



Committee Meeting Agenda

May 14, 2014 – 6:00 p.m.

- 1. Call to Order**

- 2. Approval of Agenda**
 - 2.1 Additions to Agenda
 - 2.2 Approval of Agenda

- 3. Appointments**

- 4. Approval of Committee Notes**
 - 4.1 Amendment/Correction of Notes
 - 4.2 Approval of Committee Notes – April 9, 2014

- 5. Presentations**

- 6. Reports from Senior Administration**
 - 6.1 Superintendent
 - 6.2 Associate Superintendent, Education Services

6.3 Secretary Treasurer

6.4 Associate Superintendent

7. Reports from Trustees and Standing Committees

7.1 Chair's Report

7.2 Trustees Report

7.3 Building

7.4 Finance & Human Resources

7.5 Education Policy

7.6 Advocacy Committee

7.7 Transportation

8. Reports from Special Committees/Task Groups

8.1 Alberta School Boards Association Zone 2/3

8.2 Public School Boards Association of Alberta

8.3 Linkages

8.4 Policy Advisory (ATA)

8.5 Policy Review (CUPE)

8.6 Community Services Advisory Board

9. New Business

- 9.1 Policy Tracker
- 9.2 Policy E/II/2 – Trustee Remuneration and Expense Reimbursement
- 9.3 Policy I/1 – Student Transportation Services
- 9.4 Non Resident Fee Schedule 2014-2015
- 9.5 Authorization of Junior High Locally Developed Option Courses

10. Unfinished Business

11. Information Items

- 11.1 ASEBP Premium Rate Notification for the 2014/2015 School Year

12. Pending List

13. Adjournment



Committee of the Whole

Summary of Motions

Wednesday, April 9, 2014
Sturgeon School Division

Items Referred to April 23, 2014 Public Board Meeting

- Policy E/V/2 – Support Staff Performance Review
- Policy G/III/2 – Public Use of School Buildings and Property
- Book Award Rate/Class
- Locally Developed Courses Approval –
Forensic Science Studies 35 – 5 credits
- Allocation of Committee Positions
- Lease Agreement – Town of Gibbons – Out of School Care Program
- Lease Agreement – RQB Child Centre Inc.
- Morinville Public Elementary School name change



Notes of the Meeting of The Committee of the Whole Held at Morinville on April 9, 2014

Roll Call

Present were Trustees, Mr. Terry Jewell (Chair); Ms. Tracy Nowak (Vice Chair); Mrs. Misty Featherley; Mrs. Liz Kohle; Mrs. Michelle Mychasiw; Mrs. Shelley Porter; Mrs. Iva Paulik (Secretary Treasurer); Mr. Wolfgang Jeske (Associate Superintendent, Education Services)

Absent: Mrs. Wendy Miller; Dr. Michèle Dick (Superintendent); Mr. Dave Johnson (Associate Superintendent)

Call to Order

The Vice Chair called the meeting to order at 6:23 p.m.

Approval of Agenda

Moved by Mr. Jewell that the agenda be approved as amended:

9.6 – Meetings with Sturgeon County

CARRIED 6/0

Appointments

There were no appointments.

Approval of Committee Notes

Moved by Mrs. Mychasiw that the notes of March 12, 2014 be approved.

CARRIED 6/0

Presentations

There were no presentations.

Reports from Senior Administration

6.1 Superintendent

A written report was provided.

6.2 Associate Superintendent, Education Services

A written report was provided.

6.3 Secretary-Treasurer

No report was provided.

6.4 Associate Superintendent

No report was provided.

Reports from Trustees and Standing Committees

7.1 Chair's Report

No report was provided.

7.2 Trustees' Reports

Verbal reports were provided.

Trustee Jewell (Gibbons/Lamoureux)

Trustee Jewell reported that he attended the Gibbons School Parent Council meeting.

Trustee Featherley (Morinville)

Moved by Mrs. Featherley that the name change from Morinville Public Elementary School to Morinville Public School be referred to the April Board Meeting.

CARRIED 6/0

Trustee Kohle (Bon Accord/Legal)

Trustee Kohle noted that she attended the graduation ceremony for the RCMP Youth Academy. Out of the 20 students that were chosen to participate in the program, 6 were from Sturgeon Composite High School (5 girls, 1 boy).

Trustee Porter (Alcomdale/Villeneuve)

Trustee Porter reported that she attended the Camilla School Parent Council meeting.

7.3 Building

A verbal report was provided.

Ms. Nowak noted that on April 15, 2014, she and Mr. Jeske will score the proposals received for the Sturgeon Composite High School renovations.

7.4 Finance & Human Resources

No report was provided.

7.5 Education Policy

No report was provided.

7.6 Advocacy Committee

Mrs. Mychasiw noted that the meeting scheduled for April 23, 2014 has been cancelled. An email regarding rescheduling will be sent to Trustees.

7.7 Transportation

A meeting with the Transportation Contractors' Executive is scheduled for Tuesday, April 15th, 2014.

Reports from Special Committees/Task Groups**8.1 Alberta School Boards Association Zone 2/3**

Mrs. Miller provided a report via email.

8.2 Public School Boards Association of Alberta

Mrs. Kohle provided a verbal report.

8.3 Linkages

No report was provided.

8.4 Policy Advisory Committee (ATA)

A verbal report was provided.

8.5 Policy Review Committee (CUPE)

No report was provided.

8.6 Community Services Advisory Board

No report was provided.

New Business**9.1 Policy Tracker**

Received as information.

9.2 Policy E/V/2 – Support Staff Performance Review

Moved by Mr. Jewell that the Board of Trustees refer Policy E/V/2 – Support Staff Performance Review to the April Board Meeting.

CARRIED 6/0

9.3 Policy G/III/2 – Public Use of School Buildings and Property

Moved by Mrs. Kohle that the Board of Trustees refer Policy G/III/02 – Public Use of School Buildings and Property to the April Board Meeting.

CARRIED 6/0

9.4 Book Award Rate/Class

Moved by Mr. Jewell that the Board of Trustees refer the School Book Award Rate/Class to the April Board Meeting.

CARRIED 6/0

**9.5 Locally Developed Courses Approval –
Forensic Science Studies 35 – 5 credits**

Moved by Mrs. Porter that the Board of Trustees refer Locally Developed Courses Approval – Forensic Science Studies 35 – 5 credits to the April Board Meeting.

CARRIED 6/0

9.6 Sturgeon County Meetings

Mr. Jewell noted that Sturgeon County has suggested that meetings be held with Sturgeon School Division Board of Trustees twice per year. Possible dates for the first meeting are May 12th or 13th, 2014.

Unfinished Business

Information Items

Pending List

Adjournment

The meeting adjourned at 7:13 p.m.

**Discussions on items are held at Committee of the Whole Meetings.
Decisions on items are made at Board Meetings.**



Date: May 14, 2014
To: **Committee of the Whole**
From: Wolfgang Jeske
Associate Superintendent, Education Services
Subject: May report

Accountability Pillar – May 2014 Report

On an annual basis, Alberta Education undertakes to gather information with respect to the quality of education throughout the province. This Accountability Framework is a formal structure established by the Ministry to support accountability and ensure alignment of schools and school authorities with provincial direction.

Results are provided to jurisdictions twice annually. The first set of data is published in May and includes new data for all survey measures and derived measures which include the Drop Out Rate, High School Completion Rate, Post-secondary Transition Rate, Diploma Examination Participation Rate, and Rutherford Scholarship Rate. A second document, published in late September, replicates the data included in the May report and also includes the Provincial Achievement Test and Diploma Examination results.

While this data is not the only source of information by which we measure the accomplishments of our schools and school system, it is nevertheless an important component of the toolkit used to evaluate our schools. We also use this information to assist with the development of school and jurisdiction Annual Education Results Reports and Three Year Education Plans. Please find the overall summary of results for Sturgeon School Division attached.

We are pleased to note that across our Division, a survey of parents, students and staff indicates that we have continued to improve in a number of areas through this past year. Significant improvement has been demonstrated in the following areas:

- Safe and Caring
- Citizenship

Additionally, improvement has been achieved across four measures:

- Education Quality
- Drop out rate
- Parental involvement
- School improvement



Also attached is the summary report for Sturgeon Composite High School. The staff and administration have expended considerable effort over the past few years in order to improve the results at that school. In the 2013 May report, SCHS showed improved in five categories. This year, we are pleased to report that SCHS has continued to show improvement in six additional categories:

- Safe and Caring
- Program of studies
- Education Quality
- High School Completion Rate (3 years)
- Citizenship
- School Improvement

Finally, you will also find attached the definitions for each of the Accountability Pillar Measures. These definitions provide some insight and clarity with respect to each of the components within this document.

Field Trips

Board Policy F/II/4, “Field Trips” and Administrative Practice Administration 5, “Field Trip Operational Procedures” require that “the principal must have the approval of the Superintendent for field trips that are overnight or exceed two (2) school days and/or are outside of the Province of Alberta”. The Administrative Practice further stipulates that “the Board shall be provided, as information, all field trips that are overnight and/or out-of-province”.

Overnight

Guthrie School

May 5-7, 2014 25 junior high students to Camp YOWOCAS to attend an outdoor education camp to promote citizenship and leadership skills.

Namao School

May 27-28, 2014 44 junior high students to Strathcona Wilderness Centre to attend an outdoor education camp.

Redwater School

May 1-3, 2014 7 senior high students to Lethbridge to attend badminton provincials.

**Accountability Pillar Overall Summary
May 2014**

Measure Category	Measure Category Evaluation	Measure	Sturgeon School Div No. 24			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	89.3	86.8	86.8	89.1	89.0	88.6	Very High	Improved Significantly	Excellent
		Program of Studies	82.7	82.9	81.1	81.3	81.5	81.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Education Quality	90.1	88.8	88.3	89.2	89.8	89.5	Very High	Improved	Excellent
		Drop Out Rate	4.1	4.4	5.0	3.3	3.5	3.6	High	Improved	Good
Student Learning Achievement (Grades K-9)	n/a	High School Completion Rate (3 yr)	74.0	75.6	71.4	74.9	74.8	73.8	High	Maintained	Good
		PAT: Acceptable	n/a	85.1	84.2	n/a	79.1	79.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	PAT: Excellence	n/a	18.5	19.7	n/a	19.0	19.8	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	45.0	46.7	42.5	50.5	56.6	55.9	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Rutherford Scholarship Eligibility Rate (Revised)	54.9	61.0	57.8	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
		Diploma: Acceptable	n/a	90.5	86.0	n/a	84.6	83.2	n/a	n/a	n/a
Parental Involvement	Good	Diploma: Excellence	n/a	23.3	19.5	n/a	21.7	20.8	n/a	n/a	n/a
		Transition Rate (6 yr)	54.9	52.0	56.1	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
Continuous Improvement	Excellent	Work Preparation	76.3	77.9	76.8	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
		Citizenship	83.3	79.5	78.4	83.4	83.4	82.6	Very High	Improved Significantly	Excellent
Parental Involvement	Good	Parental Involvement	81.9	77.5	78.7	80.6	80.3	80.0	High	Improved	Good
		School Improvement	80.7	79.6	78.6	79.8	80.6	80.2	Very High	Improved	Excellent

Notes:

- PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
- Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Biology 30, Science 30.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
- Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
- Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

**Accountability Pillar Overall Summary
May 2014**

Measure Category	Measure Category Evaluation	Measure	Sturgeon Composite High School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Good	Safe and Caring	86.3	84.2	83.0	89.1	89.0	88.6	High	Improved	Good
		Program of Studies	86.6	84.8	82.9	81.3	81.5	81.1	Very High	Improved	Excellent
		Education Quality	87.1	82.9	83.1	89.2	89.8	89.5	Intermediate	Improved	Good
		Drop Out Rate	4.6	5.3	5.1	3.3	3.5	3.6	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Good	High School Completion Rate (3 yr)	75.8	75.3	71.8	74.9	74.8	73.8	High	Improved	Good
		PAT: Acceptable	n/a	n/a	n/a	n/a	79.1	79.2	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	n/a	PAT: Excellence	n/a	n/a	n/a	n/a	19.0	19.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Good	Diploma Exam Participation Rate (4+ Exams)	44.7	45.2	41.8	50.5	56.6	55.9	Intermediate	Maintained	Acceptable
		Rutherford Scholarship Eligibility Rate (Revised)	55.5	62.6	59.7	60.9	61.3	60.8	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Diploma: Acceptable	n/a	92.3	88.0	n/a	84.6	83.2	n/a	n/a	n/a
		Diploma: Excellence	n/a	26.1	21.2	n/a	21.7	20.8	n/a	n/a	n/a
		Transition Rate (6 yr)	54.5	52.3	56.0	59.2	59.5	59.1	Intermediate	Maintained	Acceptable
		Work Preparation	73.0	73.9	75.4	81.2	80.3	80.0	Intermediate	Maintained	Acceptable
Parental Involvement	Acceptable	Citizenship	75.9	72.2	69.7	83.4	83.4	82.6	Intermediate	Improved	Good
		Parental Involvement	77.0	73.1	71.5	80.6	80.3	80.0	Intermediate	Maintained	Acceptable
Continuous Improvement	Good	School Improvement	77.2	69.2	70.9	79.8	80.6	80.2	High	Improved	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Survey results for the province and some school authorities were impacted by an increase in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Appendix – Definitions for Measures



A brief definition of each of the Accountability Pillar measures is provided below.

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort¹ who have completed high school by the end of their third year, adjusted for attrition².

- High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition.

- Students are not considered a diploma examination participant if they do not have an examination mark.

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta's education system is considered to have dropped out if:
 - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30th of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students; and students in Lloydminster school authorities.

Appendix – Definitions for Measures

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 3, 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 3, 6 and 9 Provincial Achievement Tests.

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Survey Measures

In public, separate and francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey. In charter schools and level 2 private schools students in grade 4 and above; their parents; and all teachers are included in the survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

¹ **Grade 10 Cohort:** Students are included in the grade 10 cohort the first school year in which they have a grade 10 registration at a public, separate, francophone, charter or private school. The following categories of students are excluded from the grade 10 cohort:

- a. students who have a concurrent grade 9 registration in the same school year;
- b. students who register after September 30th of the school year;
- c. adult students (older than 18 when they start grade 10);
- d. students who are registered in schools under provincial and federal authorities, and Lloydminster school authorities or other out-of-province schools;
- e. students who are identified as having a moderate/severe cognitive disability or a severe multiple disability;
- f. students attending Hutterite Colony schools; and
- g. visiting or exchange students

² **Attrition:** The loss of students due to out-migration and mortality, referred to as "attrition", is estimated from department and Statistics Canada data.



Committee of the Whole Memorandum

Date: May 14, 2014
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Secretary Treasurer's Report

The preliminary 2014-2015 Sturgeon School Division budget will be provided for discussion at the May 14, 2014 Committee of the Whole meeting.

Alberta Education requires school jurisdictions to approve their annual budget by May 31, 2014.

Recommendation:

That the Committee of the Whole review the preliminary 2014-2015 Sturgeon School Division budget and advise Senior Administration accordingly.



POLICY TRACKER (School Year 2013-2014)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review		Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve	
			<input type="checkbox"/> COW <input type="checkbox"/> Education <input type="checkbox"/> Bldg <input type="checkbox"/> HR <input type="checkbox"/> Transportation <input type="checkbox"/> O & M				Committee of the Whole	Public Board
AUGUST 2013								
B/II/5	Trustee Code of Conduct	2013-Aug-11 2013-Nov-13						Approved 2013-Nov-27
SEPTEMBER 2013								
OCTOBER 2013								
B/II/1	Trustee Functions, Trusteeship & Policy	2013-Oct-9						Approved 2013-Nov-27
B/II/3	Committees of the Board	2013-Oct-9						Approved 2013-Nov-27
C/04	Superintendent of Schools	2013-Oct-9						Approved 2013-Nov-27
NOVEMBER 2013								
D/II/14	Community Partnerships	2013-Nov-13						Approved 2013-Nov-27
D/II/17	Central Services Roles and Responsibilities	2013-Nov-13						Approved 2013-Nov-27
E/VI/3	Growth, Supervision and Evaluation of School Administrators	2013-Nov-13						Deferred to 2014-2014 SY



POLICY TRACKER (School Year 2013-2014)

Policy Number	Policy	Board Direction to Proceed (COW)	Committee Review	Policy Advisory Committee (PAC) Review	Final Draft Review	Recommendation to Approve	
						Public Board	
DECEMBER 2013							
JANUARY 2014							
D/I/7	Revenue from Property Tax Sources	2014-Jan 8				Approved 2014-Jan-22	
E/III/04	Healthy Employees at Work	2014-Jan 8				Approved 2014-Jan-22	
H/2	Caretaking Staff Allocation	2014-Jan 8				Rescinded 2014-Jan-22	
FEBRUARY 2014							
B/I/04	Board Representation to Other Organizations	2014-Feb-12				Approved 2014 - Feb - 26	
D/I/02	System Budget Development	2014-Feb-12				Approved 2014 - Feb - 26	
MARCH 2014							
B/III/03	Policy Development	2014-Mar-12				Approved 2014 - Mar - 26	
E/II/02	Trustee Remuneration and Expense Reimbursement	2014-Mar-12	2014-May-14 CoW				
E/IV/5	Personnel Records	2014-Mar-12				Approved 2014 - Mar - 26	
I/06	Selection of School Bus Contractors	2014-Mar-12				Approved 2014 - Mar - 26	
I/07	Reduction in Contract School Bus Fleet Capacity	2014-Mar-12				Approved 2014 - Mar - 26	



Committee of the Whole Memorandum

Date: May 14, 2014
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Policy E/II/2 – *Trustee Remuneration and Expense Reimbursement*

Background:

Please find attached Policy E/II/2 – *Trustee Remuneration and Expense Reimbursement*. Administrative Practice Financial Management 7 – *Employee Expense Reimbursement* is also attached for Trustee information.

This policy is scheduled for review and is brought to the attention of Committee of the Whole with revisions suggested.

Recommendation:

That the Committee of the Whole review revised Policy E/II/2 – *Trustee Remuneration and Expense Reimbursement* and advise Senior Administration accordingly.



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: Nov. 23, 2011

REVIEW: 2018-2019

1.0 POLICY

- 1.1 The Board believes that trustees of the Division who incur expenses in carrying out their authorized duties should be reimbursed by the Division upon submission of an approved expense claim.
- 1.2 The Board will establish guidelines and procedures for the reimbursement of approved expenses from annual budget allocations.
- 1.3 Trustee remuneration shall change at the same rate and at the same time as changes to the salary scales contained in the General Employment Conditions.

2.0 GUIDELINES

- 2.1 Trustees carrying out their authorized duties will be expected to exercise the same care in incurring expenses that a prudent person would exercise in travelling on personal business.
- 2.2 Approved expenses incurred by trustees will be reimbursed in accordance with the requirements and subject to the limitation specified in the guidelines and procedures.
- 2.3 Advances will not be paid to cover any approved expenses.
- 2.4 Claims for reimbursement of expenses should be submitted promptly and preferably within ~~two (2)~~ one (1) months of the expenses being incurred.
- 2.5 All expense reimbursement claims must be on an individual trustee basis other than expenses incurred pursuant to Guideline 2.6.
- 2.6 A Division credit card will be provided to the Board chair upon request.
 - 2.6.1 Expenses incurred and charged to such credit cards shall be in line with the intent of this policy.
- 2.7 Approved expenses will be reimbursed for the following activities:
 - 2.7.1 Attendance at conferences, workshops, seminars and meetings, when such attendance has been approved by the Board for trustee attendance.
 - 2.7.2 Other approved activities carried out by trustees in the performance of their duties, e.g. Board appointees to Ad Hoc Committees or other organizations.

References: *Admin Practice(s): FM 7 – Employee Expense Reimbursement*
School Act:



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: Nov. 23, 2011

REVIEW: 2018-2019

2.8 Approved expenses will be reimbursed at the rates set out in an exhibit applicable to this policy.

3.0 PROCEDURES

3.1 Claims for the reimbursement of approved expenses are to be submitted for payment to the Superintendent or designate. Questions will be directed to the Board chair.

4.0 EXHIBIT

4.1 Approved expenses will be paid at the following rates:

4.1.1 Actual distance travelled in Alberta in the trustee's vehicle, at the following approved Canada Customs and Revenue Agency rate.

4.1.2 Actual voucher expenses for travel incurred by means other than the use of the trustee's vehicle – receipts required.

4.1.3 Actual voucher subsistence expenses for approved conferences, workshops, seminars and meetings.

4.1.4 \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where vouchers are not available.

4.2 Standard per kilometre distances between schools, Central Office and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached to this policy.

4.3 A general expense allowance determined annually as part of the budget process.

References: *Admin Practice(s): FM 7 – Employee Expense Reimbursement*
School Act:



E/III/2 – Trustee Remuneration and Expense Reimbursement E/III/2

EFFECTIVE: January 23, 2008

REVISED: Nov. 23, 2011

REVIEW: 2018-2019

EXHIBIT

Trustee Remuneration /Benefits effective September 1, 2011

Chairman		\$18,977
Vice Chair		\$18,236
Trustees	(5 x 17,534)	\$87,670
Professional Development	(7 x 3,400)	\$23,800
Benefits		\$ 5,049

Travel and Subsistence

Board, Committee, Negotiating, etc.		
Including suppers		\$ 13,162

ASBA Delegate

Meetings		
Per Diem	400	
Registration	900	
Accommodation/Meals	600	
Travel	450	\$ 2,350

PSBAA Designate

Meetings		
Per Diem	1,200	
Registration	400	
Accommodation/Meals	1,250	
Travel	540	\$ 3,390

Zone 2/3

Per Diem	800	
Expenses	200	\$ 1,000

Admin Council

Per Diem	400	
Expenses	240	\$ 640

Discipline (Pooled)

Per Diem	3600	
Expenses	1620	\$ 5,220

References: Admin Practice(s): FM 7 – Employee Expense Reimbursement
School Act:



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: Nov. 23, 2011

REVIEW: 2018-2019

Adult Education, Healthy Interactions and LISA (Pooled)		
 Per Diem	1400	\$ 1,400
Individual Trustee Per Diems and PD (7x\$3,400)		\$ 23,800
Chairman Meetings		\$ 1,000

Draft

References: *Admin Practice(s): FM 7 – Employee Expense Reimbursement
School Act:*



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: Nov. 23, 2011

REVIEW: 2018-2019

GUIDELINES FOR TRUSTEE EXPENSE AND PER DIEM CLAIMS

The following expenses and per diems are payable by the Board. In the case of any uncertainty, the claim will be referred to the Chairman for decision. Claims for expenses other than below will be subject to prior Board approval.

1. Expenses

- Kilometre Allowances
- Committee Meetings
- School Council Meetings
- ASBA, PSBAA, ~~AMFC, CAMS, Zone 2/3~~, Admin Council, **Morinville Rotary** etc.
- Board Retreats
- Conferences, Workshops, Seminars
- Joint Use Meetings
- Board Approved Business
- Graduation/Year End Exercises (tickets included)
- School Concerts, Plays, Music Events, etc.
- School Awards

Expenses – Meals, Accommodation, Telephone, Parking, Taxi

2. Per Diem

- Board Retreats
- Conferences, Workshops, Seminars, etc.
- ASBA, PSBAA, ~~AMFC, CAMS, Zone 2/3~~, Admin Council
- Board Approved Business (Prior Approval)
- Discipline Hearings
- ~~Sturgeon Adult Learning Council~~
- Community Services Advisory Board
- Negotiations – 7th Meeting Onward (including 7th meeting)
- NOTE: Does Not Include Task Group

Per Diem - Full Day - \$100 - greater than four hours (home to home)
- Half Day - \$ 50

References: *Admin Practice(s): FM 7 – Employee Expense Reimbursement*
School Act:



E/II/2 – Trustee Remuneration and Expense Reimbursement E/II/2

EFFECTIVE: January 23, 2008

REVISED: ~~Nov. 23, 2011~~ March, 2014

REVIEW: 2018-2019

Bon Accord	18	39	20	32	30	0	19	2	26	13	24	11	45	32	39	32	35	
Camilla	18	26	32	68	66	35	31	37	21	47	36	45	40	31	34	14		35
Colony	23	42	43	69	67	32	42	34	37	45	47	43	53	41	48		14	32
*Edmonton Central	34	20	22	64	62	39	21	41	53	40	18	38	7	8		48	34	39
*Edmonton North	34	16	15	59	57	32	14	34	46	39	13	37	14		8	41	31	32
*Edmonton South	40	31	28	72	70	45	27	47	59	49	24	46		14	7	53	40	45
Gibbons	27	47	26	27	25	11	27	10	32	2	31		46	37	38	43	45	11
Guthrie	26	20	5	56	54	24	5	26	38	33		31	24	13	18	47	36	24
Landing Trail	29	49	28	29	27	13	29	12	33		33	2	49	39	40	45	47	13
Legal	21	40	33	56	54	26	33	25		33	38	32	59	46	53	37	21	26
Lilian Schick	20	41	22	31	29	2	21		25	12	26	10	47	34	41	34	37	2
Namao	21	21	1	51	49	19		21	33	29	5	27	27	14	21	42	31	19
Oak Hill	18	39	20	32	30		19	2	26	13	24	11	45	32	39	32	35	0
Ochre Park	50	69	48	2		30	49	29	54	27	54	25	70	57	62	67	66	30
Redwater	52	71	50		2	32	51	31	56	29	56	27	72	59	64	69	68	32
S.C.H.S.	22	22		50	48	20	1	22	33	28	5	26	28	15	22	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	31	16	20	42	26	39
CO/MLC/MPES		21	22	52	50	18	21	20	21	29	26	27	40	34	34	23	18	18
	CO/MLC/MPES	Sturgeon Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lilian Schick	Legal	Landing Trail	Guthrie	Gibbons	Edmonton South	Edmonton North	Edmonton Central	Colony	Camilla	Bon Accord

* The address used for mileage: **Edmonton North - 9450 – 137 Avenue**
Edmonton Central - 10088 – 108 Street
Edmonton South - 5015 – 111 Street

References: *Admin Practice(s): FM 7 – Employee Expense Reimbursement*
School Act:



FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement

Date: Sept. 1, 2009

Revised: March, 2014

Responsible Administrator: Secretary Treasurer

1.0 RATIONALE

The Board acknowledges that system personnel may incur additional expenses in completing their assigned duties. Therefore, the Board is prepared to reimburse these individuals for authorized expense claims.

2.0 PROCESS

School system personnel who incur expenses in carrying out their authorized duties shall be reimbursed by the Division upon submission of a properly completed and approved employee expense reimbursement form with such supporting receipts as may be required. Such expenses shall be within budgetary allocations for the specific type of expense.

3.0 GUIDELINES

- 3.1 Claims for reimbursement of expenses should be submitted promptly and preferably within one month of the expenses being incurred.
- 3.2 Approved expenses will be reimbursement for the following activities:
 - 3.2.1 Supervision of both extra-curricular and co-curricular activities, when such attendance has been approved by the Principal, Superintendent or designate.
 - 3.2.2 Other activities carried out by employees in the performance of their duties, eg. travel to medical facilities, necessary pickups and deliveries and home visits, when such attendance has been approved by the Principal, Superintendent or designate.
- 3.3 Approved expenses will be paid at the following rates:
 - 3.3.1 Actual distance traveled in Alberta in the employee's vehicle, at the approved Canada Customs and Revenue Agency rate.
 - 3.3.2 Actual expenses for travel incurred by means other than the use of the employee's vehicle – receipts required.
 - 3.3.3 Actual accommodation and meal expenses with receipts.
 - 3.3.4 \$10.00 for breakfast, \$14.00 for lunch and \$22.00 for dinner where receipts are not available.

References: Board Policy: E/II/1 – Employee Expense Reimbursement
E/II/2 – Trustee Remuneration and Expense Reimbursement

FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement

Date: Sept. 1, 2009

Revised: March, 2014

Responsible Administrator: Secretary Treasurer

3.3.5 Standard per kilometer distances between schools, Morinville locations and Edmonton have been established and are to be applied when seeking reimbursement of approved expenses. A chart showing these distances is attached.

References: Board Policy: E/II/1 – Employee Expense Reimbursement
E/II/2 – Trustee Remuneration and Expense Reimbursement

FINANCIAL MANAGEMENT 7 – Employee Expense Reimbursement

Date: Sept. 1, 2009

Revised: March, 2014

Responsible Administrator: Secretary Treasurer

Bon Accord	18	39	20	32	30	0	19	2	26	13	24	11	45	32	39	32	35	
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Colony	23	42	43	69	67	32	42	34	37	45	47	43	53	41	48		14	32
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Oak Hill	18	39	20	32	30		19	2	26	13	24	11	45	32	39	32	35	0
Ochre Park	50	69	48	2		30	49	29	54	27	54	25	70	57	62	67	66	30
Redwater	52	71	50		2	32	51	31	56	29	56	27	72	59	64	69	68	32
S.C.H.S.	22	22		50	48	20	1	22	33	28	5	26	28	15	22	43	32	20
Sturgeon Heights	21		22	71	69	39	21	41	40	49	20	47	31	16	20	42	26	39
CO/MLC/MPES		21	22	52	50	18	21	20	21	29	26	27	40	34	34	23	18	18
	CO/MLC/MPES	Sturgeon Heights	S.C.H.S.	Redwater	Ochre Park	Oak Hill	Namao	Lilian Schick	Legal	Landing Trail	Guthrie	Gibbons	Edmonton South	Edmonton North	Edmonton Central	Colony	Camilla	Bon Accord

* The address used for mileage:

Edmonton North -9450 – 137 Avenue
 Edmonton Central - 10088 – 108 Street
 Edmonton South – 5015 – 111 Street

References: Board Policy: E/II/1 – Employee Expense Reimbursement
 E/II/2 – Trustee Remuneration and Expense Reimbursement



Committee of the Whole Memorandum

Date: May 14, 2014
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Policy I/1 – *Student Transportation Services*

Background:

Please find attached Policy I/1 – *Student Transportation Services*.
New Administrative Practice Transportation 11 – *Student Transportation Fees* is also attached for Trustee information.

This policy is scheduled for review and is brought to the attention of Committee of the Whole with revisions suggested.

Recommendation:

That the Committee of the Whole review revised Policy I/1 – Student Transportation Services and advise Senior Administration accordingly.



1.0 POLICY

1.1 The Board has established and operates a student transportation system to provide service to a student's directed school. This service is available to all students within the Board's jurisdiction who qualify for this service in accordance with criteria as contained in the School Act of Alberta or as outlined in administrative practices.

~~1.2 Transportation service will be provided on regular a.m. and p.m. school bus routes, for children enrolled in ECS programs operated by the Board.~~

2.0 GUIDELINES

2.1 The Board will provide transportation for all students enrolled in an education program, kindergarten to grade 4, who reside further than 1,200 meters from the school to which the board has directed the student to attend.

2.2 The Board will provide transportation service for all students ~~whose residence is located further than~~ **enrolled in an education program, grade 5 - 12, who reside further than** 1,600 meters from the school to which the student has been directed to attend.

2.3 A fee is charged for all kindergarten - grade 12 students accessing transportation. Transportation fees are reviewed annually and are approved by the Board.

~~2.3~~ **2.4** Students residing closer to the school site than the distances as specified in Guidelines 2.1 or **2.2** of this policy may be provided with transportation service if space is available on an existing school bus route.

~~2.4~~ **2.5** The Superintendent of Schools or designate shall ensure that sufficient resources are available to provide transportation service for students in accordance with Board policy.

~~2.5~~ **2.6** The ~~Director~~ **Manager** of Transportation Services is directed by the Superintendent of Schools to ~~develop and~~ maintain the administrative practices required by this policy.

References: *Admin Practice(s):* *Transportation 3 - Support Staff & Bus Riding Duties*
Transportation 5 - Student Transportation Services
Transportation 11 – Student Transportation Fees
School Act: Transportation 51(1)



TRANSPORTATION 11 – Student Transportation Fees

Original Date:

Revised Date:

Responsible Administrator: Secretary-Treasurer

1.0 RATIONALE

All Kindergarten to Grade 12 students accessing transportation services in Sturgeon School Division shall pay a transportation fee as directed in Policy I/1 – Student Transportation Services.

1.1 Transportation will be available for students who meet the criteria as set out in the Guidelines 2.1 and 2.2 of Policy I/1.

1.2 Students residing closer to the school site than the distances as specified in Guidelines 2.1 and 2.2 of Policy I/1 may be provided with transportation service if space is available.

2.0 PROCESS

The Secretary Treasurer will be responsible for ensuring the collection of transportation fees is undertaken according to established guidelines.

3.0 GUIDELINES

Transportation fees for the 2014-2015 school year are:

	<u>Before June 30*</u>	<u>After June 30</u>
Kindergarten Full day	\$75	\$100
Kindergarten Half day (for students where noon transportation is available)	\$150	\$175
Grade 1- 12	\$150	\$175
Non Resident Student (students living outside of Sturgeon School Division)	\$175	\$200
Family Rate (applies to families with more than three students)	\$450	\$525

*Early Bird rate

References: Board Policy I/1 – Student Transportation Services



TRANSPORTATION 11 – Student Transportation Fees

Original Date:

Revised Date:

Responsible Administrator: Secretary-Treasurer

- 3.1** Fees shall be due and payable at the time of registration by:
- 3.1.1** Payment Option #1: Full payment by cash or cheque. If paid by June 30th, early bird rates apply. (Please note that the last operational day of the school year may not be June 30th).
- 3.1.2** Payment Option # 2: Three (3) equal payments made by post-dated cheques or cash. The payment dates are September 1, October 1 and November 1. (“After June 30” rates apply.) If a payment date falls on a weekend, the payment is due the next school day.
- 3.1.3** An administration fee will be charged for each cheque returned.
- 3.2** Any student new to the Division, who enrolls after June 30th, will pay the ‘Before June 30’ rate or a portion of the fee, prorated on a 10 month basis, depending on when the student is enrolled. No late fee shall apply.
- 3.2.1** Any student entering the Division after March 31st of the school year will not be charged any portion of the Transportation fee.
- 3.3** All refunds shall be determined by the Transportation Department. No refunds will be approved except for students moving out of the transportation service area, transferring to another school jurisdiction or graduating during the school year. A written letter will be required from parent/guardian stating reason for cancellation of transportation service before refund will be granted.
- 3.3.1** A refund of Transportation fees will be determined on a prorated monthly basis.
- 3.3.2** After March 31 of the school year, Transportation fees will not be refunded.
- 3.4** Students enrolled prior to September 30th may apply for transportation services at any time during the school year. The transportation fee will be the ‘After June 30’ rate (not prorated). Students must meet the criteria as set out in Policy I/1.

References: *Board Policy I/1 – Student Transportation Services*



TRANSPORTATION 11 – Student Transportation Fees

Original Date:

Revised Date:

Responsible Administrator: Secretary-Treasurer

-
- 3.5 Any student registered for Transportation Services, whose fees have not been paid by September 30th will receive a statement of the outstanding balance, which is due immediately.
 - 3.6 Any fees unpaid by October 15th will result in the withdrawal of service.
 - 3.7 In cases of genuine hardships, the Transportation Manager, in consultation with the Secretary Treasurer, has the discretion to waive or make alternative payment arrangements.

References: *Board Policy 1/1 – Student Transportation Services*



Committee of the Whole Memorandum

Date: May 14, 2014
To: Committee of the Whole
From: Iva Paulik, Secretary Treasurer
Subject: Non Resident Fee Schedule 2014-2015

Attached is a schedule of the Alberta Education Funding Rates per pupil that would apply to a non resident student for a basic regular student and for special education program costs.

These figures were arrived at by looking at our actual costs incurred to offer these programs, and divided by the number of students who typically attend the programs.

Recommendation:

That the Committee of the Whole review the Non Resident Fee Schedule 2014-2015 and advise Senior Administration accordingly.

STURGEON SCHOOL DIVISION
FEE SCHEDULE FOR REGULAR and NON RESIDENT STUDENTS 2014-2015

ALBERTA EDUCATION REGULAR PROGRAM				
<u>Regular Program Rates</u>	<u>Grade 1-3</u>	<u>Grade 4-6</u>	<u>Grade 7-9</u>	<u>Grade 10-12 (@35 CEU's)</u> Tier 1
Base Instruction	6,561.68	6,561.68	6,561.68	6,561.68 *
Class Size Base Rate	1,491.84	0.00	0.00	0 *
Socio-Economic Status	85.77	85.77	85.77	85.77
Equity of Opportunity - Base	101.00	101.00	101.00	101.00
Inclusive Education Student Rate	523.91	523.91	523.91	523.91
English as a Second Language **	1,178.10	1,178.10	1,178.10	1,178.10
First Nation, Metis and Inuit Education **	1,178.10	1,178.10	1,178.10	1,178.10
Plant Operations & Maintenance	795.30	795.30	751.18	755.38
Total	11,915.70	10,423.86	10,379.74	10,383.94
ESL not applicable	10,737.60	9,245.76	9,201.64	9,205.84
Foreign Student (FNMI not applicable)	10,737.60	9,245.76	9,201.64	9,205.84
ESL AND FNMI not applicable	9559.50	8067.66	8023.54	8027.74

SPECIAL NEEDS CONGREGATED PROGRAM AND IDENTIFIED INTEGRATED STUDENTS				
<u>Program</u>	<u>Program Cost</u> <u>Per Student</u>	<u>Basic Rate</u> <u>Per Student</u>	<u>Total Cost</u> <u>Per Program</u> <u>Per Student</u>	
Severe Life Skills Program	30,158.75	11,915.70	42,074.45	
K and E and School Challenge Program	1,200.00	10,383.94	11,583.94	
Based on Actual Cost. Adjustments will occur depending on grade level and any additional services required.				

* Grade 10 - 12 may be reconciled based on courses enrolled in.

** If applicable

Note: These amounts reflect the average cost and do not include the cost of additional services that may be unique to individual student programming. The cost of these services (if required) will be added to the fees identified above.

Transportation costs incurred on behalf of a sponsored student, as well as the transportation grant will also be taken into consideration where appropriate.



Committee of the Whole Memorandum

Date: May 14, 2014
To: Committee of the Whole
From: Wolfgang Jeske
Associate Superintendent, Education Services
Subject: Authorization of Junior High Locally Developed Option Courses

Background:

At the junior high level Alberta Education develops programs of study for required (core) subjects and a number of optional courses. Optional courses help students achieve the outcomes outlined in Alberta Education's statements of Vision, Mission and Basic Education. Also, optional courses reinforce learnings in language arts, mathematics, science and social studies, as well as address learnings in other subject areas.

Optional courses may also be locally developed/acquired and locally authorized by school authorities to provide instructional opportunities that complement provincially authorized programs.

Regulations and procedures for approval of locally developed/acquired courses at the junior high level have been developed somewhat similar to those at the high school level.

Following a review of option courses currently offered at the junior high level within Sturgeon School Division by junior high school administrators, proposals have been made to offer option courses that require approval as locally developed/acquired courses. Where a number of school administrators have proposed to offer a similar course, effort has been undertaken to develop one course that will accommodate all of the schools involved. It is also recommended that all courses be approved for use by all schools within Sturgeon to allow for greater flexibility at the school level.

A proposal for each course is attached.

Recommendation:

That the Board of Trustees (re)approve the authorization of the following locally developed junior high school option courses for use in Division schools beginning September 2014.

- Academic Skill Building
- Exploring World Religions
- Fit for Life
- Leadership
- Sports Leadership
- Science Enrichment



LOCALLY DEVELOPED COURSE PROPOSAL

(Reference – Alberta Education Policy 1.2.1, Education Programs and Services – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)

School Authority:	Sturgeon School Division
School(s) where course may be offered:	All junior high schools
Title of Course:	Academic Skill Building
Grade(s) at which the course may be offered:	7, 8, 9
Implementation Date:	September 2014

Philosophy:

Students have a wide range of abilities and skills. While a vast array of learning strategies are taught within each course, students benefit through development of their personal learning skills, as well as work and study habits. As students become actively involved in their learning, they take greater responsibility to plan, monitor and assess their achievement.

Rationale:

This course is designed to assist students to become more successful in one or more of their core courses. It will provide alternate tools, skills and learning strategies tailored to individual needs. Through explicit instruction, guided practice and ongoing feedback, students will have the opportunity to maximize their achievement.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) and STATEMENT OF GENERAL LEARNER EXPECTATIONS:

- 1. Students will become aware of their personal learning styles or preferences**
 - 1.1 Students will recognize that individuals learn in different ways and at different rates.
 - 1.2 Students will identify strategies that are effective for them as learners.
 - 1.3 Students will monitor effectiveness of strategies used.

- 2. Students will develop skills that will enhance their learning**
 - 2.1 Students will learn and practice a variety of strategies and graphic organizers for recording information.
 - 2.2 Students will demonstrate an ability to consolidate and review information for a variety of purposes.

- 2.3 Students will read and write to comprehend and respond personally and critically to oral, print and other media texts.
- 2.4 Students will demonstrate confidence and readiness for evaluation and test-taking.
- 2.5 Students will identify personal strategies for effective study.

3. Students will develop a greater sense of responsibility for independent learning

- 3.1 Students will demonstrate the ability to manage time wisely.
- 3.2 Students will demonstrate the ability to set goals and to establish and carry through a plan of action.
- 3.3 Students will demonstrate ability to prepare an action plan to deal with barriers to learning.
- 3.4 Students will demonstrate willingness to take risks by attempting new approaches and strategies.

Anticipated Enrolment:

- Up to 30 students per class

Special Facilities and Equipment:

- As required by individual students

Controversial or sensitive course components and treatment:

- None

Learning resources:

- Student planners
- Video and print material

No significant overlap with provincially developed curriculum

Assessment standards:

- Tools, including self-assessment strategies, teacher observations and checklists, which reflect good assessment practices and are consistent with the learner outcomes will be developed.
- Student participation, cooperation, attendance, and attitude will be monitored and reported outside of the course mark.

Plan for course evaluation and monitoring:

- Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.



LOCALLY DEVELOPED COURSE PROPOSAL

(Reference – Alberta Education Policy 1.2.1, Education Programs and Services – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)

Course Name: Exploring World Religions

Course Description:

This is a 25 hour complementary course open to all grade 7, 8 and 9 students at Sturgeon Heights with parental permission. The course will be offered to students on the condition of sufficient registrations. Students will develop an awareness of a variety of recognized religions and cultures in order to contrast and compare their similarities and differences. The course will provide junior high students with an opportunity to explore the fundamental principles of some of the most common religions practiced in our nation and world. Religions open for study may include Atheism, Bahai Faith, Buddhism, Christianity, Confucianism, Hinduism, Indigenous, Islam, Jainism, Judaism, Kabbalah, Scientology, Shinto, Sikhism and Taoism. With specific parent permission other religions may be included for study.

Philosophy:

We believe that all people should be tolerant and understanding of the chosen beliefs and cultures of others and that knowledge of those beliefs and cultures is basic to building a global community where people can work and live together. We believe that knowledge of other beliefs will increase respect for differences between people. We believe that through broadening the experiences of today's students and increasing the awareness of the mores of other peoples, we will increase empathy and compassion. We believe that knowledge of other religions will aid in the development of ethical citizens.

Rationale:

The impetus for this course comes from a request from a delegation of parents who approached the school in an effort to reinforce the values of religion to our school community and believe knowledge about various world religions better prepares our students for a global economy and the dynamics of our multi-cultural community. This course proposal has been developed by a committee of three parents, one teacher with interest in facilitating the course, and the principal.

Introduction:

This course will be facilitated and delivered from a model of project based learning where students will select from a list of the most popular world religions, research the elements of that religion as prescribed from a template, and contrast and compare aspects of the religions. As part of the course operations, students will produce a representation of their learning to share with first their classmates and then to an audience of their parents in a showcase forum which will distribute the learning past the student and validate the work of the student. In addition, guest presenters from our greater Edmonton community will as possible be invited to share customs and beliefs from their perspective.

General Outcomes :

Students will demonstrate an understanding of common and differing elements from a range of religions through:

- *Research of at least one religion covering aspects of history, practices, relationship to culture, customs, religious holidays, involvement of music, key beliefs and other rituals such as showing devotion.*
- *Developing a presentation based on valid research which can be shared with classmates and/or our parents of students in the class.*
- *Drawing comparisons using a matrix template outlining the primary aspects of all religions through a critical analysis of the presentations developed by classmates.*
- *Students will use critical thinking processes in their approach to research.*
- *Students will develop a basic understanding of religious issues facing our global and political environment.*
- *Students will produce a presentation based on factual information that does not contain a bias toward any particular faith but designed to promote tolerance and understanding.*

Specific Outcomes:

The student will:

- *summarize the major historical influences on and events in the development of various religions*
- *analyze the similarities and differences between the central beliefs of various religions*
- *demonstrate how practice, ritual, and symbolism are external representations of the beliefs and principles of religion*
- *summarize the ways in which religions and the development of civilizations are interconnected*
- *analyze the influence of religion on artistic expression*
- *describe the influence that differing gender-role expectations have had on the development of religion*
- *demonstrate an ability to recognize prejudices associated with, and misconceptions about, various religions, beliefs, and traditions*
- *distinguish between fact and opinion, belief and religion, and theory and practice, as they apply to the study of religion*
- *demonstrate effective collaborative group skills*

Resources:

Students will access the resources available on the Internet with supervision by the teacher. Websites such as United Religions Initiative (www.uri.org/kids/world.htm) and www.2Learn.ca will be potential resource sites. Resource people will be identified by the teacher in collaboration with parents of children in the class.

Facilities and Equipment:

No special facilities or equipment required.

Clarification of Overlap:

Although the content will have some overlap with social studies curriculum, it will venture deeper into the religious and cultural differences of world societies than is expected in junior high social studies.

Assessment:

Students will be assessed based on the specific learner outcomes based on the practices of Sturgeon School Division. Final assessment will be documented as "Excellent, Acceptable or Needs Improvement". The student project and presentation will make up the majority of the weighting for the final grade.

Safety Components

There are no unusual safety concerns anticipated.

Sensitive or Controversial Issues

Students will only access this course with parent permission. Any topics or research at school will be guided by the teacher. In the event students are venturing into areas beyond age appropriateness, the student will be directed to shift their focus. Any area of study which goes beyond the intention of this course will result in the teacher consulting with the parent and the parent authorizing the study.

Plan for course evaluation and monitoring:

Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.



LOCALLY DEVELOPED COURSE PROPOSAL

(Reference – Alberta Education Policy 1.2.1, Education Programs and Services – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)

School Authority:	Sturgeon School Division
School(s) where course may be offered:	All junior high schools
Title of Course:	Fit for Life
Grade(s) at which the course is may be offered:	7, 8, 9
Implementation Date:	September 2014

Philosophy:

Quality of life is enhanced when individuals maintain a healthy lifestyle. Fitness for Life emphasizes active living, with a focus on the value of physical activity, making responsible choices, and committing to a healthy lifestyle.

Rationale:

A sedentary lifestyle is becoming increasingly more common among our student population. To counteract this, it is our desire to introduce students to information and activities that they may come to embrace in their lifelong pursuit of a healthy lifestyle. This course is designed to include all levels of ability.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) and STATEMENT OF LEARNER EXPECTATIONS:

- 1. I explore my interests and passions while making personal connections to career possibilities.**
 - 1.1 Students will explore career possibilities related to personal fitness (Recreational Leadership.)

- 2. I use skills/technologies associated with occupational areas.**
 - 2.1 Students will create an individualized fitness program.

3. I follow safety requirements associated with occupational areas and related technologies.

3.1 Students will develop an understanding of injury prevention and recovery.

4. I problem solve in response to challenges.

4.1 Students will demonstrate an understanding of consequences of personal health and fitness choices.

5. I design in response to challenges.

5.1 Students will plan, implement and monitor a well-rounded personal fitness program using a variety of resources.

6. I make decisions in response to challenges.

6.2 Students will analyze the contribution of a particular physical activity to personal health and well-being.

7. I adapt to change and unexpected events.

7.2 Students will move from adult directed to self-motivated participation in healthy activities and life choices.

7.1 Students will create an individualized fitness program.

8. I appraise product(s), performance(s) or service(s) created in response to challenges.

8.1 Students will investigate and acquire knowledge about nutrition and fitness.

8.2 Students will develop a healthy diet plan.

9. I appraise the skills/technologies I use to respond to challenges.

9.2 Students will self-assess their fitness progress.

10. I communicate my learning.

10.1 Students will demonstrate an understanding of consequences of personal health and fitness choices.

11. I describe how my actions support learning.

11.1 Students will learn specific health and training concepts related to personal fitness.

12. I develop skills that support effective relationships.

12.1 Students will participate in a wide variety of physical activities both individually and as groups.

13. I collaborate to achieve common goals.

13.1 Students will collaborate with others to create an individualized fitness program.

Anticipated Enrolment:

- Up to 30 students per class

Special Facilities and Equipment:

- School or community sites as available

Controversial or sensitive course components and treatment:

- None

Learning resources:

- video, print and on-line material where required
- community instructors where available
- *Fitness for Life (Corbin)

No significant overlap with provincially developed curriculum

Assessment standards:

- Tools (ie: employability and workability rubrics) that reflect good assessment practices and are consistent with the learner outcomes will be developed.
- Student participation, cooperation, sportsmanship, attendance, dress, and attitude will be monitored and reported outside of the course mark.
- Student self-assessment

Plan for course evaluation and monitoring:

- Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.



LOCALLY DEVELOPED COURSE PROPOSAL

(Reference – Alberta Education Policy 1.2.1, Education Programs and Services – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)

School Authority:	Sturgeon School Division
School(s) where course may be offered:	All junior high schools
Title of Course:	Leadership
Grade(s) at which the course may be offered:	7, 8, 9
Implementation Date:	September 2014

Philosophy:

By developing leadership skills in our youth, they will become proactive, caring individuals who will take action in the community and respect the diversity of individuals and groups.

Rationale:

This course is designed to build leadership skills and attitudes within a safe and caring environment. Students will be given the opportunity to practice and apply what they have learned in the school setting and beyond. Students will gain independence and learn responsibility through planning events and participating in volunteer work.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) and STATEMENT OF LEARNER EXPECTATIONS:

General Learner Outcomes:

1. Set personal or group goals
 2. Work effectively and collaboratively within a team or group environment
 3. Organize a group to effectively accomplish a given task or objective
 4. Communicate effectively with others in a variety of situations
-
- 1. I explore my interests and passions while making personal connections to career possibilities.**
 - 1.1 Students will learn the difference between short and long term goals and how to set goals.
 - 2. I use skills/technologies associated with occupational areas.**

3. I follow safety requirements associated with occupational areas and related technologies.

3.1 Students will volunteer and develop skills and understand safety requirements for community-based services in a variety of settings.

4. I problem solve in response to challenges. I design in response to challenges.

4.1 Students will learn the framework of the planning process

4.2 Students will identify their own short and long term goals in a variety of areas for the school activities.

5. I make decisions in response to challenges.

5.1 Students will plan school event, create activities and evaluate successes based on their planning framework.

6. I adapt to change and unexpected events.

6.1 Students will demonstrate the ability to adapt plans to reflect unforeseen events.

7. I appraise product(s), performance(s), or service(s) created in response to challenges.

7.1 Students will demonstrate appropriate listening strategies and will self-evaluate their skills in this area.

8. I appraise the skills/technologies I use to respond to challenges.

8.1 Students will self-evaluate their progress toward achieving these goals.

9. I communicate my learning.

9.1 Students will learn listening, speaking, writing and viewing communication skills.

10. I describe how my actions support learning.

10.1 Students will utilize written, verbal and visual communication skills while presenting, teaching, facilitating, promoting and celebrating various activities.

11. I develop skills that support effective relationships.

- 11.1 Students will learn how to collaborate, cooperate, and respect the diversity within groups when working to achieve a specific outcome.

12. I collaborate to achieve common goal.

- 12.1 Students will extend the concept of collegiality and collaboration to the completion of activities.
- 12.2 Students relate team building skills to community activities.

Anticipated Enrolment:

- Up to 30 students per class

Special Facilities and Equipment:

- School or community sites as available

Controversial or sensitive course components and treatment:

- None

Learning resources:

- The 7 Habits of Effective Teens (Stephen Covey)
- The Leader in Me (Stephen Covey)

No significant overlap with provincially developed curriculum

Assessment standards:

- Tools, including self-assessment strategies, which reflect good assessment practices and are consistent with the learner outcomes will be developed.
- Student participation, cooperation, sportsmanship, attendance, dress, and attitude will be monitored and reported outside of the course mark.

Plan for course evaluation and monitoring:

- Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.



LOCALLY DEVELOPED COURSE PROPOSAL

(Reference – Alberta Education Policy 1.2.1, Education Programs and Services – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)

School Authority:	Sturgeon School Division
School where course may be offered:	All junior high schools
Title of Course:	Sports Leadership
Grade(s) at which the course may be offered:	7, 8, 9
Implementation Date:	September, 2014

Philosophy:

Athletics provide significant opportunity for individuals to develop leadership abilities in students, by increasing understanding and appreciation of athletic pursuits, group and team dynamics, training, officiating or managing, and injury prevention.

Rationale:

This course connects to the Human Services Cluster under Occupational Areas of Career and Technology Foundations (CTF) (Recreation Leadership).

This course will provide opportunities for students to lead and maintain healthy lifestyles through involvement in sport. Through a selection of one or more athletic activities students will develop knowledge and interest in how they may be involved in sports throughout their lives in some capacity, often other than as an athlete (manager, trainer, coach, referee, event organizer, volunteer, or supporter). This course is designed to include all levels of ability.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) and STATEMENT OF LEARNER EXPECTATIONS:

- 1. I explore my interests and passions while making a personal connection to career possibilities.**
 - 1.1 Students will observe games or competitions played at high skill levels.
 - 1.2 Students will develop skills through a variety of drill progressions.
 - 1.3 Students will develop skill in identifying components of successful sports events.

2. I use skills/technology associated with occupational areas.

- 2.1 Students will demonstrate skill in organizing a sports event.

3. I follow safety requirements associated with occupational areas and related technologies.

Students will develop beginning levels of coaching skills and strategies in a selected sport(s).

- 3.1 Students will demonstrate an understanding of the unique skills involved in sport.
3.2 Students will demonstrate an ability to coach a skill through drill progressions.
3.3 Students will develop a skills set necessary to be involved in coaching.
3.4 Students will develop skills in recognizing team strategies.
3.5 Students will develop skills in implementing team strategies.

4. I problem solve in response to challenges.

Students will demonstrate beginning levels of competency as an official or manager in a selected sport(s).

- 4.1 Students will demonstrate an understanding of the unique rules involved in selected sports.
4.2 Students will begin to develop a competency in the art and skill of refereeing.
4.3 Students will demonstrate an ability to referee a selected activity.

5. I design in response to challenges.

Students will develop an understanding of team or group dynamics.

- 5.1 Students will develop an understanding of the various roles within a team.
5.2 Students will develop skills through a variety of drill progressions.

6. I make decisions in response to challenges.

Students will develop understanding of the unique nature of training as it relates to selected sports activities.

- 6.1 Students will develop an understanding of the specific safety, fitness, conditioning, mental preparation, strength and nutrition aspects of training related to selected sports.

7. I adapt to change and unexpected events.

8. I appraise product(s), performance(s), or service(s) created in response to challenges.

- 8.1 Students will develop skill in identifying components of successful sports events.

9. I appraise the skills/technologies I use to respond to challenges.

10. I communicate my learning.

11. I describe how my actions support learning.

12. I develop skills that support effective relationships.

13. I collaborate to achieve common goals.

13.1 Students will develop skill in identifying components of successful sports events.

Anticipated Enrolment:

- Up to 30 students per class

Special Facilities and Equipment:

- School or community sites as available

Controversial or sensitive course components and treatment:

- None

Learning resources:

- Rulebooks, coaching manuals, referee manuals, video and print material

No significant overlap with provincially developed curriculum

ASSESSMENT STANDARDS

- Tools that reflect good assessment practices and are consistent with the learner outcomes will be developed.
- Student participation, cooperation, sportsmanship, attendance, dress, and attitude will be monitored and reported outside of the course mark.

Plan for course evaluation and monitoring:

- Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.



LOCALLY DEVELOPED COURSE PROPOSAL

(Reference – Alberta Education Policy 1.2.1, Education Programs and Services – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses)

School Authority:	Sturgeon School Division
School(s) where course may be offered:	All junior high schools
Title of Course:	Science Enrichment
Grade(s) at which the course may be offered:	7, 8, 9
Implementation Date:	September 2014

Philosophy:

Students develop a greater understanding of scientific principles when provided with the opportunity to explore their application in a practical and hands on activities and projects.

Rationale:

Students, using inquiry methods and provided with the opportunity to explore a wide variety of scientific activities, will enrich their understanding of, and develop a respect for, scientific principles.

CAREER AND TECHNOLOGY FOUNDATIONS (CTF) and STATEMENT OF LEARNER EXPECTATIONS:

- 1. I follow safety requirements associated with occupational areas and related technologies.**
 - 1.1 Students will develop an understanding for the importance of safety protocols.
 - 1.2 Students will demonstrate safe lab procedure
- 2. I problem solve in response to challenges. I design in response to challenges.**
- 3. I make decisions in response to challenges.**
- 4. I adapt to change and unexpected events.**

5. **I appraise product(s), performance(s) or service(s) created in response to challenges.**
 - 5.1 Students will develop critical and creative thinking skills and strategies.
 - 5.2 Students will complete creative challenges to practice answering tasks using the scientific model.
 - 5.3 Students will develop their problem solving skills through individual and small group assignments.

6. **I explore my interests and passions while making personal connections to career possibilities.**

7. **Students will have an understanding and appreciation for science.**
 - 7.1 Students will investigate and complete creative challenges using the scientific model.

8. **I use skills/technologies associated with occupational areas.**

9. **Students will have an understanding of various scientific principles through lab activities and scientific inquiry.**
 - 8.1 Students will use scientific apparatus and various materials to perform experiments in order to analyze data.

Anticipated Enrolment:

- Up to 30 students per class

Special Facilities and Equipment:

Controversial or sensitive course components and treatment:

- None

Learning resources:

- As required by the projects or activities selected

No significant overlap with provincially developed curriculum

Assessment standards:

- Tools that reflect good assessment practices and are consistent with the learner outcomes will be developed.

- Student participation, cooperation, attendance, and attitude will be monitored and reported outside of the course mark.

Plan for course evaluation and monitoring:

- Course offering will be evaluated as part of the school's program planning and the Division's monitoring of school programs.

RECEIVED

APR 16 2014

Sturgeon School Division No. 24



April 10, 2014

CONFIDENTIAL

General Pay Plan
c/o Iva Paulik Secretary-Treasurer
Sturgeon SD No. 24
9820 - 104 Street
Morinville, AB T8R 1L8

ASEBP Part. No.: 26

Dear Iva Paulik:

**Re: Premium Rate Notification for the 2014/2015 School Year
Sturgeon School Division No. 24**

Every year, the Alberta School Employee Benefit Plan (ASEBP) sets premium rates by taking into account many factors including the claims experience of the pool, market conditions, and forecasted benefit usage for the coming year. At the same time, ASEBP uses the Experience Adjustment System (EAS) to help address inequities in claims experience among school jurisdictions (please refer to the EAS enclosure for details).

The ASEBP Trustees approved an overall premium rate decrease of 1% for 2014/2015:

- Life Insurance and Accidental Death & Dismemberment: no change (realignment between the two plans – increase to Life and decrease to AD&D)
- Extended Disability Benefits: 1.20% decrease
- Extended Health Care: 4.90% decrease
- Dental Care: 4.98% increase
- Vision Care: 5.60% decrease

At the March 2014 meeting, the Trustees gave final approval to 2014-15 overall premium rates. Instead of a 1.19% increase in rates, there will be a 1% decrease, achieved through the utilization of Capital Adequacy Reserve funds. It is important to note that the one-time application of Capital Adequacy Reserve funds moderates premiums for the coming year, but there is no guarantee that funds will be available in the future for this purpose.

The Trustees are pleased to be able to continue to balance coverage and costs, exercising a holistic view and making decisions accordingly. This is the third year that overall premium rates have decreased or been kept flat. This has been achieved at the same time as providing benefit improvements and enhanced health services.

In accordance with direction from ASEBP's Trustees, we are providing your jurisdiction's experience-adjusted premium rates to employer and employee representatives.

...over

COMMITTEE 11.1

Benefits Grouping	EAS Status	Plan	Monthly Premium Rate	
Life Insurance	Close to discount Incurred loss ratio = 83.9%	2	\$0.144 per \$1,000 of coverage	
Extended Disability Benefits		All Plans	2.03% of monthly earnings	
Accidental Death & Dismemberment	n/a	2	\$0.011 per \$1,000 of coverage	
		Plan	Single	Family
Extended Health Care	Close to discount Paid loss ratio = 82.9%	1	\$84.00	\$201.25
Dental Care		3	\$53.00	\$144.50
Vision Care		3	\$8.75	\$21.00
Health Spending Account				
HSA Administration Fees		Package 1	\$2.00 per employee, per month	

Please forward this information on to the appropriate personnel for implementation.

If you have any questions about your premium rates or the EAS, please contact Trudy Lakusta, School Jurisdiction Liaison, at 780-431-5893 or toll-free at 1-877-438-4545 (press 1 then enter extension 5893).

Sincerely,



Jennifer Carson, BBA
Chief Executive Officer
Alberta School Employee Benefit Plan

Enclosures: 2014 Experience Adjustment System
Distribution Listing

/sa

Introduction

One of the advantages your school jurisdiction enjoys with ASEBP is that you are part of a pooled fund that moderates the effects of a better or poorer claim year on premium rates. Response from school jurisdictions indicated that it was unfair for the pool to subsidize groups that, year after year, take out more in benefits than they pay in premiums - or to benefit from groups that, year after year, put in more than they take out.

What is the Experience Adjustment System (EAS)?

The EAS addresses inequities in claims experience among school jurisdictions. Those with consistently poor experience could be subject to a surcharge resulting in higher premiums for themselves, while school jurisdictions which have a consistently better than average experience may see lower premiums because they qualify for a discount.

The EAS is designed to be revenue neutral - that is to say that ASEBP collects only as much in premiums as is needed to pay the claims expected over the course of a year. Under the EAS, base premium rates are set taking into account surcharges and discounts.

Eligibility

The EAS combines benefits into two groups - Life Insurance/Extended Disability Benefits (EDB) and Extended Health Care (EHC)/Dental Care (DC)/Vision Care (VC). The loss ratios and enrolment thresholds of each benefit grouping are examined independently for each school jurisdiction to determine if a surcharge or a discount will be applied to them.

EHC/DC/VC

- those eligible include participating employees, school trustees, and most early retirees (includes those participating in Early Retirement Package 1)
- threshold is a combined enrolment of at least 300 lives on the January 1st prior to the upcoming school year
- experience period of two calendar years' loss ratios (i.e., 2013 and 2012)

Life/EDB

- those eligible include participating employees, school trustees, and most early retirees (includes those participating in Early Retirement Package 1)
- threshold is a combined enrolment of at least 1,000 lives on the January 1st prior to the upcoming school year
- where only Life/EDB coverage is with ASEBP, the combined enrolment must be 2,000 lives
- experience period of five calendar years' loss ratios (i.e., 2013, 2012, 2011, 2010, 2009)

In all cases, application of surcharge or discount will be based on the jurisdiction's experience for the period ending December 31st prior to the upcoming school year (i.e. for the 2014/15 school year, the experience period ended December 31, 2013).

Determining Surcharge or Discount for Life/EDB

The five-year incurred loss ratio for Life/EDB has been determined by giving each year a weighting. By giving more weight to the most recent experience, jurisdictions will be affected by any changes in their experience more quickly. That is, if experience is deteriorating, the five-year incurred loss ratio will reflect that and be higher than if each of the five years is weighted equally. Improved experience will also be recognized more quickly with a lower five-year incurred loss ratio. The weightings are outlined below:

Experience Year	2013	2012	2011	2010	2009
Weighting	26.7%	23.3%	20.0%	16.7%	13.3%





Surcharge

The following surcharge rates are applied based on the loss ratios of the individual school jurisdiction:

Life/EDB

Jurisdiction's 5-Year Incurred Loss Ratio	Surcharge Rate
115-124.9%	5%
125-134.9%	10%
135-144.9%	15%
145-154.9%	20%
155% +	25%

EHC/DC/VC

Jurisdiction's 2-Year Paid Loss Ratio	Surcharge Rate
105-114.9%	5%
115-124.9%	10%
125-134.9%	15%
135-144.9%	20%
145% +	25%

Discount

The following discount rates are applied based on the loss ratios of the individual school jurisdiction:

Life/EDB

Jurisdiction's 5-Year Incurred Loss Ratio	Discount Rate
70-79.9%	5%
63-69.9%	10%
55-62.9%	15%
Under 55%	20%

EHC/DC/VC

Jurisdiction's 2-Year Paid Loss Ratio	Discount Rate
73-79.9%	10%
65-72.9%	15%
Under 65%	20%

Adding a benefit

When an employee group adds a new line of benefit (e.g., Vision Care), the applicable discount or surcharge in place for the relevant benefit grouping will be applied to the premium rate for the new benefit. If that benefit was previously with another carrier, the loss ratio will be recalculated using relevant data from the other carrier. It is possible this could result in a change in premium rate part way through the year.

Please contact ASEBP for information about how the EAS is applied when an employee group is admitted for the first time or is re-admitted following a period away from ASEBP.

How will I know where my school jurisdiction stands?

Final notices as well as claims experience reports that outline specifics about your school jurisdiction will be sent in the spring. These claims experience reports are:

Level One Health Benefits Claims Experience Report - All participating school jurisdictions receive a report from ASEBP in May that outlines paid premiums, paid claims, and paid loss ratios for a three-year period.

Level Two Health Benefits Claims Experience Report - School jurisdictions that are close to or in a surcharge situation receive a comprehensive report in May that includes financial and claims profiles.

Contact Us

ASEBP is here to answer your questions and work with you to help you understand your plan and your premiums. Please call, free to call, email, or visit the ASEBP website to get the answers to your questions. You can also contact Trudy Lakusta or Wendy Sheehan, School Jurisdiction Liaisons, for more information.

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5555 Calgary Trail
Edmonton, Alberta T6H 5P9
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