

public agenda

Regular Board Meeting

March 4, 2014

3:00 p.m.

Multipurpose Room,
Education Centre
1221 8 Street SW,
Calgary, AB

PUBLIC AGENDA

Mega Result Policy |

Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
3:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions		GC-3	
15 mins	3.1 Legacy Quilt Presentation/O Canada in Cree	E. Gouthro		
	4 Results Focus			
15 mins	4.1 School Presentation – Chief Justice Milvain School	D. Yee	R-5	
5:00 p.m. – 6:00 p.m.	4.2 Board Development Session: Curriculum Development/Prototyping	N. Johnson/ Board		
	5 Operational Expectations			
20 mins	5.1 OE-12: Facilities – Annual Monitoring	N. Johnson	OE-8, B/CSR-5	Page 5-1
	6 Public Comment [PDF]		GC-3.2	
Max 15 mins	Requirements as outlined in Board Meeting Procedures			
	7 Matters Reserved for Board Action	Board	GC-3	



Time	Topic	Who	Policy Ref	Attachment
	8 Board Consent Agenda	Board	GC-2.6	
	8.1 Approval of Minutes <ul style="list-style-type: none"> ▪ Regular Meeting held February 4, 2014 (<i>THAT the Board approves the minutes of the Regular Meeting held February 4, 2014.</i>) 			
	8.2 Correspondence (<i>THAT the Board receives the correspondence for information and for the record.</i>)		OE-8	Page 8-1
	9 Chief Superintendent Consent Agenda	Board	GC-2.6	
	9.1 Construction Projects Status Report (<i>THAT the Board receives the report for information.</i>)		OE-8,12	Page 9-1
	9.2 Use of Administrative Systems Renewal Reserve (<i>THAT the Board approves that the terms of reference be updated and that the allocation of reserves be approved.</i>)		OE-6,8	Page 9-8
6:00 p.m.	10 Adjournment			
	Debrief	Trustees	GC-2.3	

Notice |

This public Board meeting will be recorded & posted online.
Media may also attend these meetings.
You may appear in media coverage.

Archives will be available for a period of two years.
Information is collected under the authority of the School Act and the
Freedom of Information and Protection of Privacy Act section 33(c)
for the purpose of informing the public.

For questions or concerns, please contact:
Office of the Corporate Secretary at corpsec@cbe.ab.ca

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operational expectations monitoring report

OE-12: Facilities

Monitoring report for the school year 2012-2013

Report date: March 4, 2014

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 12: Facilities, the Chief Superintendent certifies that the proceeding information is accurate and complete, and is:

- checkbox In Compliance
checkbox In Compliance with exceptions as noted in the evidence
checkbox Not in Compliance

Signed: Naomi E. Johnson, Chief Superintendent

Date: Feb. 20/14

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 12: Facilities, the Board of Trustees:

- checkbox Finds the evidence to be compliant
checkbox Finds the evidence to be compliant with noted exceptions
checkbox Finds evidence to be not compliant

Summary statement/motion of the Board of Trustees:

Signed: Chair, Board of Trustees

Date:

OE-12: Facilities

The Chief Superintendent shall ensure that physical facilities support the accomplishment of the Board's Results policies.

Board-approved interpretation |

- The Chief Superintendent interprets the intent of OE-12: Facilities to be the assurance that existing and planned school facilities provide physical learning and working environments which are conducive to student learning and ultimately the achievement of the Board's Results.

The facility requirements of the Calgary Board of Education encompass the need to provide new schools, to modernize existing schools, to improve functionality to meet new curriculum and school program requirements, and to renovate existing schools to address essential asset lifecycle maintenance.

- The Chief Superintendent interprets *ensure* to mean that facilities and the components within are operationally sound and that the Calgary Board of Education is in compliance with all facility related regulations and legislation.
- The Chief Superintendent interprets *support* to mean that learning environments are kept operational and that the physical facilities offer no long term hindrances to student learning.
- The Chief Superintendent interprets *physical facilities* to mean all land and buildings owned or occupied by the Calgary Board of Education. This covers schools, administrative centres, operation depots, compounds, playgrounds, parking lots and sport fields.
- The Chief Superintendent interprets *accomplishment* to mean that, in general and consistent terms; physical facilities enhance the opportunity for students to learn and to complete high school.
- The Chief Superintendent interprets the *Board's Results Policies* to mean in accordance with the Three-Year Education Plan, which is the strategy designed to accomplish the Board's Results and Operational Expectation goals.

The Chief Superintendent will:

<p>12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization and that:</p> <ul style="list-style-type: none">a. assigns highest priority to the correction of unsafe conditions;b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability; ande. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.	<p>Compliant With the exception of 12.1.1</p>
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12.1 Develop a plan that establishes priorities for construction, renovation and maintenance projects that is based upon the needs of the entire organization.

Board-approved Interpretation |

- The Chief Superintendent interprets this provision to mean the development of a series of long-range capital plans which outline the rankings for new school construction, replacement school construction and school preservation/major modernization projects. This is achieved through an annually prepared Ten-Year System Student Accommodation and Facilities Strategy, a Three-Year School Capital Plan, Three-Year Student Accommodation Plan, Three-Year Modular Plan and Three-Year Infrastructure, Maintenance and Renewal (IMR) Plan.
- The *needs of the entire organization* are interpreted as the facility requirements to deliver required education programs identified by schools and departments in the Calgary Board of Education.

Board-approved Indicators and Evidence of Compliance |

1. Provision, each year, of a Ten-Year System Student Accommodation and Facilities Strategy and a Three-Year Student Accommodation Plan to the Board of Trustees for information.

The organization is not compliant with this indicator.

Although a Three-Year Student Accommodation Plan was submitted to the Board of Trustees for information on June 18, 2013, a Ten-Year System Student Accommodation and Strategy was not submitted to the Board for information for the 2012-2013 school year.

Due to the late announcement of Capital approvals in spring of 2013 and no envisaged shifts in longterm facilities strategies, an updated Ten-Year strategy was not prepared for the 2012-2013 school year.

A Ten-Year System Student Accomodation Strategy (2014/15 – 2023/24) is being prepared and will be submitted to the Board, in line with the submission time frame of the Three-Year School Capital Plan (April – May 2014).

2. Submission, within the provincial time frames each year, of a Three-Year School Capital Plan and a Three Year Modular Plan to the Board of Trustees for approval and submission to Alberta Education.

The organization is compliant with this indicator.

The Three-Year School Capital Plan (2013 – 2016) was submitted to the Board in May 2013 and forwarded to the Provincial Government within the 2013 extended submission deadline.

The Three- Year Modular Plan (2013 – 2016) was submitted to the Board in October 2012 and forwarded to the Provincial Government before the 1st February 2013 submission deadline.

12.1 a. assigns highest priority to the correction of unsafe conditions;

Board-approved Interpretation |

- The Chief Superintendent interprets this provision to mean that the plan will recognize that any remediation project, required to mitigate any identified health and safety issue, will be given a status above all other projects in the plan. *Unsafe conditions* are interpreted to mean any condition of a physical facility that presents a potential of harm to occupants, whether that condition is known, anticipated or of an emergent nature.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of all appropriation of Infrastructure Maintenance and Renewal funding for emergent and planned safety related maintenance work conforms to the provincial guidelines, which stipulate Priority 1 - Health and Safety.

The organization is compliant with this indicator.

100 percent of safety related maintenance work supported with Infrastructure, Maintenance and Renewal (IMR) funding conforms to the provincial guidelines. 114 planned and emergent safety related projects (of

a total of 465 projects) valued at \$3.7 million were acted upon during the reporting period.

2. 90 percent of all formally advanced safety related concerns (i.e., Indoor Environmental Quality (IEQ) Concern Registration and Unsafe Condition Report) are addressed within the established timelines. (At present 3 days for IEQ and 5 days for Unsafe Condition).

The organization is compliant with this indicator.

96 percent of the formally advanced safety related concerns were addressed within the established timelines. The CBE Indoor Environment team and Safety Advisory Services attended to 143 emerging issues during the reporting period. The operational response time for indoor environment concerns was reduced from 3 to 2 days.

12.1 b. includes preventive maintenance and system replacement cost estimates as necessary to enable facilities to reach their intended life cycles;

Board-approved Interpretation |

- The Chief Superintendent interprets this provision to mean:
 - a. that a facility condition assessment summary, which details cost estimates of required facility component replacements and a total deferred maintenance cost, will be prepared annually,
 - b. that the Three Year Infrastructure Maintenance and Renewal (IMR) Plan will outline the projects that are planned to be implemented within the approved provincial funding for this purpose, and
 - c. that a preventive maintenance (PM) plan, which details both required and standard facility and equipment preventive maintenance, will be prepared annually.
- The Chief Superintendent also interprets this provision to mean that the replacement of physical facility system components (e.g. heating plants, windows, floor coverings, lockers) is integral to the achievement of the facility design life. Component replacement activities must be planned, aligned with system-wide needs and delivered in order of the highest identified needs. Priorities are to be based on cyclical schedules, existing conditions and component lifecycle considerations.

Board-approved Indicators and Evidence of Compliance |

1. 95 percent of active CBE school facilities, constructed more than ten years ago, have a condition assessment undertaken within the last five years. These assessments will include reasonably accurate cost estimates of all facility components due for replacement.

The organization is compliant with this indicator.



99 percent of CBE school facilities requiring a condition assessment received such an assessment within the last five years. The cost estimates prepared by the Provincial consultants are considered accurate. Western Canada was due to be audited but was under construction at the time. It is to be audited in 2014. The two deficient school audits reported previously have been completed.

2. 100 percent of all planned facility component renewal projects in the Three-Year IMR Plan incorporate reasonably accurate cost estimates and are compliant with provincial requirements.

The organization is compliant with this indicator.

100% of all planned facility component replacement projects included a reasonably accurate cost estimate and were compliant with provincial requirements. All 291 planned projects in the Three-Year Infrastructure Maintenance and Renewal (IMR) Plan have cost estimates based on actual costs for similar or identical work. All projects comply with the provincial requirements as evidenced by complete acceptance of CBE's final cost submissions.

3. 100 percent of required preventive maintenance routines (e.g. fire alarm testing, boiler inspections, elevator inspections and emergency light testing) are incorporated into the annual plan.

The organization is compliant with this indicator.

100 percent of all required preventive maintenance routines were included in the CBE plan. All of the 1,324 mandated inspections were scheduled to satisfy the authorities having jurisdiction, and comply with associated legislation/regulation. Delivery is tracked each month and records show that all inspections were completed as scheduled.

4. 80 percent of standard preventive maintenance routines (e.g. play structure inspections, heat exchanger inspections, boiler water treatment, moving machinery lubrication and air filter changes) are included in the budgeted preventive maintenance plan.

The organization is compliant with this indicator.

85 percent of 26 standard preventive maintenance routines, as outlined by industry standards, were budgeted and performed. Proactive, preventive maintenance routines, not mandated by legislation, are completed by water treatment specialists, certified playground inspectors, and by qualified tradesmen for the inspection and maintenance of facility components such as heat exchangers, science fume hoods, supply and exhaust fans, and circulating pumps. This requires the CBE maintenance staff to undertake over 3,000 site visits per year.

- 12.1 c. discloses assumptions on which the plan is based, including growth patterns and the financial and human impact individual projects will have on other parts of the organization;



Board-approved Interpretation |

- The Chief Superintendent interprets *discloses assumptions* on which the plan is based to mean that a Three-Year System Student Accommodation Plan will be developed that includes the rationale which are used for student accommodation decisions.
- The Chief Superintendent interprets *growth patterns* to be data related to enrolment trends in schools, as determined from pre-school census and community development.
- The Chief Superintendent interprets *financial and human impact individual projects will have on other parts of the organization* to mean that, besides the estimated costs of individual projects, that impacts on students, parents and communities, and the changes to staffing, would also be included in the Plan.

Board-approved Indicator and Evidence of Compliance |

1. Provision, each year, of a Three-Year System Student Accommodation Plan, which includes individual project costs, staffing changes and the impacts on students, parents and communities, to the Board of Trustees for information.

The organization is compliant with this indicator.

The Three-Year Student Accommodation Plan (2013 – 2016) was submitted to the Board of Trustees for information on June 18, 2013. This plan included a list of completed projects in 2012-2013, provided information on project costs and impacts on students, parents, and communities.

Board-approved Interpretation |

12.1 d. ensures that facility planning and design decisions appropriately consider environmental impacts, including eco-efficiency and sustainability;

- The Chief Superintendent interprets *environmental impacts* as those aspects which include siting, water use, energy use, local materials and resources, environmental quality and innovation, which ensure that facilities and infrastructure are constructed, managed and operated in an ecologically responsible and sustainable manner.
- Facility and building efficiency and ventilation and lighting systems are to be improved continuously in a way that positively impacts student health. These impacts may be accomplished through better design, construction, operation and maintenance.
- *Eco-efficiency and sustainability* is interpreted as the CBE's ongoing commitment to an environmentally friendly building design for new schools, as



outlined in the Leadership in Energy and Environmental Design (LEED) Silver environmental standard, or equivalent standard.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of all new schools, constructed by the Calgary Board of Education, are completed to the LEED Silver standard.

The organization is compliant with this indicator.

No new schools were constructed by the CBE in the reporting period 2012-2013, therefore this indicator is not strictly applicable.

2. 90 percent of modernization projects incorporate the most affordable, innovative and energy efficient solutions to optimize the life cycle cost and return on investment.

The organization is compliant with this indicator.

All modernization projects e.g. Lord Shaughnessy High School labs, were completed to current building codes and design standards and incorporated the most affordable, innovative and energy efficient solutions to optimize the life cycle cost and return on investment.

3. 80 percent of maintenance projects replacing fixtures and equipment utilize energy efficient and sustainable products.

The organization is compliant with this indicator.

96% of maintenance projects, that included the replacement of fixtures and equipment, incorporated energy efficient and/or sustainable products.

77 maintenance projects, valued at \$3.9 million, replaced existing fixtures (e.g. flush-o-meters, steam-traps, emergency lights, washroom basin and taps, water closets) or equipment (e.g. boilers, fire alarms, roof-top heating units, furnaces, hot water tanks) with the highest energy efficient equipment economically supportable by the project.

4. 100 percent of all approved requests for school site naturalizations and school gardens are completed.

The organization is compliant with this indicator.

100 percent of the school-based naturalization or garden development requests were completed. In the reporting year, six schools made requests, completed the approval process and established their naturalized area or food garden.



Board-approved Interpretation |

12.1 e. ensures the effective and efficient use of capital funding that demonstrates responsible stewardship of resources.

- The Chief Superintendent interprets *effective and efficient use*, as demonstrated by the priority allocation and use of resources, and the ranking of projects with the minimum wastage and unnecessary effort by consultants and employees.
- *Capital funding*, is interpreted as funding provided by the Provincial Government, subject to the provisions of the Provincial School Capital Manual, and/or funding identified by the Capital Budget Council.
- *Responsible stewardship* is interpreted as to how the funding is prioritized, allocated, administered and monitored, including how the expenditures are regularly reported back to the Provincial Government and to the Board.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of provincially funded capital projects, undertaken by the CBE, are completed within approved budgets and on schedule.

The organization is compliant with this indicator.

There were no provincially funded capital projects undertaken by the CBE in this reporting period, therefore the indicator may be interpreted as not applicable.

2. 100 percent of CBE funded capital projects are completed within approved budgets and on schedule.

The organization is compliant with this indicator.

There was one school commissioning fit-up project for Robert Thirsk high school during this reporting period, which was completed on schedule.

Evidence demonstrates that 14 of the 15 indicators in sub-section 12.1 are in compliance.



12.2 Ensure that facilities are safe, clean and properly maintained	Compliant with the exception of indicator 12.2.6
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Board-approved Interpretation |

- The Chief Superintendent interprets *safe* to mean that the physical learning environment is free from potential harm to students, and that the work environment is compliant with all legal requirements.
- The Chief Superintendent interprets *clean* to mean that CBE schools and facilities are cleaned to a standard which supports occupant health and wellness.
- The Chief Superintendent interprets *properly maintained* to mean that CBE schools and facilities are maintained to support the functionality of the learning and work environment.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of formally advanced safety related concerns (i.e., Indoor Environmental Quality Concern Registration and Unsafe Condition Report) are addressed, as evidenced by the completed corrective measures taken.

The organization is compliant with this indicator.

100 percent of the formally advanced safety related concerns were addressed to attend to identified issues. All 75 Indoor Environment concerns were addressed. 68 Unsafe Condition Reports were filed in the reporting year with 63 being closed and 5 remedial actions ongoing beyond the end of the reporting year

2. Not more than 80 Unsafe Condition Reports are received and investigated each year.

The organization is compliant with this indicator.

68 Unsafe Condition Reports were filed with Safety Advisory Services in the reporting year and each report was investigated.

3. 90 percent of maintenance work orders, requiring adherence to a provincial code, are inspected for conformance with the applicable technical provincial codes.

The organization is compliant with this indicator.

99 percent of all maintenance work requiring permits and subsequent inspection were completed under a permit.



4. 98 percent of CBE schools and facilities are assessed annually at least at the Level 2 “Ordinary Tidiness” standard of caretaking and cleanliness.

The organization is compliant with this indicator.

210 schools were assessed during the 2012-2013 school year. 99 % of the schools were found to meet the standard of “Ordinary Tidiness”. During the assessment two schools did not meet the required standard. Remedial activities have since occurred at both schools and subsequent assessments determined that the schools meet the standard of “Ordinary Tidiness.”

“Ordinary Tidiness” is generally categorized as:

- Floor and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days’ worth of dust, dirt, stains, or streaks.*
- All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation. Fixtures are clean.*
- Washroom and shower fixtures and tile gleam and are odor-free. Supplies are adequate.*
- Waste containers and pencil sharpeners hold only daily waste, are clean and odor-free.*

5. 100 percent of emergency maintenance and repair work requests are responded to within 24 hours.

The organization is compliant with this indicator.

100 percent of the 6,188 emergency maintenance and repair work requests were responded to within 24 hours. The response process includes dispatching the emergency work request to the appropriate trade personnel for assessment of the issue and subsequent resolution.

6. 80 percent of regular maintenance and repair work requests are corrected within two months of registration.

The organization is non-compliant with this indicator.

77 percent of the 16,597 regular maintenance and repair work requests were addressed within the established timelines. Although 80 percent compliance has not been attained, 77 percent represents a three percent increase for this reporting period.

It is anticipated that further productivity improvements will be obtained in the current year due to improved planning and the introduction of mobile computing.

Evidence demonstrates five of the six indicators in sub-section 12.2 are in compliance.

The Chief Superintendent shall not:

12.3 Build or renovate buildings.	Compliant
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Board-approved Interpretation |

- The Chief Superintendent interprets *build or renovate buildings* to mean all new schools and major school building modernization projects, costing more than \$2.5 million, not approved by the Board and authorized by the Government of Alberta, and which are prescribed by the policies, procedures and guidelines of the School Capital Manual.

Board-approved Indicators and Evidence of Compliance |

1. 100 percent of new school construction and major infrastructure projects, greater than \$2.5 million are approved by the Board.

The organization is compliant with this indicator.

No new school construction or major infrastructure projects, greater than \$2.5 million, were commenced by the Board in this reporting period.

2. Nine Construction Status Reports, to inform on progress of approved new school construction and major infrastructure projects, greater than \$2.5 million, are provided to the Board each year.

The organization is compliant with this indicator.

Nine Construction Status Reports were provided to the Board in 2012-2013.

Evidence demonstrates the indicators in sub-section 12.3 are in compliance.

12.4 Unreasonably deny the public's use of facilities as long as student safety, student functions, and the instructional program are not compromised.	Compliant
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Board-approved Interpretation |

- The Chief Superintendent interprets *unreasonably deny the public's use of facilities* to mean that schools are made available, where possible, for community and other third party use, through either lease agreements or rental contracts.
- The Chief Superintendent interprets *as long as student safety, student functions, and the instructional program are not compromised* to mean that appropriate

guidelines and processes are in place, that ensure student safety and learning is not impacted by the public's access to schools.

- School principals are consulted 100% of the time, prior to the signing of a lease agreement.
- 100 percent of school principals shall have the ability to retain school space and time required for the instructional program and for student functions, prior to the release of space to the public.

Board-approved indicators and Evidence of Compliance |

1. Not less than 90 percent of lease requests for the use of vacant spaces within schools are approved.

The organization is compliant with this indicator.

100% of lease requests were approved in school facilities, where there was vacant and available space for a lease.

2. Not less than 80 percent of schools are made available for public use rental.

The organization is compliant with this indicator.

94 percent, or 198 CBE schools, were available for public use rental. Some schools are permanently excluded from the public use rental inventory due to the type of school facility, or because of the program that operates in the school. An example is Emily Follensbee School, as the gymnasium contains specialised equipment that is integral to the students' needs. Schools may also be removed from the inventory on a temporary basis; for example, Western Canada High School was not available for public use rentals while undergoing renovations.

Evidence demonstrates the indicators in sub-section 12.4 are in compliance.

ATTACHMENT: OE-12: Facilities Capacity Building

GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to "interpret" policy values, saying back to the Board, "here is what the Board's value means to me." The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent "get it?" This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be "non-compliant." The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



report to Board of Trustees

Correspondence

Date	March 4, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Janice R. Barkway Office of the Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board

1 | Recommendation

THAT the Board of Trustees receives the following correspondence for information and for the record, in the form as submitted:

- Letter dated February 14, 2014 from Honourable J. Johnson, Minister of Education, and Honourable R. McIver, Minister of Infrastructure to Board Chair S. Taylor regarding the recent announcement of school capital projects in Calgary.
- Letter dated February 14, 2014 from Honourable J. Johnson, Minister of Education to Board Chair S. Taylor regarding the land exchange with Calgary Catholic School District in Aspen Hills.
- Email dated February 14, 2014 from Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone, Charter and Accredited Private Schools regarding Completion of Canada's Mission to Afghanistan: Flag Ceremony on March 12, 2014.
- Email dated February 19, 2014 from Honourable J. Johnson, Minister of Education to Board Chairs of Public, Separate, Francophone and Charter Schools, and Presidents of Stakeholder Associations regarding Curriculum Development Prototyping.

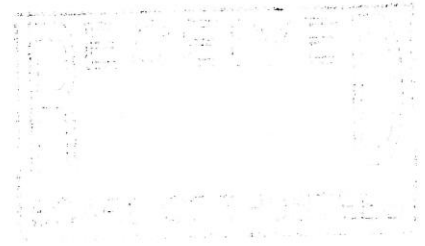
Attachments: Relevant Correspondence





ALBERTA
EDUCATION

*Office of the Minister
MLA, Athabasca-Sturgeon-Redwater*



AR82869

FEB 14 2014

Mrs. Sheila Taylor
Board Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Mrs. Taylor:

We are pleased to advise you that as part of the recent announcement of school capital projects, approval has been granted for the following projects in Calgary:

- modernization of Jack James High School;
- modernization of Aboriginal Family Community School (the former Harold W. Riley School);
- modernization of Bowness High School; and
- replacement of Christine Meikle School.

Wayne Cao, MLA for Calgary-Fort; Honourable Donna Kennedy-Glans, MLA for Calgary-Varsity; and Alana DeLong, MLA for Calgary-Bow; have been strong supporters of these projects and have worked actively on behalf of your school division.

Further information will be provided to your superintendent in the near future. A meeting will also be held with representatives of your jurisdiction and the ministries of Education and Infrastructure to discuss project scope, any partnerships that have been identified and your involvement in the process. Partnership agreements must be finalized and signed off by the end of March 2014.

We are pleased to advise that for all of the newly announced projects, Infrastructure will co-ordinate the ordering and installation of site signage and will oversee sign unveiling, sod turning and any other events during the development of the project. After the project is completed, your school board will be responsible to co-ordinate and undertake official opening ceremonies in its usual manner.

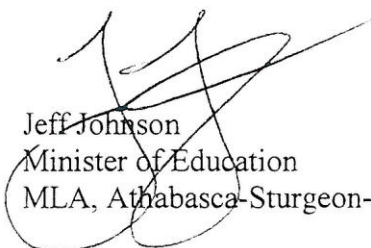
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Mrs. Sheila Taylor
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Should your jurisdiction staff have any questions prior to this meeting, please have them contact Avi Habinski, Director, Capital Planning South, at 780-427-2272 (dial 310-0000 first for toll-free access) or avi.habinski@gov.ab.ca.

Investment in school infrastructure remains a high priority for the Government of Alberta, and this project advances our promise to invest in Alberta's families and communities as part of our Building Alberta Plan. We are pleased to approve these projects for the benefit of Calgary students.

Sincerely,



Jeff Johnson
Minister of Education
MLA, Athabasca-Sturgeon-Redwater



Ric McIver
Minister of Infrastructure
MLA, Calgary-Hays

cc: Honourable Donna Kennedy-Glans
MLA, Calgary-Varsity

Wayne Cao
MLA, Calgary-Fort

Alana DeLong
MLA, Calgary-Bow

Naomi Johnson
Superintendent of Schools, Calgary Board of Education



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*Office of the Minister
MLA, Athabasca-Sturgeon-Redwater*

AR83468

FEB 14 2014

Ms. Sheila Taylor
Chair
Calgary Board of Education
1221 - 8 Street SW
Calgary, AB T2R 0L4

Dear Ms. Taylor:

I am writing in response to a January 14, 2014 letter from Naomi Johnson, Chief Superintendent for Calgary Board of Education, informing me of your board's decision to exchange its Aspen Hills school site with Calgary Catholic School District.

I understand that this site is serviced and available, which will enable the Calgary Catholic School District to proceed with development of its Aspen Woods school. I would like to thank your school jurisdiction for working collaboratively in support of Calgary students.

Best wishes in completing your ongoing capital projects.

Sincerely,



Jeff Johnson
Minister
MLA, Athabasca-Sturgeon-Redwater

cc: Naomi Johnson
Chief Superintendent, Calgary Board of Education

From: Education Minister [Education.Minister@gov.ab.ca]

Sent: February-14-14 10:50 AM

Subject: Recognizing the Completion of Canada's Mission to Afghanistan: Flag Ceremony on March 12, 2014

To: Board Chairs of Public, Separate, Francophone, Charter and Accredited Private Schools

As I am sure you are aware, Canada is in the process of completing its 12-year mission in Afghanistan. The symbolic end of the most visible component will be the lowering of the Canadian flag in Kabul, Afghanistan upon completion of the military mission which is scheduled for March 12. This is a very significant day for Canadians and for Alberta and a great opportunity to teach our children valuable lessons. With that in mind and on behalf of Premier Redford, I request that your school authority take part in activities to mark this historic event and to provide your students with an opportunity to learn about and commemorate the contributions of all Canadians, whether they were in uniform or not, to the international effort in Afghanistan.

When the military mission in Afghanistan comes to an end, the Canadian military presence in that country will have lasted almost as long as Canadian military involvement in the First World War, the Second World War and the Korean War combined. More than 45,000 Canadians have taken part in the mission, and 162 people from all walks of life have made the ultimate sacrifice. Forty-six of those were either from Alberta or stationed in Alberta when they deployed. Reflecting the democratic nature of the Canadian effort, these deaths were not just suffered by soldiers in uniform, but also included a diplomat working in the aid effort, accountants working on managing reconstruction projects and a journalist reporting to Canadians on the effort.

In a country where tens of thousands of children and mothers died annually in childbirth and where girls were denied a basic education, Canada's efforts and those of its international partners helped to improve the lives of Afghans. These improvements will continue to positively change the lives of people well after we have lowered our flag for the last time in Kabul.

Ultimately, we recognize that education will be key to Afghanistan's and indeed the world's success. Incredibly, and as a direct result of the international effort, the number of children in school has increased from one million to more than seven million. Of great significance, the portion of girls in school increased from 5 per cent to 37 per cent. We can all be proud to tell our children about the contribution of everyday Albertans including reservists, police officers and teachers.

As a testament to this, I recently had the chance to speak with one Canadian working hard at building this foundation for the future. Dr. Tim Goddard suffered a tremendous loss in 2006 when his daughter Captain Nicola Goddard, the first Canadian female soldier to die in combat operations, was killed in Kandahar Province. As Minister of Education, I am thankful that the Calgary Board of Education recognized her role as a leader and named a school in her honour. As a parent, I am in awe of the fact that despite his personal loss, Dr. Goddard is now working in Afghanistan as part of the Canadian aid effort to improve teacher certification and accreditation to ensure a better future for Afghanistan's children. Dr. Goddard is an example of the commitment and sacrifice that many Albertans are making to foster a better future for Afghanistan's children. It is a burden that has been shared by many of our military families and one we need to ensure we do not forget.

On March 12 we will begin the day by lowering to half-mast and then at noon will raise to full

height the flags at all government buildings. This recognizes both the sacrifice of the fallen and celebrates the mission's end and gives thanks for those returning safely home.

I am requesting that you follow the lead of the Alberta Government with the flag protocol and plan appropriate ceremonies or teaching moments to complement that day's events. I would also encourage you to include your local community in your events. In the coming days, additional resources will also be made available to support your jurisdiction's participation in this event and assist teachers with their planning. The event [web page](#) will have a link to the Government of Canada's video of the flag lowering in Kabul where Alberta students will have a chance to witness this moment of living history by viewing a video of the March 12 ceremony.

This event offers a tremendous opportunity for your students to learn about Canada's role on the international stage, the significant contributions Albertans have made and how that spirit has helped build and define this great province. I know we will all be very proud to see Alberta's schools as the focal point on March 12 when together we commemorate and honour the commitment and dedication demonstrated by all Canadians who have served in Afghanistan.

Sincerely,

Jeff Johnson
Minister of Education
Ministerial Liaison to the Canadian Armed Forces
MLA, Athabasca-Sturgeon-Redwater

cc: Superintendents of public, separate, Francophone and charter schools
Presidents and Executive Directors of stakeholder organizations

From: Education Minister

Sent: Wednesday, February 19, 2014 2:44 PM

Subject: Curriculum Prototyping Announcement

**To: School Board Chairs of Public, Separate, Francophone and Charter Schools
Presidents of Stakeholder Associations**

ACSTA (Alberta Catholic School Trustees' Association)
AEFAA (Alberta Educational Facilities Administrators Association)
ASBA (Alberta School Boards Association)
AHEA (Alberta Home Education Association)
ASCA (Alberta School Councils' Association)
ATA (Alberta Teachers' Association)
AAPCS (Association of Alberta Public Charter Schools)
ACFA (Association canadienne-française de l'Alberta)
AISCA (Association of Independent Schools & Colleges in Alberta)
ASBOA (Association of School Business Officials of Alberta)
CASS (College of Alberta School Superintendents)
CCSSA (Council of Catholic Superintendents of Alberta)
Federation des parents francophones de l'Alberta
Federation des conseils scolaires francophones de l'Alberta
Learning Disabilities Association of Alberta
PSBAA (Public School Boards' Association of Alberta)

As we continue our work in building on one of the best education systems in the world and ensuring today's students are prepared for tomorrow's challenges, one of our key priorities is to provide every student in our province with relevant, personalized and engaging learning opportunities. This objective was an underlying theme of *Inspiring Education* and the vision for enabling students to become engaged thinkers and ethical citizens with an entrepreneurial spirit.

We want to build on the excellent educational practices already underway in the province. We also recognize that the extent to which we can fulfill such a commitment for all students will depend largely on establishing new provincial curriculum that allows students to develop 21st century competencies such as innovation, creativity, ingenuity and collaboration—all built on a solid foundation of literacy and numeracy. It's why we've embarked on a Curriculum Redesign initiative that involves, as its centerpiece, a collaborative approach to Curriculum Development Prototyping.

As you may recall, Alberta Education issued a request for proposals last summer and invited all publicly funded school authorities to submit proposals to work with the ministry on developing various aspects of new curriculum across subjects at all grade levels.

Today, it gives me great pleasure to announce the selection of the publicly funded school authorities and their many partners who will be working with us. Each of these school authorities has in turn created a network of dynamic and innovative partnerships that will contribute to the prototyping process.

In fact, together, these partnerships include more than 30 school authorities across the province, including public, separate, private, charter, and Francophone regional authorities and

First Nations schools—as well as post-secondary institutions, business and industry, and First Nations, Métis and Inuit partners.

To put it another way, the networks and partners involved with this initiative are as diverse as our province and communities.

For more information about the work that will commence on curriculum development, including an overview, timelines, a Q&A and other details, I encourage you to visit Curriculum Development Prototyping.

This is an exciting time for education in our province. While prototyping represents a fundamentally new way of working for Alberta Education, it is firmly grounded in the spirit of collaboration and cooperation that we employ each and every day in supporting a world-class education for students in communities throughout our province.

Once again, thank you to everyone who submitted a proposal. I want to assure you that we will continue to engage all of our education partners through ongoing opportunities to help shape the future of provincial curriculum and student learning in our province. We look forward to keeping you apprised of those opportunities while further building on the momentum generated through this and other initiatives that are helping to realize the vision of Inspiring Education.

Jeff Johnson
Minister of Education
MLA for Athabasca-Sturgeon-Redwater
Phone: 780-427-5010
Email: education.minister@gov.ab.ca

cc: Superintendents of Public, Separate, Francophone and Charter School Boards
Executive Directors of Stakeholder Associations
Accredited Funded Private Schools and Private ECS Operators

**report to
Board of Trustees**

Construction Projects Status Report

Date	March 4, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Information
Originator	Frank J. Coppinger, Superintendent, Facilities & Environmental Services
Governance Policy Reference	Operational Expectations OE-8: Communication With and Support for the Board OE-12: Facilities
Resource Person(s)	Eugene Heeger, Director, Design & Property Development Robert Ashley, Manager, Design Services

1 | Recommendation

It is recommended:

- THAT the Board of Trustees receives the following Construction Projects Status Report for information.

2 | Issue

The Chief Superintendent is required to provide the Board of Trustees with an update regarding the status of new and replacement facilities under development or construction.



3 | Background

On July 7, 2012, the Alberta Government approved provincial funding for the Booth Centre modernization for Chinook Learning Services. In June 2013, significant damage occurred to the building as a result of the Calgary floods. Engineering and insurance assessments are taking place and project completion will be determined following these assessments.

On September 26, 2012, the Alberta Government approved provincial funding of \$3 million for the National Sport School on the condition that the Calgary Board of Education funds an additional \$6 million for a total project value of \$9 million.

The National Sport School proposed at Canada Olympic Park is on hold, subject to funds being raised to enable a construction start in March 2015. The school is scheduled to be completed and operational by December 2016.

On May 1, 2013, the Alberta Government announced the approval of six new schools for the CBE as part of Building Albert's School Construction Program (BASCP). The six schools include the Northeast high school, two middle schools located in Royal Oak and Saddle Ridge and three K-4 schools located in Copperfield, Evanston and New Brighton. These projects are being managed by Alberta Infrastructure.

On January 7, 2014, The Board of Trustees passed the following Board Resolution: "THAT the Board of Trustees endorses Administration's recommendation to seek support, approval and flood relief funding from the Minister of Education for the replacement of Elbow Park School, damaged by the floods in June 2013, as outlined in this report, contingent on the understanding that this request is distinct from the annual Three Year Capital plan and will not adversely affect the decision or timing of new school announcements or major modernizations for other communities in Calgary."

On January 21, 2014, the Alberta Government announced the approval of four major modernizations for the Calgary Board of Education. Once the procurement approach has been decided upon and the go ahead is given for these projects to commence, they will be tracked in Attachment I.

The four projects are: Christine Meikle School – A New Replacement, Harold W Riley School – An Aboriginal Family School Modernization, Jack James School – A Career and Technology Modernization, Bowness High School – A Career and Technology Modernization

4 | Analysis

Information on the current status of the major projects under construction and being administered by the CBE is provided in Attachment I.

Locations of the school projects under development are shown in Attachment II.

5 | Conclusion

This report provides the current update on the status of new and modernized CBE facilities under development or construction by the Calgary Board of Education and Alberta Infrastructure.

It is provided to the Board of Trustees as monitoring information in compliance with Operational Expectation 8: Communication With and Support for the Board.



for:

NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

- Attachment I: New/Modernized Facility Construction Status
- Attachment II: Project Location Map
- Attachment III: Project Photos

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Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent's performance.



**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
January 2014**

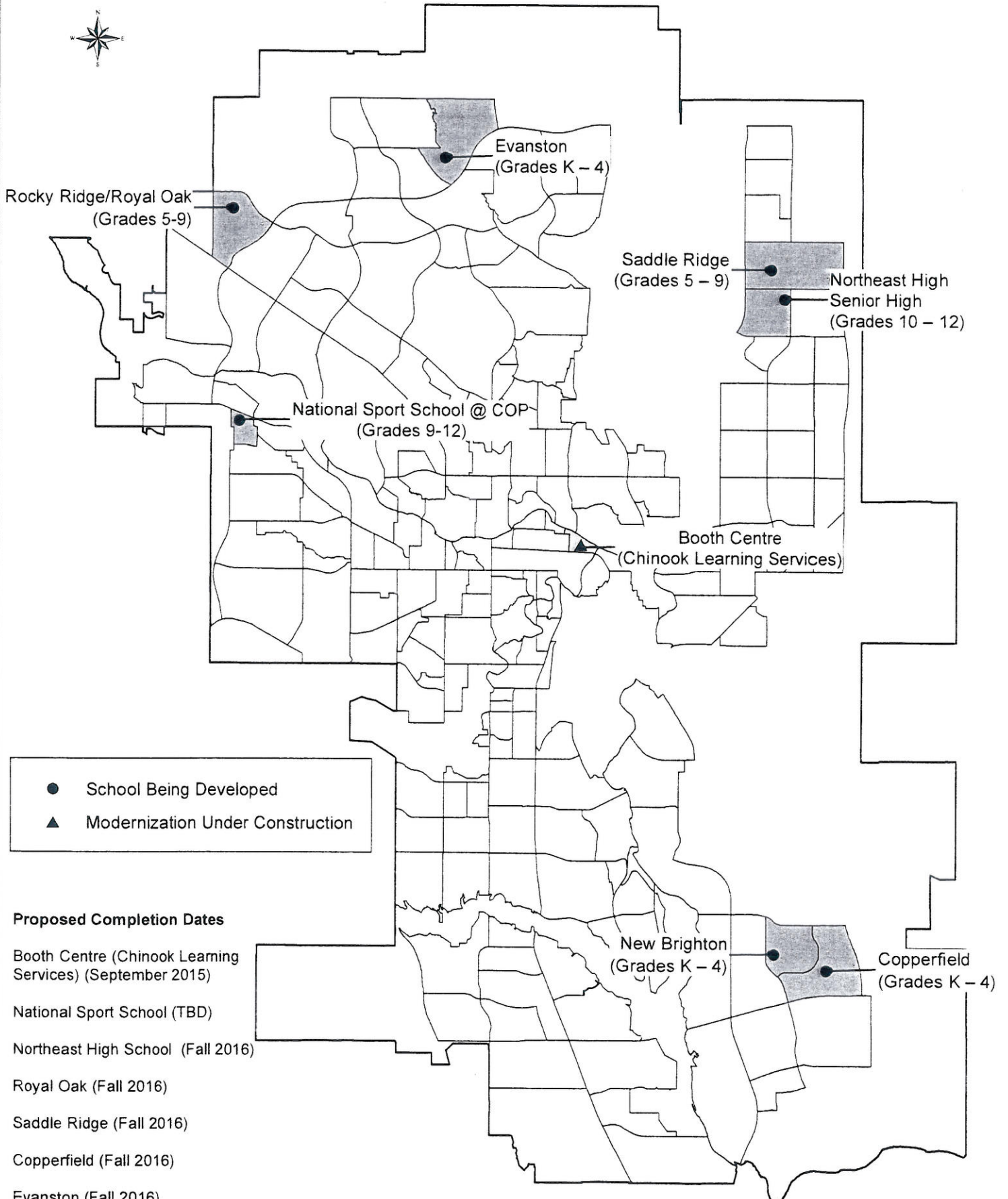
Building	Orig. Open Date	Rev. Open Date	Notes/Comments
Booth Centre (Chinook Learning Services) Opening Capacity 675 students	Mar-14	Sep-15	<p>Booth Centre modernization for Chinook Learning Services central location was approved for provincial funding on July 7, 2012. Prime consultants were appointed through a request for proposal process on July 23, 2012. Alberta Infrastructure has provided technical documentation on the existing facility. Schematic design and functional space layouts are being finalized. Consultants proceeding with design development. Predesign studies and building analysis complete. Alberta Infrastructure completed building transfer on December 21, 2012. Traffic study complete.</p> <p>Design documentation submitted and approved by Alberta Infrastructure. Waiting for program information, prior to finalizing design and proceeding with construction documents. Booth Centre was impacted by the June 2013 flood. Engineering and insurance related assessments are taking place. Investigations complete. Waiting for final report on the extent of the undermining of the soil under the basement floor. Temporary heating being provided. Electrical power is scheduled to be restored by the end of January 2014.</p>
National Sport School	Dec-14	TBD	<p>The National Sport School is currently located in leased premises at Canada Olympic Park. Planning for the permanent school at Canada Olympic Park started in 2009 and has progressed to design stage. Design brief is complete. Comments sent to consultants for final revisions. Development permit conditions are under review, a response has been submitted to the City. Until a source of capital funding is secured, no further architectural or engineering work will be completed.</p>
Elbow Park School		TBD	<p>Elbow Park School was impacted by the June 2013 flood. Site was covered with water and basement, crawl space and mechanical room were flooded. Dramatic settling of the perimeter foundation walls has caused the classroom wings and library to pull away from the central core, opening up fissures through the walls and weakening the roof truss joints. The structure of the school has been damaged and replacement options have been submitted to the Province for a decision to rebuild.</p> <p>Students and staff were relocated in September to Eugene Coste School. The Province has provided an interim school made up of modular classroom units at the Earl Grey School site. Elbow Park School students are in their new temporary school. The attached Sprung gym is complete. Administration is awaiting approval from the Government of Alberta to proceed with the replacement of the Elbow Park School.</p>
Willow Park School		Mar-14	<p>Willow Park School sustained substantial damage from fire and smoke caused by an arson incident on October 9, 2013. The school is closed for repairs and students have been relocated to Viscount Bennett. Restoration is underway and progressing ahead of schedule. Deficiency walk-through occurred on January 20. IT systems being brought on line in January. Reopening of Willow Park School is targeted for February 25, 2014.</p>

**CALGARY BOARD OF EDUCATION
NEW/MODERNIZED FACILITY CONSTRUCTION STATUS
January 2014**

Building	Orig. Open Date	Rev. Open Date	Notes/Comments
Copperfield School Grades K-4 Capacity 600 students	Fall-16		BASCP project
Evanston School Grades K-4 Capacity 600 students	Fall-16		BASCP project
New Brighton School Grades K-4 Capacity 600 students	Fall-16		BASCP project
Saddle Ridge School Grades 5 – 9 Capacity 900 students	Fall-16		BASCP project
Royal Oak/Rockyridge School Grades 5 – 9 Capacity 900 students	Fall-16		BASCP project
Northeast High School Grades 10-12 Capacity 1500 students	Fall-16		BASCP project



CBE New/Modernized Schools Approved and Under Development



- School Being Developed
- ▲ Modernization Under Construction

Proposed Completion Dates

Booth Centre (Chinook Learning Services) (September 2015)

National Sport School (TBD)

Northeast High School (Fall 2016)

Royal Oak (Fall 2016)

Saddle Ridge (Fall 2016)

Copperfield (Fall 2016)

Evanston (Fall 2016)

New Brighton (Fall 2016)

Willow Park



report to Board of Trustees

Use of Administrative Systems Renewal Reserve

Date	March 4, 2014
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Naomi E. Johnson, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer, Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-6: Financial Administration OE-8: Communication With and Support for the Board
Resource Person	Chantelle Wellock-Bolt, Manager, Performance Management & Corporate Initiatives

1 | Recommendations

It is recommended:

1. THAT the terms of reference for the Administrative Systems Renewal Reserve be updated as per Attachment I.
2. THAT \$2.2 million be allocated from the Administrative Systems Renewal Reserve to support the purchase and implementation of Oracle Hyperion.

2 | Issue

The Calgary Board of Education has embarked on a project to implement a new Budgeting, Forecasting and Reporting System. Funding is required to support a portion of the capital costs and all of the one-time operating costs to implement the system.



Major administrative systems projects occur from time to time which can greatly enhance operational efficiency and effectiveness. Sourcing funding for these projects is very challenging given the CBE's tight administrative budget and the draws on the capital budget to support student learning more directly. The Administrative Systems Renewal Reserve was created to address these challenges but there is no ongoing funding mechanism in place to ensure that funding might be in place in the future.

3 | Background

The Corporate Finance department has identified the need to replace the existing Budgeting, Forecasting and Reporting systems as the current processes are very cumbersome, hard to maintain, labour intensive, lack data security and the existing tools do not facilitate deploying budgeting and forecasting best practices. The timelines for both the budget process and year-end reporting process are always very tight. Each year new issues arise that make these timelines even more challenging (for example, late budget announcements, funding that doesn't keep up with cost increases – requiring numerous scenarios to produce a balanced budget in a very short time, changes in reporting requirements). These challenges leave staff scrambling to put together documents and leaving no time for real analysis (analyses which would provide the Board and the public with more meaningful information). Errors occur, tarnishing the Board's and administration's image and reducing the public's confidence. CBE is under a lot of pressure to provide detailed financial information to the public. These requests are time consuming and difficult to fulfil. Further the lack of a "proper" forecasting system impedes mid-year resource reallocation, limiting CBE's ability to spend this year's money on this year's students.

The benefits of a new budgeting, forecasting and reporting system will be felt throughout the CBE, including:

- Better tools for budget owners, including principals, to manage their budgets
- Ability to forecast year end variances sooner, allowing mid-year budget reallocations to address pressure points in schools
- Creation and delivery of a corporate performance management system to drive continuous improvement

A Request for Proposal for a new Budgeting, Forecasting and Reporting System was released on October 6, 2013. Oracle Hyperion was selected as the software and IBM as the system implementation partner. The phases of the project and expected completion dates are as follows:

- Oracle e-Business and PeopleSoft: Process improvement/Data clean-up/ Interfaces – by fall 2014
- Reporting – preparing working papers and camera ready financial statements and reports in Hyperion for the 2013-14 fiscal year – by September 1, 2014
- Forecasting – for finance representatives – by October 1, 2014

- Budget development and reporting on budget (excluding RAM) – January 1, 2015
- Forecasting – for all departments and schools – September 1, 2015
- Building the RAM (Resource Allocation Method – budgeting for schools) – February 2016

The estimated capital and operating costs of the project are outlined below:

	2013-14	2014-15	2015-16	Total – 3 Years
Capital				
Hardware	93,000	24,000		117,000
Software	1,211,000	-	-	1,211,000
Contracted Services	1,023,000	564,000	96,000	1,683,000
Salaries & Benefits	290,000	434,000	223,000	947,000
Other	73,000	122,000	49,000	244,000
<i>Subtotal – Capital</i>	<i>2,690,000</i>	<i>1,144,000</i>	<i>368,000</i>	<i>4,202,000</i>
One-time Operating	270,000	161,000	22,000	453,000
Ongoing Operating	-	218,000	279,000	497,000
Operating savings	- 11,000	- 38,000	- 59,000	- 108,000
Net Cost to CBE	2,949,000	1,485,000	610,000	5,044,000
Capital funding available	500,000	1,166,000	700,000	2,366,000
Funding required	2,449,000	319,000	(90,000)	2,678,000

The operating savings relate to reductions in the cost of existing Oracle products annual support and maintenance costs, which were negotiated with the license agreement for Oracle Hyperion.

There are not sufficient funds in this year's operating or capital budgets to cover this cost. Additional funds (\$2.4 million) are required to support this project in 2013-14.

4 | Analysis

The Administrative Systems Renewal Reserve was created in 2004-05 to set aside funds for information system projects that would generate future savings or efficiencies. The terms of reference are found in Attachment I. The Reserve was established with \$3.2 million from surplus operating funds. Another \$2.1 million was added in the following year, also from surplus operating funds. At the time, CBE was contemplating the replacement of its human resources information system. The reserve fund was not needed for that project. In 2010-11, \$3.1 million was withdrawn from the reserve to fund the operating deficit. The reserve balance is \$2.2 million.

Administration proposes to modify the Reserve's terms of reference by including a future funding mechanism. Funds would be added, with the Board of Trustees' approval, with revenue or savings that cannot be easily tied to specific service

units or schools. Examples include: p-card rebates, Grand & Toy rebates, surpluses in administrative service units, and recovery audits.¹

The proposed revised terms of reference is found in Attachment II.

The implementation of Hyperion is expected to generate efficiencies within the Corporate Finance department through enabling process improvements in budgeting, forecasting and reporting processes. Further, once implemented in all schools and departments, forecasting will be greatly enhanced, and, for schools, the RAM process will be more efficient, freeing up principals' time for instructional leadership. The system is also expected to make transparent reporting to the public easier. Implementation of a corporate performance management system using Hyperion can help CBE drive process efficiency throughout the organization.

5 | Financial Impact

If trustees do not approve the use of reserve funds for this project, other savings will need to be found, or the project cancelled.

6 | Conclusion

Using the Administrative Systems Renewal Reserve to support the purchase and implementation of Oracle Hyperion will enable the CBE to carry out this project without adjusting operations in 2013-14 (i.e. finding savings elsewhere in this current year).



for: NAOMI E. JOHNSON
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: Administrative Systems Renewal Reserve – Current Terms of Reference
Attachment II: Administrative Systems Renewal Reserve – Proposed Terms of Reference

¹ Administration is currently undertaking a “recovery audit” project, which looks for overpayments of GST to Canada Revenue Agency, and duplicate payments, overpayments and unused credits from vendors. The recovery audit is expected to generate some previously unanticipated savings. The amount is difficult to estimate at this time.

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Attachment I: Administrative Systems Renewal Reserve – Current Terms of Reference

Purpose

The Reserve is to provide a method of stabilizing or smoothing the incremental costs (whether capital or non-capital in nature), associated with the design and implementation of projects for new or enhanced Administrative Information Systems. These systems will include technology solutions for Human Resources, Financial Services, and other administrative service areas not otherwise funded by Instructional or Operations and Maintenance resources.

Additions

Additions to the Reserve can be made annually from any operational surplus funds. Funds in the reserve may only accumulate to a maximum of the incremental costs identified in capital or operating plans approved by the Board of Trustees for purposes of ongoing or enhancing administrative systems.

The Administrative Systems Renewal Fund will be an unfunded reserve and there will be no accrual of interest added to the fund.

Withdrawals

Withdrawals from the reserve shall be recommended by the Capital Budget Steering Committee and approved by the Board of Trustees to support the design and implementation of new or enhanced Administrative Information systems. In addition, the Board of Trustees may approve a planned withdrawal from the reserve fund in the preparation of the CBE's operating budget for other emergent administrative operating purposes.

Approved: June 28, 2005

Attachment II: Administrative Systems Renewal Reserve – Proposed Terms of Reference

Purpose

The Reserve is to provide a method of stabilizing or smoothing the incremental costs (whether capital or non-capital in nature), associated with the design and implementation of projects for new or enhanced Administrative Information Systems. These systems will include technology solutions for Human Resources, Financial Services, and other administrative service areas not otherwise funded by Instructional or Operations and Maintenance funding.

Additions

Additions to the Reserve can be made annually from:

- Administrative savings or revenue not easily tied to a specific service unit (e.g. vendor rebates)
- Operating surpluses from administrative service units

Funds in the reserve may only accumulate to a maximum of the incremental costs identified in capital or operating plans approved by the Board of Trustees for purposes of ongoing or enhancing administrative systems.

The Administrative Systems Renewal Fund will be an unfunded reserve and there will be no accrual of interest added to the fund.

Withdrawals

Withdrawals from the reserve shall be recommended by the Capital Budget Steering Committee and approved by the Board of Trustees to support the design and implementation of new or enhanced Administrative Information systems. In addition, the Board of Trustees may approve a planned withdrawal from the reserve fund in the preparation of the CBE's operating budget for other emergent administrative operating purposes.