about the district | Information that comes from external sources pertaining to the board. | Originating Department | Short | E=Aug. 31 Records may be retained for longer period for historical purposes. | Operational Value | |
| RP | Research and Planning | The function of undertaking research and planning to support the ongoing operations of the school and board. Records include but are not limited to research surveys, studies and reports which address issues such as school boundaries, student demographics, municipal planning and statistics used to support Ministry funding requests. | | | Final reports may be retained longer and/or in applicable department. | | |
| RP-01 | Research and Planning - School Enrolments | Includes records regarding planning and development issues within the municipality that may have implications on enrolments within the school system. Includes subdivision plans, official plan amendments, population reports, and traffic studies. | Originating Department | Short | E=Aug. 31 | Operational Value Archival | |
| RP-02 | Research and Planning: Student Demographics | Includes aggregate reports profiling the characteristics of the student population, such as age, grade, promotion, and country of birth, religion, and other trend data. | Originating Department | E+ medium | E=Aug 31 | Operational Value Archival | |
| RP-03 | Research and Planning - School Boundaries | Includes information relevant to the establishment of school boundaries for purposes of enrolment and facility use. Includes boundary descriptions, school attendance areas and maps. | Originating Department | LONG | E = Until obsolete or superseded | Operational Value | |
| RP-04 | Research and Planning - School System | Includes records relating to internal and external research. Records include applications, surveys and research reports undertaken to capture information about school system issues; student evaluation and scoring systems and student backgrounds; school and career selection; external research, applications, surveys and research reports. | Originating Department | E+1 | E = Until obsolete or superseded | Operational Value Archival | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|---|---|---|------------------|---|---|------------|
| RP-05 | Research and Planning – External Requests | Includes external applications to conduct research from sources such as universities, graduate students, and foundations, and their final reports | Originating Department | E+1 | E=Aug 31 | Operational Value | |
| RP-06 | Research and Planning - Educational and Curriculum Planning | Includes all strategic and operational planning documents, and mandates, related correspondence, background and reference information, records of any research conducted into curriculum or program development, such as questionnaires, interest surveys and independent research studies. | Originating Department | short | E=Aug. 31 | Operational Value Archival | |
| SI | Student Information | The function of providing students with programs and services in accordance with the School Act. Records cover such areas as admissions, transfers and withdrawals, Student Records, guidance and counseling, assessments, consent/ permission forms for special activities and programs, and extra-curriculum programs and participation. | | | | | |
| SI-01 | Bursaries and Awards | Includes supporting documentation regarding bursaries and awards presented to students at commencement or graduation. Financial records regarding awards should be retained in appropriate record series in Finance. SEE FA series. | School/ Originating Department | Long | E =Aug 31 | Operational Value | PIB |
| SI-02 | Preliminary Assessment/ Accommodation | Includes records used prior to a formal assessment, if required. Records may include anecdotal notes, accommodations and interventions used prior to formal assessments and supporting documentation. | School | Short | E=Aug. 31 | Operational Value | PIB |
| SI-03 | Case Files: Counseling | Includes case files of students who are referred for counseling. Records include referrals, reports, and case notes, authorization and counseling working documents, testing and test keys and supporting documentation. Not to be kept as part of the Student Record. | School Counselors/ Originating Department | E + 1 | E=retirement or transfer of student | Not specified 170, 184 | PIB |
| SI-04 | Specialized Assessment - Working Notes | Includes case files referencing students referred for a specialized assessment which may include but is not limited to psychological, learning, speech language, occupational, physical therapy, vision, hearing assessments, testing protocols, authorizations and supporting documentation. Final reports resulting from assessments are placed in the Student Record file. | School/ Originating Department | E+10 | E=date student turns 18 Case files are maintained in accordance with health care professional guidelines | Operational Value | PIB |

| Record Number | Record Series | Scope Notes (Description) | Responsible Department | Retention | Notes | Retention Value & Legal Citation | PIB |
|---------------|---|--|------------------------|-----------|---|----------------------------------|-----|
| SI-05 | Student Transfer Administration | Includes all office index cards, binders and student transfer logs that administer the transfer of students in and out of individual school. These contain personal information, as well as retirement/transfer information on individual students, which is available for immediate access and as backup information. This may be retained electronically if a hard copy can be readily produced. | School | E + 3 | Store with the Student Record files of students who have moved/transferred E= School year transfer date | 184 | PIB |
| SI-06-01 | Student Records | Includes all information affecting the decisions made about the education of a student. Includes records specified in the Student Record Regulation. This is a provincial record that may be transferred to another board within Alberta as per the Student Record Regulation. If the student leaves the province the records is copied and the copy set is transferred out of province. This excludes records that are part of Off-Campus Education (see SI-07) | PASI and School | E + 27 | E= Date of Birth Note: Schools employing school psychologists should be aware that psychologists are governed by the Health Professions Act and may have to extend the retentions of those applicable records. *CULL FILE: Suspension or expulsion = retain responsive records 3 years from date of incident then Destroy Note: Alberta Education has custody and control of Provincial standardized test results. (SB may want to make this a sub folder) | 170, 184, 246 | PIB |
| SI-06-02 | Student Record – Administrative or Secondary File | Includes records not specified in the Student Record Regulation. | School | E+1 | E= School year transfer date Administrative files are records that are specific to the student but not part of the SRR. Such as incident tracking, letters to parents, etc. These records are generally transitory or have a short retention and would not be transferred as part of the student record. On occasion some of these records may be transferred between schools at the discretion of the principal, for the safety of the student and to the benefit of the student’s education. (ie, VTRA) | | |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|---------------------------------------|------------------|--|---|------------|
| <u>SI-07</u> | <u>Programs: Co-operative Education</u> | <p><u>Includes correspondence with potential employers, surveys, and monthly monitoring teacher reports, statistics and other records of co-operative education programs. Also includes dual-credit, apprenticeship programs, off-campus education.</u></p> <p><u>Excludes: Work Education Agreements SEE: LE-05-03</u></p> <p><u>Excludes: Educational program administration and planning documents. SEE EP Series.</u></p> | <u>School/Origin ating Department</u> | <u>7</u> | <u>E=Aug. 31</u> | <u>120, 233, 236</u> | <u>PIB</u> |
| <u>SI-08-01</u> | <u>Student Activity Administration</u> | <p><u>Includes records regarding the administration of student exchanges, off site activity, field trips and arrangements for special events related to specific activities, such as concerts, festivals, track meets, facility tours, tournaments, art or essay contests, and science fairs. Records include correspondence, plans, schedules, etc.</u></p> <p><u>Excludes: consent forms SEE: SI-08-02</u></p> | <u>School</u> | <u>2</u> | <p><u>E=Aug. 31</u></p> <p><u>Records may be retained for longer periods if deemed to be of historical value OR if the activity is deemed "high-risk."</u></p> | <u>236</u> | |
| <u>SI-08-02</u> | <u>Student Activity Participation</u> | <p><u>Includes requests, consent/permission forms, acknowledgement of risk, correspondence and reports regarding school field trips and on and off site activities, consent for working in school laboratories (labs) such as science labs. Also includes reports relating to the student(s) involved in student exchanges.</u></p> <p><u>Excludes: information on international students and host families SEE SI-12 series</u></p> | <u>School</u> | <u>2</u> | <p><u>E=Aug. 31</u></p> <p><u>Subject to select inclusion in the ST-11 series dependent on the trip</u></p> <p><u>Records may be retained for longer periods if the activity is deemed "high-risk."</u></p> | <u>236</u> | <u>PIB</u> |
| <u>SI-09</u> | <u>Registers: Student Enrolment and Attendance</u> | <p><u>Includes registers and reports concerning the enrolment/attendance of students, recording of daily attendance, and daily absence reports. Also includes class registers for non-school system programs such as continuing education, driver education and heritage language programs.</u></p> | <u>School Principal</u> | <u>E+2</u> | <u>E=Aug. 31</u> | <u>Operational value</u> | <u>PIB</u> |
| <u>SI-10</u> | <u>Student Marks</u> | <p><u>Includes information on students' courses completed, marks received and mark verification sheets, and teacher mark books. Also includes electronic records.</u></p> <p><u>Excludes: report cards SEE: SI-06</u></p> | <u>School - Teaching</u> | <u>E+2</u> | <p><u>E = Verification in SIS (Student Info system)</u></p> <p><u>Note: Student marks are included in the ST-11 series as part of report card.</u></p> <p><u>E = on closing school, forward record for student to new school or minister if school unknown</u></p> | <u>184</u> | <u>PIB</u> |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--|--|----------------------------------|------------------|--|---|------------|
| SI-11 | Mature Student Records: Continuing Education | Includes student appraisals, marks and other student- centered records for continuing education courses. | School | | E = Date of completed school attendance Subject to inclusion in the Student Record ST-11 | 170, 184 | PIB |
| SI-12-01 | International Students | Includes records pertaining to out of country students applying to attend schools. Records may include applications for admission, correspondence between the student's family and the International Bureau (Global Learning). May include copies of Government of Canada Embassy information, copies of Visa student permits, banking information and copies of educational reporting while student in attendance at a school. Excludes: Student Record file SEE: SI-06 | Originating Department | E = 27 | E=Date of Birth | Operational Value | PIB |
| SI-12-02 | International Students - Hosting | includes correspondence and records of international hosting programs including documentation on host families, police clearances for host families, minutes of meetings for agent information and supporting documentation to pursue opportunities to bring international students to schools | Originating Department | long | E=Aug. 31 | Operational Value | PIB |
| TR | Transportation | The function of providing students with transportation. | | | | | |
| TR-01 | Transportation Reports and Costing | Includes records on bus route costing, fuel rates, bus capacity loading, and records regarding the escalation and de-escalation of fuel prices for vehicles and buses and its impact on the Bus Transportation Contract with the bus line Operators. Excludes: Student Bus Services SEE: TR-02 | Transportation Services | short | E=Aug. 31 NOTE: if district does not have a transportation department, this record series could be moved to FA. | Operational Value | |
| TR-02 | Student Bus Services | Includes records concerning transportation/busing for transportation of students to and from schools, Special Education, off site activities, field trips, and special programs. Records include bus schedules, requests for transportation, bus routes, boundaries and student lists (names and addresses). Excludes: transportation bus costs SEE: TR-01 | Transportation Services /Schools | Short | E=Aug. 31 NOTE: if district does not have a transportation department, this record series could be moved to SI. | Operational Value | PIB |
| TR-03-01 | Vehicle - Records | Includes information relating to the vehicle, insurance and registration, copies of purchase invoice, bill of sale, vehicle specifications, modification records (i.e. wheelchair lift installation), maintenance logs, records pertaining to work performed for upkeep of vehicle, accident reports, repairs, and insurance communication. Excludes: Vehicle inspections. SEE TR-03-02 | Transportation Services | E+1 | E=Life of Vehicle These may be filed by unit number for each vehicle Note: Primary location for these asset documents falls under FA-14 Series Primary location for insurance documents falls under LE- 07 Use Aug 31 to close file. | 238 | PIB |

| <u>Record Number</u> | <u>Record Series</u> | <u>Scope Notes (Description)</u> | <u>Responsible Department</u> | <u>Retention</u> | <u>Notes</u> | <u>Retention Value & Legal Citation</u> | <u>PIB</u> |
|----------------------|--------------------------------|--|-------------------------------------|------------------|--|---|------------|
| TR-03-02 | Vehicle - Inspection | Includes daily and monthly trip inspection reports | Transportation Services | 6 months | E=Aug. 31 of inspection report | 238, 242. | |
| TR-04 | Requests, Complaints & Appeals | Includes records concerning grievances and documentation of complaints or appeals to request Student Bus Services, such as school of choice appeals, yard service appeals, school bus stop complaints, etc. Note: Staff grievances are housed in HR10-02. | Transportation Services | | E= Complaint/ Appeal resolved and decision communicated to complainant | Operational Value | PIB |
| TR-05 | Bus Drivers | Includes driver licensing, abstracts, training, certifications, route or bus applications, medicals. | | 4 | E=Aug. 31 | 238 | PIB |
| TR-06 | Bus Drivers - Logs | Daily logs. | Transportation Services | 6 months | E=Aug. 31 | 238, 242 | |
| TR-07 | Routes | Includes route maps, ECS routes, extra service runs, temporary alternate routes, route optimization, bus passenger lists, route maintenance requests. | Transportation Services | Short | E=Aug. 31 | Operational Value | PIB |
| TR-08 | Grants | Includes transportation grant applications and supporting documentation. | Transportation Services/ Finance | 7 | E=Aug. 31 | 244 | |

| | | |
|-------------------------|-----------------------------------|--|
| HORIZON SCHOOL DIVISION | Policy Code: | IGB |
| | Policy Title: | <u>Cell Phones Personal Digital Devices</u> |
| POLICY HANDBOOK | Cross Reference: | Policy <u>HG: Citizenship in a Digital Age</u> , IFGA Search and Seizure, IG: Student Discipline, IGD suspension and expulsion |
| | Legal Reference: | |
| | Adoption Date: | August, 2024 |
| | Re-Affirmation or Amendment Date: | |

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT PERSONAL ~~COMMUNICATION~~DIGITAL DEVICES OFFER POTENTIAL OPPORTUNITIES FOR COMMUNICATION, INFORMATION ACCESS AND ENHANCED OPPORTUNITIES FOR INSTRUCTION AND LEARNING, BUT THAT RESTRICTED USE OF PERSONAL ~~COMMUNICATION~~DIGITAL DEVICES IN SCHOOLS AND THE DIVISION IS REQUIRED, PARTICULARLY AS IT RELATES TO STUDENT USE OF CELL PHONES TO ENSURE THE PROMOTION OF CARING AND RESPECTFUL LEARNING AND WORKING ENVIRONMENTS. AS SUCH, THE BOARD EXPECTS SCHOOLS TO IMPLEMENT SCHOOL BASED PRACTICES TO ENSURE APPROPRIATE USE OF PERSONAL ~~COMMUNICATION~~DIGITAL DEVICES SO THAT PRACTICES CONTRIBUTES TO THE ONLINE SAFETY AND SECURITY OF STUDENTS AND STAFF, ~~MINIMIZES-MINIMIZED~~ RISK TO PERSONAL WELLBEING, ~~ENHANCE FOCUSED LEARNING ENVIRONMENTS-AND~~ DISRUPTION TO INSTRUCTION, AND PROTECTION OF PERSONAL PRIVACY AND ACADEMIC INTEGRITY.

DEFINITION

Instructional Time: includes all time during a scheduled period where students are in the classroom, or time outside the classroom where teachers take responsibility for ensuring that learning activities for students are directed toward achieving the outcomes of approved programs of study and instructional support plans.

Non-instructional time: Includes time during the school day where students are not scheduled to be with a teacher. This includes before and after school, breaks, and lunch.

Personal ~~Communication~~Digital Devices: means any personal ~~digital-electronic~~ devices that can be used to communicate or to access ~~connect to~~ the internet, a cellular network, or other ~~mobile~~ devices, such as a cell phone, computer, tablet, gaming device, electronic toy, or smart watch.

GUIDELINES:

1. Schools have the right and authority to temporarily confiscate, restrict and/or prohibit cell phone usage while individuals are on school property and/or in attendance at school sponsored

activities.

~~1.1. Confiscation, restrictions and/or prohibition may extend to
students and/or staff;
instructional time;
non-instructional times;
periods of time students are being transported; and/or
time staff are working~~

Policy IGB – Cell Phones, Cont’d.

1.1. Schools are encouraged to, at minimum, put in place restrictions that require students to keep their phones on silent and out of sight for the entire day for kindergarten to Grade 6 classrooms.

1.2. Confiscation, restrictions and/or prohibition may extend to

1.2.1. students and/or staff;

1.2.2. instructional time;

1.2.3. non-instructional times;

1.2.4. periods of time students are being transported; and/or

1.2.5. time staff are working

1.1.1.1.2.6. _____ specific locations within the building or on school property.

1.3. Schools should take into consideration the following the student population at the school when deciding on restrictions and/or prohibition;

1.3.1. the student population at the school (e.g. student’s age and developmental stage); and

1.1.2.1.3.2. _____ expectations at the end of a class when students are done early as this can be a problematic time that should be monitored.

2. Schools shall provide notice to staff, students and parents that use of personal ~~communication~~digital devices may be banned and/or restricted, including what those bans/restrictions are and shall communicate the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act.
3. Schools administrative procedures may include guidelines for parent/staff, staff/student, and staff/staff communication both during and after the school day, such as
 - 3.1. reasonable response timeframes
 - 3.2. evening, weekend, and holiday response expectations
 - 3.3. professionalism, and appropriateness of communication

REGULATIONS

1. Each school shall adopt administrative procedures governing the acceptable use of personal ~~communication~~digital devices while individuals or on school property and/or in attendance at school sponsored activities. School administrative procedures shall include:
 - 1.1. Clear expectations and consequences regarding inappropriate use such as temporary

Policy IGB – Cell Phones, Cont’d.

confiscation and permanent loss of the privilege of having the device on school premises.

1.1.1. Consequences may include:

1.1.1.1. asked to put away;

1.1.1.2. conversation with student and/or parent;

1.1.1.3. temporary confiscation, where student or parent may pick up later; and/or

1.1.1.4. prohibition.

1.1.2. School administrative procedures must be published appropriately so that all stakeholders are aware.

1.2. When restrictions and/or prohibitions are in place, schools administrative procedures shall include:

1.2.1. expectations regarding storage of the personal communicationdigital device (e.g. location, whether in silent mode).

1.2.1.1. Schools are expected to communicate that the security and storage of these items is the sole responsibility of the owner/user and that notwithstanding confiscation for the purpose of discipline, the division assumes no responsibility for the safety, security, loss, repair, or replacement of such items.

1.2.1.2. When temporarily confiscated from students by staff, devices must be securely stored.

1.3. That personal communicationdigital devices are prohibited:

1.3.1. from being used in bathrooms and changerooms.

1.3.2. during test or examination settings, unless students have been given permission to do so by the teacher administering the test or exam

1.4. That sharing and recording videos and/or photos of individuals without explicit consent is prohibited, with the exception of photos and recordings made at public events located on school property.

1.4.1.5. Accommodations for the usage of personal communicationdigital devices during instructional time for the following reasons:

1.4.1.1.5.1. _____ for educational purposes, including digital literacy, as directed and/or approved by the teacher in the classroom;

1.4.2.1.5.2. _____ to support, monitor, or regulate an identified health and/or medical

Policy IGB – Cell Phones, Cont’d.

condition as per their medical plan;

~~1.4.3.~~1.5.3. _____ to support an identified inclusive educational need (accessibility and accommodation need), including mental health need as per their individual support plan; and/or

~~1.4.4.~~1.5.4. _____ emergencies whether real or practice.

~~2.~~—The principal may authorize any specific use of a personal ~~communication~~digital device during the school day.

~~3.~~—

4.2.

Superintendents Progress Report

May 2024

The Superintendent Leadership Quality Standard:

Quality superintendent leadership occurs when the superintendent's ongoing analysis of the context, and the superintendent's decisions about what leadership knowledge and abilities to apply, result in quality school leadership, quality teaching and optimum learning for all students in the school authority.

The Superintendent Leadership Quality Standard is described by the following competencies.

Building Effective Relationships

- Establishing a welcoming, caring, respectful and safe learning environment.

Modelling Commitment to Professional Learning

- Enhancing leadership, teaching, and learning.

Visionary Leadership

- A preferred future.

Leading Learning

- Promotes shared responsibility for student success and continuous improvement.

Ensuring First Nations, Metis, and Inuit Education for all students

- Establishing structures and providing the resources for schools.

School authority operations and resources

- Alignment with goals and priorities.

Supporting Effective Governance

- Providing the board with information, advice and support to fulfill governance role.

The following is a summary of meetings and activities that I have participated in.

- Meetings and conversations with principals, staff, and parents as needed and/or requested. Conversations have focused on:
 - school off-campus excursions,
 - human resource issues including student and staff concerns,
- 2024-2025 budget preparation is underway
- CUPE bargaining continues
- 2023-2024 graduation ceremonies have commenced

A number of other activities, meetings, events, and professional learning activities were attended over the month. These include but are not limited to

- Developing cell phone policy and policy meeting to discuss the draft cell phone policy
- Alberta Education field services meeting re: teacher recruitment and retention
- Teacher Employer Bargaining Association meeting
- College of Alberta School Superintendent (CASS) provincial executive meeting
- College of Alberta School Superintendent zone six (CASSIX) meeting
- Senior Administrative Leadership Team (SALT) meeting
- Alberta School Board Association (ASBA) Edwin Parr celebration
- Administrator meeting
- Council of School Council meeting

- ATA PD guidelines committee meeting
- Horizon / Prairie Rose School Divisions Mental Health in School Project
- Resiliency Celebration
- Horizon Induction Program breakfast
- Spark Fair
- Division Office staff meeting
- Administrative Assistant day luncheon
- W.R. Myers modernization meetings
- Dr. Hamman Buffalo Project
- ASBA Honouring Spirit: Indigenous Student Award : Liam Van Der Ploeg

Lastly, I had the honour of representing Horizon at the inaugural 2024 Eagle Spirit Nest PowWow in Taber organized by Eagle Spirit Nest Community Association.





240528 Board Report

Associate Superintendent of Human Services

Human Services

- We successfully followed our Administrator/Teacher Staffing Process and are currently in a phase of open competitions for teachers.
- Eighteen (18) teachers passed their probationary period and were offered a continuing contract for the coming school year.
- At the time of writing this report, 19 teachers were offered a temporary or probationary position with Horizon School Division for the coming school year.
- Our final Horizon Inductions Program (HIP) session occurred on May 10 with each teacher providing thoughtful celebrations and reflections.

Professional Development and Meetings

- I met with 12 Principals to review their shortlists for teacher postings.
- I met with 16 teachers to review their evaluations.
- Along with 5 of our Principals, Superintendent Tymensen and Associate Superintendent Duncan, I attended the 6th and final Mental Health in Schools PD Day in Bow Island on May 8.
- I was witness to many outstanding student performances at dramatic productions at Chamberlain and Myers Schools.
- I attended the Resiliency Celebration on May 8, the Powwow in Taber on May 11, the Edwin Parr Banquet on May 15, the Spark Fair on May 16 and Myers' Graduation on May 24.
- I participated in the CUPE Bargaining session on May 21.
- I participated in the CASSIX Professional Development events and meetings in Medicine Hat on May 23 and 24.

Clinical Team Leader/FSLC/Wellness Coaches

- Chelsey Mills accepted the Wellness Coach position for Lomond, VES, VHS and MAP. Chelsey began her position on Monday, May 6, 2024.
- The Resiliency Celebration was held Wednesday May 8, 2024 at the Taber Auditorium.
 - There were 35 students whose postcards were selected to participate in the celebration evening from both Horizon School Division and Holy Spirit School Division.
 - Students from Enchant, Grassy Lake, Warner, Milk River, Central, LT. Westlake, Dr. Hamman, Taber Christian School, Vauxhall Elementary School and St. Pat's School participated and honored their chosen mentors.
 - Approximately 170 people attended the Resiliency Celebration.



New Items:

- The week of May 6th to May 10th was Canadian Mental Health Week. Throughout the week, Wellness Coaches and Family School Liaison Counsellors raised awareness around mental health by organizing various activities at their designated schools.
- Our annual Ignite “Ur” Spark Fair took place on May 16th.
- Summer Programming and Back Pack program registration will begin at the end of the month.

Celebrations:

Family Fun Night was hosted in **Milk River on May 2, 2024**. Kirsti and Collin from Family Connections facilitated the event. Families who attended were provided dinner and games. Families were given the opportunity to interact with each other. There were 55 people who attended the evening and the Family Connections team would like to thank Erle Rivers/Milk River Elementary School for hosting this event.



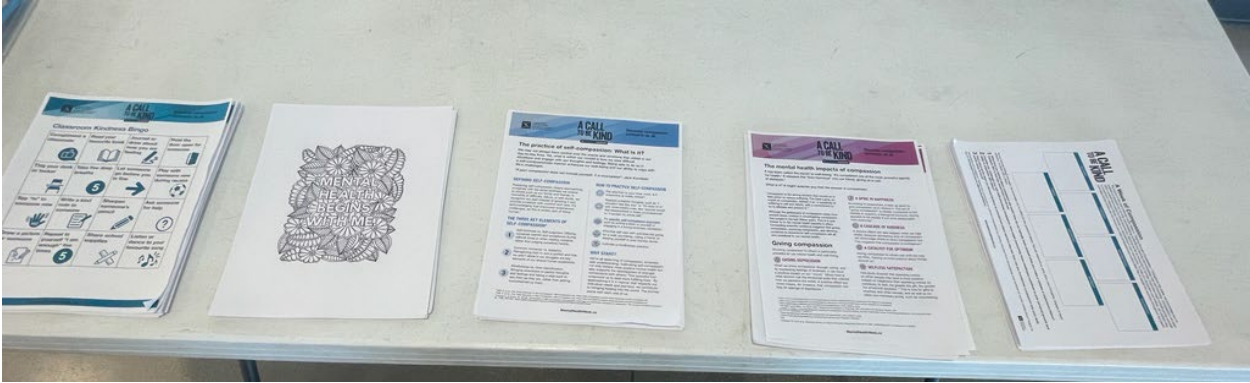
Mental Health Week

Enchant School

The students learned about compassion which is the Canadian Mental Health Focus this year. Students had discussions about how to be kind and compassionate to each other and how to practice self-compassion. Grades 1/2, 5/6 and 7-9 made cards to send to someone they care about and the grade 3/4 class made a chain of kindness that included kind words and messages.

Ace Place Learning Centre

ACE Place Learning Centre did a kindness chain for mental health week. Additionally, the Clinical Team Lead, Angela Miller, brought her therapy dog, Ebony, for students to visit with and discuss how animals can support our mental health and increase our compassion.





Barnwell School

Two presenters came to Barnwell school for mental health week. Densie Franke, Mental Health Therapist with Taber Mental Health and Addictions (AHS) spoke with the junior high school students about the importance of mental health and how to support one's mental health throughout their life. The elementary students participated in a mindfulness stretching lesson with Heidi Davis from AHS.



- The FSLC position for Lomond School, Enchant School and Hays School continues to be advertised. [Shelby Asmundson-Hall](#) (CYCW) is offering counselling support for Lomond School and Jenn Hengeveld (FSLC) is offering support at Hays School.
- [Shelby Asmundson-Hall](#) our CYCW for VES, VHS and Horizon MAP applied for the casual Family Connections summer program worker and was the successful candidate. Shelby will be joining the Family Connections team temporarily for the summer.

- Family School Liaison Counsellors are currently contacting parents of students on their counselling case loads to go through counselling goals, summer programming options, and other agency referrals.
- The FSLP team is currently reviewing growth plans with the Clinical Team Lead to discuss if goals were met.
- The CTL has been attending ongoing meetings with secondary institutions about practicum students and different partnerships.
- The CTL continues to meet with the mental health and addictions support hub to discuss new counselling guidelines and threat assessment updates.

Indigenous Learning

- Indigenous Liaison Report - Lisa Sowinski
 - Supporting students through clothing and food provisions, attending and contributing to Individual Support Plan (ISP) meetings, applications to post-secondary institutions and trades programs, creating resumes and cover letters, finding tutors, attending field trips, and participating in Travel Club.
 - Supporting schools with smudge kits, Land Acknowledgements, Professional Development (PD) workshops like Blanket Exercises, arranging for Elder visits, applying for grants, organizing and delivering Indigenous Kits and preparing vouchers for honorariums for Indigenous guests.
 - Supporting families by providing support in registering for Indian Status Cards, transportation to appointments, assisting with “Master Your Money” registration for parents with Residential School funds, and organizing the 2nd Annual Family Feast. At the time of writing this report, 100 people had confirmed their attendance at the Feast.
 - Building community supports for students and their families by meeting with Elders, completing grant applications, and working closely with SAPDC and the Holy Spirit Indigenous Facilitator.

Report completed by Karen Rancier, Associate Superintendent of Human Services



Associate Superintendent, Learner Services
Report to the Board of Trustees – May 28, 2024

Learner Services lead team members:

Terri-Lynn Duncan, Associate Superintendent of Learner Services
Dave LeGrandeur, Director of Learner Services
Amber Kallen, Coordinator of Learner Services/Instructional Coach
Rita Gejdos, Instructional Coach
Garth Moulard and Sharla Kane, Career Practitioners
Bryan Pritchard, Off-campus Teacher
Helena Goertzen, Low German Mennonite Liaison

KEY ACTION AREA #1:

Strong core instruction that develops student competencies

- The final round of Teaching Sprints for the school year is wrapping up, and the instructional coach, principals and teachers have found value in this strategy.
- Support for literacy intervention programs was provided by the Instructional Coach at three schools.
- The Instructional Coach, Coordinator of Learner Services, three Principals from our division, and the Associate Superintendent attended the final Assessment Think Tank Session for this year in Medicine Hat, along with teachers, administrators, and division leaders from across Zone 6.
- The Coordinator of Learner Services and Horizon/SWCSS team members completed developmental check-ups for children aged 3-5 across our Division. The team has been working on completing assessments for Early Learning and Kindergarten students with English as an Additional Language and Speech needs.
- The instructional Coach hosted the final session on Thinking Routines with Ron Ritchhart (PD series through SAPDC) with four teachers in our division.
- The Numeracy Committee met to review and revise the Horizon Numeracy Framework.
- The instructional Coach, Coordinator of Learner Services and Associate Superintendent of Learner Services attended a session about outcome-based assessment hosted by the Palliser School Division.
- The Coordinator of Learner Services hosted a meeting for Kindergarten teachers focused on collaboratively creating Science and Social Studies unit plans.

KEY ACTION AREA #2:

Response to Instruction and Intervention

- Horizon School Division has renewed a 3-year agreement with South West Collaborative Support Services. Through collaboration, we access speech and language therapist support, occupational therapy support, physiotherapy support, and teaching support(through consultation) for our low-incidence students. Our students and parents 850.00
- The behaviour consultant was available for several schools with complex situations and same-day support.
- Representatives from 14 of Horizon's schools completed the final Professional Development Session for Collaborative Response refresh at the end of May. Leadership teams shared successes from this year and plans for the next steps.
- The Coordinator of Learner Services has begun attending year-end/transition Early Childhood Support Plan meetings with teachers and parents.
- The Coordinator of Learner Services supported schools by administering some Level B assessments—WIAT testing—in a junior high school/senior high school setting.
- The Behaviour Consultant assisted with the Developmental check-ups. She also continued supporting teachers and staff with observations and reports with recommendations.
- The Coordinator of Learner Services has been visiting Early Learning and Kindergarten classrooms to support any Early Learning Educators/Assistants and to help plan student transitions into next year's classes.

KEY ACTION AREA #3:

K-12 Career Exploration

- The Off-Campus Teacher and the Associate Superintendent of Learner Services presented to Erle Rivers High School, Vauxhall High School and WR Myers students and parents in the evening about Dual Credit Opportunities. All High Schools had an evening dedicated to Dual Credit opportunities, summer work experience, GAP year options, and general off-campus programming. The off-campus teacher shared these with students and parents.
- We are currently receiving applications for next fall's Dual Credit courses. We also connect students with summer internships through our partnership with Careers Next Generation. We are closing in on our 200th Horizon student placement with this program, a milestone we will meet in the coming days. We are also ramping up for summer work experience, and we look forward to many students receiving some credit for their summer endeavours.
- The Associate Superintendent met with Careers Next Gen this month to discuss the student numbers set as goals for internships and work opportunities. I am happy to share that Horizon School Division was the only division in the province that surpassed the 10% goal of our complete student population of 664 students in grades 10-12 to be in work-integrated learning. We had 100 students this past year.

- Lamb Weston has donated 30 sets of PPE (hard hats, high-visibility vests, and safety glasses) to Horizon School Division so that our students can participate in on-site career exploration (to see and experience work settings and future work opportunities) with various local employers.
- A tour of Lethbridge College to learn about trades careers, conservation, agriculture, aquaponics and greenhouse careers. Following the college, they enjoyed lunch at the college cafeteria. Students then went to Finning Cat Lethbridge to learn about heavy equipment technicians (HET), their equipment and shop, and their various tools and machinery. Students also learned about the ThinkBig! HET program (a partnership between Finning & North-West PolyTech in Fairview, AB - the only program in Canada).
- We arranged for a group of Female Low German Mennonite students who have expressed interest in Heavy Duty Mechanics as one possible career pathway to attend a virtual presentation with two female HETs (Heavy Equipment Service Technicians) from Finning Cat (the world's largest Caterpillar equipment dealer). We had 27 female students attend from HMAP, ATL & Chamberlain, and TMS.
- Warner and Milk River Ridge Grades 10-12 students attended Medicine Hat College's STEM (Science Technology Engineering and Mathematics) Day activities on May 1st. It was an excellent day to explore the campus, participate in hands-on experiments, and learn about the programs MHC offers.

LEADERSHIP PRACTICES

- The Director of Learner Services and Associate Superintendent joined the CASSIX role-alike and CASSIX zone meetings. We both appreciate the opportunity to connect and collaborate with colleagues.

TECHNOLOGY INFORMATION (Information will be shared as needed)

- The Horizon Tech team added a temporary new member for May through August. Ben Johansen has joined the team as the “Summer Computer Technician” and will assist the team with repairs, installations, and other technology maintenance.
- The instructional coach continues to meet with vendors to learn about new features available with current subscriptions.



TORONTO News Sunday April 28, 2024

Ontario to ban cellphones in schools starting in September

Ontario is introducing a suite of measures that will crack down on cellphone use and vaping in schools.

The new rules will go into effect in the 2024-2025 academic year. As of September, students in kindergarten to Grade 6 will be asked to keep their phones on silent and out of sight for the entire day, unless permitted by an educator. Students between Grades 7 and 12 have a little more flexibility, with cellphones only banned during class time. If a student breaks the rules, their cellphone should be immediately surrendered to a staff member and parents will be notified.

"We have heard loud and clear from parents and teachers alike that cellphones in classrooms are distracting kids from learning," Education Minister Stephen Lecce said in a statement released Sunday.

"When it comes to cellphones, our policy is 'out of sight and out of mind,' as we get students back to the basics by restoring focus, safety and common sense back in Ontario schools."

As part of the new policy, social media sites will be banned from all school networks and devices. The government will also ban sharing and recording videos or photos of individuals without explicit consent, although it's unclear how this will be monitored or enforced. At a news conference, Lecce told reporters that teachers' judgement will be respected on when and how technology will be used in the classroom.

"This is about restoring focus during instructional time," Lecce said. "Outside of that, during lunch or recess or spares, we're going to try to treat kids with a sense of personal responsibility."

Teachers will also be asked to include comments on students' distraction levels in class within report cards.

Lynn Posluns, President and CEO of Women's Brain Health Initiative, applauded the change.

"While we know that social media and screens can be helpful tools if used correctly, too much screen time or bad influences on social media can harm a developing brain - whether it's inside or outside of the classroom," she said in a statement, noting their research suggests "troubling trends towards increasing screen times and decreasing sleep times."

"We must take this opportunity to educate teachers, parents, and children on ways in which they can mitigate the risk of overusing technology and why it is harmful to their mental health."

The policy changes come as four Ontario school boards launch lawsuits against multiple social media platforms, claiming their products negligently interfere with student learning and have caused "widespread disruption to the education system." The suits allege that Snapchat, TikTok, and Meta have "knowingly and/or negligently disrupted and fundamentally changed the school [and] learning."

Premier Doug Ford has called the lawsuit "nonsense."(opens in a new tab)

Four Ontario school boards file lawsuit against social media platforms

The Progressive Conservatives tried to, asking school boards to come up with a policy restricting use for educational, health and medical purposes during class time. The changes to the provincial and school board codes of conduct made it clear the restrictions applied to students on school property, at school-related events, or in virtual settings. The same exemptions will remain in place, the minister confirmed. Lecce said the only difference between the 2019 policy and the 2024 policy is that there is consistency province-wide.

"This time we're going to be updating the curriculum to include mandatory learning for young children on the perils of vaping and on responsible use of technology, particularly concepts like digital citizenship."

Karen Littlewood, President of the Ontario Secondary School Teachers' Federation, told CP24 that she doesn't see a difference in the policies.

"Many schools have policies in place regarding cellphones. They are an issue and we totally support addressing mental health issues in the schools, bullying and harassment, but I'm not really sure how a ban is going to solve the problems that we currently have in education," she said.

"We are going to spend a lot of time policing cellphones and not teaching."

The minister said success will be measured in academic achievement and test scores. What's changing with vaping?

The government already announced in its 2024 budget that it would spend \$30 million to install vape detectors and other security upgrades in schools. Students caught with vape or e-cigarette products on school property as of September will be required to surrender them and parents will be notified immediately. The government will require

that schools post signage in public spaces that outline “behavioural expectations” and a marketing campaign will be launched that’s directed at students and parents to increase awareness of the new policy. The pricetag for these changes is about \$17.5 million, with \$15 million earmarked for addictive behaviour supports. Officials say that a PA day will be used to provide teachers and staff with mandatory training on practices to remove distractions.

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Thu, Apr 25, 2024 at 2:54 PM

Subject: News Release: Strengthening Alberta's local elections

Strengthening Alberta's local elections

April 25, 2024 [Media inquiries](#)

Alberta's government is introducing legislation to ensure Albertans can rely on transparent, free and fair elections, and municipally-elected officials have clearer accountability measures.

In a democratic society, Albertans expect their local elections to be free and fair, and their elected officials to be held to account by clear rules that govern their local councils. The *Municipal Affairs Statutes Amendment Act* proposes amendments to the *Local Authorities Election Act* (LAEA) and the *Municipal Government Act* (MGA) to add greater transparency to local election processes and ensure local councils and elected officials continue to remain accountable to the citizens who elected them.

“Our government is committed to strengthening Albertans' trust in their local governments and the democratic process that elects local leaders. The changes we are making increase transparency for Alberta voters and provide surety their votes will be counted accurately. We know how important local democracy is to Albertans, and we will work with local authorities to protect and enhance the integrity of local elections.”

Ric McIver, Minister of Municipal Affairs

Local Authorities Election Act

Albertans expect free and fair elections and that's why it's important we strengthen the rules that govern local elections. To strengthen public trust in local elections, Alberta's government will eliminate the use of electronic tabulators and other

automated voting machines. All Albertans should be able to trust the methods and results of local elections; requiring all ballots to be counted by hand, clarifying rules and streamlining processes for scrutineers will provide voters greater assurance in the integrity of the results.

All eligible Albertans should be able to vote in local elections without impediment. Alberta's government will limit the barriers for eligible voters to cast a ballot by expanding the use of special ballots. Currently, special ballots can only be requested for very specific reasons, including physical disability, absence from the municipality, or for municipal election workers. By expanding the use of special ballots, the government is encouraging more voter participation.

Amendments in the *Municipal Affairs Statutes Amendment Act* would increase transparency in local elections by enabling political parties at the local level. Political parties would be enabled in a pilot project for Edmonton and Calgary. The act will not require candidates to join a political party in order to run for a local or municipal office, but will create the opportunity to do so.

In addition, proposed changes to the *Local Authorities Election Act* would allow municipalities the option to require criminal record checks for local candidates, thus increasing transparency and trust in candidates who may go on to become elected officials.

Municipal Government Act

The role of an elected official is one with tremendous responsibility and expectations. Changes proposed to the *Municipal Government Act* (MGA) will strengthen the accountability of locally elected officials and councils. These include requiring mandatory orientation training for councillors, allowing elected officials to recuse themselves for real or perceived conflicts of interest without third-party review and requiring a councillor's seat to become vacant upon disqualification.

If passed, the *Municipal Affairs Statutes Amendment Act* will also unlock new tools to build affordable and attainable housing across Alberta. Proposed amendments under the MGA would also create more options for municipalities to accelerate housing developments in their communities. Options include:

- Exempting non-profit, subsidized affordable housing from both municipal and education property taxes;
- Requiring municipalities to offer digital participation for public hearings about planning and development, and restricting municipalities from holding extra public hearings that are not already required by legislation; and
- Enabling municipalities to offer multi-year residential property tax exemptions.

Municipal Affairs will engage municipalities and other partners over the coming months to hear perspectives and gather feedback to help develop regulations.

Quick facts

- The LAEA establishes the framework for the conduct of elections in Alberta municipalities, school divisions, irrigation districts and Metis Settlements.
- The MGA establishes the rules governing the conduct of local elected officials once on council, as well as the overall administration and operation of municipal authorities in Alberta, including any policy those authorities may wish to implement.

Related information

- [Bill 20: Municipal Affairs Statutes Amendment Act, 2024](#)
- [Strengthening local elections and councils](#)

Multimedia

- [Watch the news conference](#)
- [Listen to the news conference](#)

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Fri, Apr 26, 2024 at 10:55 AM

Subject: News Release: New draft social studies curriculum ready to pilot

New draft social studies curriculum ready to pilot

April 26, 2024

Elementary students and teachers will benefit from an updated K-6 draft social studies curriculum and new resources in classrooms in fall 2024.

Alberta's government is continuing to modernize the education system and improve student success by developing a curriculum that will drive a passion for learning. Since August 2023, Alberta's government has been engaging with parents, teachers, education partners and curriculum specialists to develop a new draft K-6 social studies curriculum that will focus on building critical thinking skills and empowering students to be engaged citizens.

“I am incredibly proud of the work that's gone into developing this new K-6 social studies curriculum, and I am excited to see how it transfers into the classroom through piloting this fall. I look forward to further collaboration with school leaders and teachers as we continue our work to build a comprehensive curriculum that builds students' critical thinking, problem-solving and decision-making skills, and empowers them to be active citizens.”

Demetrios Nicolaidis, Minister of Education

Content changes

Based on feedback from extensive engagement with Albertans and education partners over the past eight months, as well as research and best practices from other jurisdictions, Alberta Education has released an updated draft K-6 social studies

curriculum to help school authorities and teachers prepare for optional classroom piloting, beginning in September. Draft curriculum content was adjusted to:

- strengthen opportunities that encourage the development of critical thinking skills, including research and analytical skills, throughout the curriculum;
- enhance the development of skills related to the concept of active citizenship;
- address feedback on developmental appropriateness and load;
- engage students in learning that promotes understanding of diversity across Canada and throughout the world, including First Nations, Métis, Inuit and francophone histories, contributions and perspectives; and
- reflect the growth of learners through learning progressions that expand from individual experiences to communities and beyond.

“CASS is appreciative of the multiple entry points for engagement and eventual piloting that will continue to refine the new elementary social studies curriculum. Ideas and outcomes within the curriculum explore connections between people, place, and time that will help students become critical thinkers and make meaning of the world and society.”

Dr. Andrea Holowka, president, College of Alberta School Superintendents

“The proposed K-6 social studies curriculum covers many important issues of our time in a thoughtful manner. The draft curriculum is a solid base to further develop through the classroom pilot; I believe we have something pretty solid in hand with this latest version.”

Michel Kelly-Gagnon, founding president, Montreal Economic Institute

“I am pleased to see the new draft curriculum embraces multiculturalism and incorporates lessons around discrimination, Islamophobia and racism. This will help create classrooms and communities where every student feels seen, included and valued.”

Aldi Hasan, secretary treasurer, Al Mustafa Academy

Classroom piloting

Alberta's government is providing flexibility in how school authorities participate in optional classroom piloting, including which grades are a part of the pilot and how many learning outcomes will receive feedback. Throughout the piloting process, teachers will be provided with the information and tools they need to work with the draft curriculum in their classrooms, including:

- teacher release days to support planning and instruction preparation;
- learning and teaching resources;
- professional learning opportunities; and
- opportunities to provide feedback to Alberta Education on the draft curriculum, including how it is experienced in classrooms.

Teachers can access comprehensive learning and teaching resources and professional learning supports aligned with draft curriculum, including subject-specific overviews, quick reference videos, illustrative examples and fact sheets online.

Alberta Education will consider all feedback from classroom piloting to finalize the new K-6 social studies curriculum prior to implementation. To participate in classroom piloting during the 2024-25 school year, school authorities will be asked to express their interest by May 15.

“Edmonton Catholic Schools is committed to the piloting phase to ensure our teachers can provide valuable feedback. Our approach is guided by collaboration with teachers, Alberta Education and other jurisdictional partners to provide all students with the best possible learning experience.”

Sandra Palazzo, chair, Edmonton Catholic School Division

“Alberta School Boards Association (ASBA) is pleased government is providing a flexible approach for school boards with optional classroom piloting, resources and professional learning opportunities. ASBA values ongoing consultation on curriculum implementation in support of student success.”

Marilyn Dennis, president, Alberta School Boards Association

“Rocky View Schools (RVS) appreciates that the government is providing school boards flexibility and autonomy to determine how they will participate in piloting the draft social studies curriculum. RVS values the opportunity to share feedback to

improve the draft and support RVS and students across the province in receiving the world-class education they deserve.”

Fiona Gilbert, board chair, Rocky View Schools

Quick facts

- Budget 2024 provides \$34 million to support curriculum piloting and implementation in the 2024-25 school year.
- As part of the curriculum engagement process, Alberta Education also gathered feedback to update the ministerial order on Student Learning and the *Guiding Framework for the Design and Development of Kindergarten to Grade 12 Curriculum*.
 - The new ministerial order focuses on career education, knowledge and skills development, educational programming and preparing students to be active and engaged citizens.
 - The new *Guiding Framework* focuses on inclusive language and representation of diverse voices, includes content to align with new curriculum and removes references to pedagogy.

Related information

- [Draft K-6 Social Studies Curriculum](#)
- [Have your say](#)
- [Ministerial Order on Student Learning](#)
- [Guiding Framework for the Design and Development of Kindergarten to Grade 12 Curriculum](#)
- [Teacher resources and professional learning supports](#)

Related news

- [Draft social studies curriculum: Join the conversation](#) (March 14, 2024)
- [Albertans’ priorities for new social studies curriculum](#) (Dec. 14, 2023)
- [Talking to Albertans about new social studies curriculum](#) (Sept. 18, 2024)

From: **Alberta News** <alberta.news@gov.ab.ca>

Date: Tue, May 21, 2024 at 2:54 PM

Subject: News Release: Setting Alberta adult learners up for success

Setting Alberta adult learners up for success |

May 21, 2024 [Media inquiries](#)

Albertans without a high school diploma can soon register for a new adult education credential.

As a trusted leader in education, Alberta's government was selected to lead the development of the replacement for the General Educational Development (GED) credential to help meet the demand for a skilled and educated workforce. Through the new Canadian Adult Education Credential (CAEC), adult learners across the province without a high school equivalency diploma will be able to pursue a made-in Alberta education credential. This credential will open doors to more career and educational opportunities.

“Alberta is a trusted leader in education excellence, selected by education leaders across Canada to lead the development and administration of the CAEC. I'm proud of what we created and that we can continue to offer excellence and choice in education, while empowering adult learners across the province.”

Demetrios Nicolaidis, Minister of Education

“The Canadian Adult Education Credential will allow adult learners to achieve an academic milestone that opens doors to new opportunities. This will also offer post-secondary institutions a recognizable credential they can rely on, allowing learners to easily apply for higher education and ensuring that learning is accessible for all Albertans.”

Rajan Sawhney, Minister of Advanced Education

Replacing the GED with the CAEC will strengthen Alberta's education system and workforce by ensuring the material accurately reflects the needs of adults and the diverse cultures and perspectives in Canada, including material that is relevant for Indigenous, francophone and multicultural communities. These changes will make test-takers, employers, post-secondary

institutions and others confident that the CAEC is a reliable indicator of a Canadian adult's level of educational achievement.

“The Canadian Adult Education Credential creates increased accessibility for many adult learners to the diverse programming within community colleges, driving Alberta's growing economy forward.”

Maroro Zinyemba, dean, Faculty of Skills and Foundational Learning, NorQuest College

The CAEC was developed in collaboration with eight provinces and territories, who selected Alberta's government to lead based on Alberta's expertise in developing and administering assessments, such as Provincial Achievement Tests and Diploma Exams. Alberta will be home to the national CAEC Testing Service and will oversee the administration and delivery of tests. Albertans can register for the CAEC starting May 22, 2024.

Quick facts

- Saskatchewan, Manitoba, Ontario, Nova Scotia, New Brunswick, Newfoundland and Labrador, Prince Edward Island, and the Northwest Territories helped to develop the CAEC.
- The CAEC is made up of five subject tests: reading, writing, mathematics, science, and social studies.
- Tests will be computer-based, with a paper option and other accommodations available to support diverse learning needs.
- All tests will be available in English and French.
- Albertans who did not complete their GED tests can apply to have the results count towards CAEC tests in the same subjects for up to three years, until May 2027.
- The GED will continue to be recognized as a valid credential.

Related information

- [Canadian Adult Education Credential](#)
- [Equivalency diploma options](#)
- [General Educational Development](#)



ALBERTA
EDUCATION

*Office of the Minister
MLA, Calgary - Bow*

AR 123132

April 23, 2024

Ms. Marie Logan
Board Chair
Horizon School Division
6302 - 56 Street
Taber AB T1G 1Z9

Dear Ms. Logan:

Thank you for your letter regarding the Milk River solution project. I appreciate the opportunity to respond, and I apologize for the delay.

I understand the Town of Milk River has recently withdrawn its desire to preserve the Erle Rivers High School and has decided to support Horizon School Division's decision to fully demolish the Erle Rivers High School. I also understand there was another request on January 31, 2024, to salvage the school. However, at the February 26, 2024 board meeting, the school board confirmed its final decision to fully demolish the Erle Rivers High School. This solution project will therefore proceed as initially approved.

If your administration has any questions regarding the project, Alberta Infrastructure's contact for this project is George El-Mehallawy, Director, South, Learning Facilities Branch. He can be reached at george.el-mehallawy@gov.ab.ca or 587-998-3748 (toll-free by first dialing 310-0000). Alberta Education's project contact is Nebiyu Kedir, Project Analyst. He can be reached at Nebiyu.Kedir@gov.ab.ca.

I wish you success in completing this important project.

Best,

Demetrios Nicolaides ECA PhD
Minister of Education

cc: Honourable Pete Guthrie, Minister of Infrastructure
Lora Pillipow, Deputy Minister of Education
Mary Persson, Deputy Minister of Infrastructure
Dr. Wilco Tymensen, Superintendent, Horizon School Division