

public agenda

Regular Meeting of the Board of Trustees

November 5, 2019
12:00 p.m.

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

R-1: Mission |

Each student, in keeping with their 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
12:00 p.m.	1 Call to Order, National Anthem and Welcome			
	2 Consideration/Approval of Agenda		GC-2	
	3 Awards and Recognitions			
	3.1 Lighthouse Award		GC-3	
	4 Results Focus			
	4.1 Summary of the 2018-19 Provincial Achievement Test and Diploma Examination Results	J. Pitman	R-2;OE-7	Page 4-1
	5 Operational Expectations			
	5.1 OE-4: Treatment of Employees – Annual Monitoring	C. Usih	OE-4	Page 5-1
	6 Public Comment			
	Requirements as outlined in Board Meeting Procedures		GC-3.2	
	7 Matters Reserved for Board Action			
	8 Consent Agenda		Board	GC-2.6
	8.1 Items Provided for Board Approval			
	8.1.1 Governance Policy GC-3E: Closure of Schools			GC-3



Time	Topic	Who	Policy Ref	Attachment
	<i>(THAT the Board amends GC-3: Board Job Description to include the addition of GC-3E as submitted.)</i>			
	8.1.2 Financial Status of Reserves and Designated Funds at August 31, 2019		OE-5,7	Page 8-11
	<i>(THAT the Board approves the transfers as submitted.)</i>			
	9 In-Camera Session			
3:00 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.

report to Board of Trustees

Summary of the 2018-19 Provincial Achievement Test and Diploma Examination Results

Date	November 5, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Information
Originator	Joanne Pitman, Superintendent of School Improvement
Governance Policy Reference	OE-7: Communication With and Support for the Board Results 2: Academic Success
Resource Person(s)	Elizabeth Wood, Education Director, Research & Strategy

1 | Recommendation

This report is being provided for information to the Board. No decision is required at this time.

2 | Issue

This report outlines the Calgary Board of Education student results on provincial assessments for the 2018-19 school year.



3 | Background

Provincial Achievement Tests (PATs) and Diploma Examinations are a standardized indicator of students' success in meeting the outcomes of the Programs of Study in academic areas.

Provincial assessments are meant to complement, not replace, teachers' classroom-based assessments of student learning. Although provincial assessments are designed to assess student achievement of learning expectations from the provincial Programs of Study, some learning outcomes cannot be assessed by these time-limited, paper-and-pencil tests.

The purpose of the Provincial Assessment Program is to determine whether students are learning what they are expected to learn, to report to Albertans how well students have achieved provincial standards at given points in their schooling and to assist schools, authorities and the province in monitoring student learning.

4 | Analysis

This report provides Provincial Assessment Program information to support two of the Board-approved indicators for Results 2: Academic Success.

Indicator 3: The Measure Evaluations of and the percentage of students who achieve the Acceptable Standard and the Standard of Excellence on the English Language Arts and Mathematics Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Accountability Pillar.

Indicator 5: The Measure Evaluations of the French Language Arts, Sciences and Social Studies Provincial Achievement Tests (All Students Enrolled) and Diploma Examinations; as measured by the Accountability Pillar.

The representation of results within this report focuses on the achievement of Calgary Board of Education (CBE) students in comparison to the levels of achievement of students across the province as a whole.

Provincial Achievement Tests (PATs)

The CBE Provincial Achievement Test (PAT) participation rates exceed those of the province in 10 of 10 PATs. Whether they are recent refugees, English language learners, or students with identified special education needs, we encourage all of our students to write. Given this, we are especially proud of work that our students and staff have done as evidenced by our results.

Over 8735 CBE grade 6 students wrote PATs last year and as you can see, our results continue to be strong at both the Acceptable Standard and the Standard of Excellence. This is a testament to the work being done in all grades leading up to these assessment.

- The English Language Arts (ELA) 6 PAT results at the Acceptable Standard are our highest in five years and the results at the Standard of Excellence continue to exceed the province, as they have in each of the last 5 years.
- The French Language Arts (FLA) 6 PAT results are the highest in five years at both the Acceptable Standard and the Standard of Excellence.
- On the Mathematics 6 Provincial Achievement Test the 2018-19 CBE results are the highest in five years at both the Acceptable Standard and the Standard of Excellence. At the Acceptable Standard, CBE student results increased by 2.9 percentage points over the 2017-18 results, while the provincial results decreased by 0.3 percentage points.
- The Science 6 PAT sees a very high 32.8% of students achieve the Standard of Excellence
- Our Social Studies 6 PAT results at both the Acceptable Standard and the Standard of Excellence are the highest in five years with 30.9% of students meeting the Standard of Excellence.

As compared to 2017-18, there is an increase in the percentage of students achieving the standards as follows:

- English Language Arts 6 Reading - Acceptable Standard (0.8 percentage points) and Standard of Excellence (1.8 percentage points)
- English Language Arts 6 Total Test - Acceptable Standard (0.2 percentage points)
- French Language Arts 6 Total Test - Acceptable Standard (0.1 percentage points) and Standard of Excellence (4.0 percentage points)
- French Language Arts 6 Writing - Acceptable Standard (1.6 percentage points) and Standard of Excellence (7.9 percentage points)
- Mathematics 6 Part A - Acceptable Standard (2.4 percentage points) and Standard of Excellence (12.0 percentage points)
- Mathematics 6 Part B - Acceptable Standard (2.4 percentage points) and Standard of Excellence (0.5 percentage points)
- Mathematics 6 Total Test - Acceptable Standard (2.9 percentage points) and Standard of Excellence (1.3 percentage points)
- Social Studies 6 - Acceptable Standard (4.4 percentage points) and Standard of Excellence (3.2 percentage points)

The CBE grade 9 results represent the achievement of over 7320 students.

- English Language Arts 9 PAT results exceed provincial results for both standards
- Mathematics 9 PAT results are the highest in five years at the Standard of Excellence and improvement of 4.2 percentage points over the previous year's results at the Acceptable Standard as compared to an increase of 0.7 percentage points for the province.
- Science 9 PAT results are the highest at both the Standard of Excellence and Acceptable Standard in five years
- Social Studies 9 PAT results are the highest in five years at the Acceptable Standard and exceeding the provincial results at the Standard of Excellence

In addition to the results for the All Students Enrolled and Writers, summary information is provided in this report for three subsets of students who wrote:

- English language learners; and
- students self-identified as Indigenous; and
- students with identified special education needs, with the exception of those identified as gifted and talented.

PAT results for English Language Learners in the CBE exceed the province in five of 10 results at the Acceptable Standard and six of 10 at the Standard of Excellence. This is based on approximately 2835 grade 6 students and 1225 grade 9 students. At the Acceptable Standard the gap between English Language Learner results and Writer results ranges from 2.2 to 3.8 percentage points at the grade 6 level to 5.8 to 12.9 percentage points at the grade 9 level. What this means is that a higher percentage of Writers are meeting the Acceptable Standard as compared to English Language Learners.

The results for students who self-identify as Indigenous are above the province in 3 of 20 standards. As compared to the Writers, the gap at the Acceptable Standard ranges from 11.4 to 27.2 percentage points at the grade 6 level and from 19.0 to 37.5 at the grade 9 level. It should be noted that these cohorts are small (grade 6 is approximately 345 students and grade 9 is about 200). A small cohort can be impacted by changes in composition of the cohort from year to year.

In examining the results for students with identified special education needs, the results for students in the CBE exceed the provincial results in 10 of 10 at the Acceptable Standard and eight of 10 at the Standard of Excellence. This cohort represents approximately 1400 grade 6 students and 1150 grade 9 students. The results of students with identified special education needs as compared to the Writer results range from 5.0 to 15.4 percentage points difference at the grade 6 level and from 13.6 to 23.7 percentage points difference at the grade 9 level.

A summary of CBE results and province-wide results for Provincial Achievement Tests is provided on pages 8 to 12 of this report. Highlighted cells within the tables show

areas where CBE results are higher than those achieved by students throughout the province.

Diploma Examinations

We are exceptionally proud of our students' achievement on the Grade 12 Diploma Examinations. As compared to the province, a higher percentage of students in the CBE write one or more Mathematics, Science and Social Studies Diploma Examinations. In addition, a higher percentage of CBE students write the 30-level diploma exams than the province in Biology, Chemistry, English Language Arts, French Language Arts, Mathematics, Physics and Social Studies.

Participation rates of note are:

- English Language Arts 30-1 where the CBE participation rates are 7.7 percentage points above the provincial rates;
- Mathematics 30-1 where the CBE participation rates are 10.7 percentage points above the provincial rates; and
- Chemistry 30 where the CBE participation rates are 9.2 percentage points above the provincial rates.

When these participation rates are situated in the context of results they are that more notable. For example, in Mathematics 30-1, CBE student results at the Acceptable Standard are 5.6 percentage points above the province and at the Standard of Excellence the results were 10.4 percentage points above the province. Not only do we have more students participating, but they are also achieving at rates significantly above the province.

At the Acceptable Standard, the CBE results are above provincial results in 10 of 11 of the Diploma Examinations. CBE results at the Standard of Excellence are above in all 11.

In 2018-19, there is an increase in the percentage of CBE students achieving the Acceptable Standard in Chemistry 30, Mathematics 30-1, Mathematics 30-2, Physics 30, Science 30 and Social Studies 30-1, as compared to 2017-18.

Notable achievements at the Acceptable Standard include:

- Chemistry 30: highest result on record
- French Language Arts 30-1: 94.9% of students met the standard
- Mathematics 30-1: highest results on record and 5.6 percentage points above the provincial result
- Physics 30: highest on record with 90.8% of students met the standard
- Science 30: highest result on record

At the Standard of Excellence, notable achievements include:

- Mathematics 30-1: results are above the province by 10.4 percentage points
- On the science Diploma Examinations, more than 40% of our students writing the Biology 30 and Chemistry 30 diploma exams have achieved the Standard of Excellence for 7 years in a row. In Physics 30, over 50% of students have achieved the Standard of Excellence for the past three years with 56.2% achieving this standard this year.
- French Language Arts 30-1: year over year increase of 3.7 percentage points as compared to a decrease of 0.9 percentage points by the province for an overall difference of 4.6 percentage points
- Physics 30: year over year increase of 5.8 percentage points as compared to a decrease of 0.1 percentage points by the province for an overall difference of 5.9 percentage points
- Biology 30: highest result on record.
- Chemistry 30: highest results on record with 53.3% of students met the standard
- French Language Arts 30-1: is highest result on record.
- Mathematics 30-1: highest result on record with 45.5% of students meeting the standard.
- Mathematics 30-2: Standard of Excellence highest result in five years.
- Physics 30: the highest on record with 56.2% of the students meeting the standard
- Science 30: 33.1% of students meeting the standard.

In addition to the results for the Writers, summary information is provided in this report for three subsets of students who wrote:

- English language learners; and
- students self-identified as Indigenous; and
- students with identified special education needs, with the exception of those identified as gifted and talented.

In examining the results for CBE English Language Learners on Diploma Examinations, they exceed those of the province in 19 of 22 measures. At the Acceptable Standard the gap between English Language Learners and All Writers ranges from -0.3 (ELL students did better than All Writers on the FLA 30-1) to 21.8 percentage points. In seven of these examinations the cohort of ELL students is small and so results are susceptible to changes in the composition of the cohort.

CBE students who self-identify as Indigenous is a small cohort for Diploma Examinations and so susceptible to changes in the composition of the cohort. The results for these students in 2018-19 were above those of the province in 20 of 20 measures. The gap between the results for students who self-identify as Indigenous and All Writers ranges from -14.8 to 15.3 percentage points at the Acceptable Standard. A negative differential means students who self-identify as Indigenous did better than the All Writers cohort.

The Diploma Examination results for students with self-identified special education needs exceed those of the province in 22 of 22 measures. The gap between these

students' results and All Writer results range from -0.9 to 7.7 percentage points. In eight of these examinations the cohort of students with identified special education needs is small and so results are susceptible to changes in the composition of the cohort.

A summary of CBE results and province-wide results for Diploma Examinations is provided on pages 13 to 16 of this report. Highlighted cells within the tables show areas where CBE results are higher than those achieved by students throughout the province.

Provincial Achievement Tests Overview

All Students Enrolled and Writers 2018-19

Alberta Education requires school jurisdictions to share publically, results for all students enrolled in a grade. Additionally, the results for only those students who wrote are included.

Note | All Students Enrolled includes students who were absent or excused from the PAT, whose results were withheld or, in the case of a two-part test, only wrote one part. Students in each of these categories are considered to have “not met the Acceptable Standard”.

COURSE	ALL STUDENTS ENROLLED RESULTS						WRITER RESULTS					
	ACCEPTABLE STANDARD			STANDARD of EXCELLENCE			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
English Language Arts 6	87.8	83.2	4.6	19.7	17.8	1.9	92.7	91.9	0.8	20.8	19.6	1.2
French Language Arts 6	93.2	87.7	5.5	19.0	15.7	3.3	94.7	89.7	5.0	19.3	16.1	3.2
Mathematics 6 *	78.8	72.5	6.3	18.6	15.0	3.6	82.9	79.8	3.1	19.6	16.6	3.0
Science 6 *	81.2	77.6	3.6	31.0	28.6	2.4	85.9	85.5	0.4	32.8	31.6	1.2
Social Studies 6 *	83.0	76.2	6.8	29.3	24.4	4.9	87.7	84.1	3.6	30.9	27.0	3.9
English Language Arts 9	76.7	75.1	1.6	15.6	14.7	0.9	85.3	84.9	0.4	17.4	16.7	0.7
French Language Arts 9	82.3	82.9	-0.6	10.1	12.3	-2.2	84.8	85.6	-0.8	10.4	12.8	-2.4
Mathematics 9 *	64.0	60.0	4.0	23.6	19.0	4.6	69.8	67.4	2.4	25.7	21.4	4.3
Science 9 *	75.8	75.2	0.6	27.4	26.4	1.0	84.0	84.5	-0.5	30.3	29.6	0.7
Social Studies 9 *	71.9	68.7	3.2	21.8	20.6	1.2	78.6	77.0	1.6	23.8	23.1	0.7
English Language Arts 9 K&E	53.4	57.4	-4.0	6.8	5.4	1.4	72.4	71.3	1.1	9.2	6.7	2.5
Mathematics 9 K&E	54.7	59.6	-4.9	12.0	13.2	-1.2	65.5	68.3	-2.8	14.3	15.1	-0.8
Science 9 K&E	51.6	61.7	-10.1	10.3	10.7	-0.4	69.9	71.9	-2.0	14.0	12.4	1.6
Social Studies 9 K&E	52.5	55.9	-3.4	11.5	15.0	-3.5	68.1	64.7	3.4	14.9	17.4	-2.5

* Students writing French translations of the Provincial Achievement Test are included in the results.

Enrolled, Writers and Participation Rates 2018-19

In the Calgary Board of Education, each student who is exposed to the programs of study that are assessed by the PATs are encouraged to write. This includes students identified with a special education need and English language learners.

When considering the results below, bearing in mind those not exposed to the programs of study (approximately 3.6% of students in grade 6 and 3.4% of students in grade 9), we are especially proud of our participation rates.

COURSE	NUMBER ENROLLED		NUMBER of WRITERS		PARTICIPATION RATE		
	CBE	Prov.	CBE	Prov.	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
English Language Arts 6	9 254	54 820	8 763	49 639	94.7	90.5	4.2
French Language Arts 6	532	3 559	524	3 479	98.5	97.8	0.7
Mathematics 6 *	9 247	54 778	8 784	49 753	95.0	90.8	4.2
Science 6 *	9 246	54 879	8 736	49 793	94.5	90.7	3.8
Social Studies 6 *	9 247	54 802	8 758	49 670	94.7	90.6	4.1
English Language Arts 9	8 135	47 465	7 320	42 002	90.0	88.5	1.5
French Language Arts 9	684	2 811	664	2 720	97.1	96.8	0.3
Mathematics 9 *	8 003	46 764	7 341	41 612	91.7	89.0	2.7
Science 9 *	8 144	47 489	7 355	42 280	90.3	89.0	1.3
Social Studies 9 *	8 147	47 496	7 447	42 336	91.4	89.1	2.3
English Language Arts 9 K&E	133	1 569	98	1 263	73.7	80.5	-6.8
Mathematics 9 K&E	267	2 190	223	1 912	83.5	87.3	-3.8
Science 9 K&E	126	1 536	93	1 318	73.8	85.8	-12.0
Social Studies 9 K&E	122	1 466	94	1 268	77.0	86.5	-9.5

* Students writing French translations of the Provincial Achievement Test are included in the results.

English Language Learners 2018-19

Over 32.3% of grade 6 students writing the English Language Arts, Mathematics, Science and Social Studies PATs in the CBE are English Language Learners, as compared to approximately 18.1% provincially.

COURSE	ENGLISH LANGUAGE LEARNERS		WRITER RESULTS FOR ENGLISH LANGUAGE LEARNERS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE (%)	Prov. (%)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
English Language Arts 6	32.3	18.1	89.5	89.3	0.2	15.8	15.1	0.7
French Language Arts 6	10.5	6.6	90.9	90.4	0.5	16.4	21.4	-5.0
Mathematics 6 *	32.4	18.2	80.7	79.2	1.5	20.0	15.9	4.1
Science 6 *	32.4	18.2	82.8	83.2	-0.4	27.6	25.6	2.0
Social Studies 6 *	32.4	18.2	84.6	81.7	2.9	26.3	22.4	3.9
English Language Arts 9	16.5	13.0	72.4	73.8	-1.4	7.6	7.9	-0.3
French Language Arts 9	10.5	5.9	75.7	80.7	-5.0	14.3	13.7	0.6
Mathematics 9 *	16.9	13.4	64.0	61.3	2.7	24.4	19.2	5.2
Science 9 *	16.7	13.2	74.4	75.6	-1.2	20.0	20.7	-0.7
Social Studies 9 *	16.7	13.1	67.7	68.3	-0.6	15.2	16.3	-1.1
English Language Arts 9 K&E	11.2	12.5	45.5	62.0	-16.5	0.0	2.5	-2.5
Mathematics 9 K&E	11.2	10.1	48.0	60.8	-12.8	8.0	16.5	-8.5
Science 9 K&E	11.8	11.4	54.5	68.7	-14.2	9.1	7.3	1.8
Social Studies 9 K&E	10.6	12.1	50.0	63.0	-13.0	10.0	13.0	-3.0

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

**Students Self-Identified as Indigenous
2018-19**

COURSE	STUDENTS SELF-IDENTIFIED AS INDIGENOUS		WRITER RESULTS FOR STUDENTS WHO SELF-IDENTIFY AS INDIGENOUS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE (%)	Prov. (%)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
English Language Arts 6	4.0	7.2	78.7	82.0	-3.3	7.5	7.2	0.3
French Language Arts 6	2.3	4.7	83.3	81.8	1.5	0.0	6.7	-6.7
Mathematics 6 *	4.0	7.1	55.7	58.2	-2.5	3.7	4.8	-1.1
Science 6 *	3.9	7.2	59.0	67.7	-8.7	9.4	13.6	-4.2
Social Studies 6 *	3.9	7.1	64.8	66.3	-1.5	10.8	10.3	0.5
English Language Arts 9	2.8	6.1	66.3	70.1	-3.8	4.0	5.4	-1.4
French Language Arts 9	1.7	3.3	54.5	69.2	-14.7	0.0	5.5	-5.5
Mathematics 9 *	2.6	5.9	32.3	40.2	-7.9	4.7	6.9	-2.2
Science 9 *	2.8	6.1	55.1	66.4	-11.3	8.8	12.8	-4.0
Social Studies 9 *	2.9	6.2	50.2	55.7	-5.5	7.0	8.4	-1.4
English Language Arts 9 K&E	13.3	24.8	76.9	74.8	2.1	15.4	6.7	8.7
Mathematics 9 K&E	15.7	22.8	60.0	66.4	-6.4	8.6	13.8	-5.2
Science 9 K&E	11.8	26.0	63.6	69.7	-6.1	9.1	7.6	1.5
Social Studies 9 K&E	11.7	25.2	81.8	65.3	16.5	9.1	15.6	-6.5

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Students with Identified Special Education Needs 2018-19

With the exception of those identified as gifted and talented, the number of grade 6 and 9 students in the CBE with identified special education needs is about 15.8% (varies across different tests) as compared to the approximately 9.9% provincially.

COURSE	STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS		WRITER RESULTS FOR STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE (%)	Prov. (%)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
English Language Arts 6	16.3	10.2	84.3	79.3	5.0	8.2	5.4	2.8
French Language Arts 6	13.0	6.7	89.7	77.3	12.4	4.4	5.6	-1.2
Mathematics 6 *	16.0	9.9	67.5	59.8	7.7	10.0	6.9	3.1
Science 6 *	15.9	10.2	73.7	71.2	2.5	19.9	16.6	3.3
Social Studies 6 *	15.9	10.1	76.5	67.3	9.2	17.2	12.4	4.8
English Language Arts 9	15.7	9.7	70.1	64.3	5.8	6.6	4.7	1.9
French Language Arts 9	12.2	6.8	65.4	59.8	5.6	1.2	1.6	-0.4
Mathematics 9 *	15.0	9.1	46.1	41.3	4.8	9.6	6.9	2.7
Science 9 *	15.8	9.7	70.4	66.9	3.5	15.2	13.1	2.1
Social Studies 9 *	16.0	9.8	60.7	55.0	5.7	11.9	9.5	2.4
English Language Arts 9 K&E	81.6	53.4	70.0	69.3	0.7	8.8	6.2	2.6
Mathematics 9 K&E	70.4	48.0	61.8	61.9	-0.1	14.0	11.3	2.7
Science 9 K&E	79.6	52.7	70.3	70.6	-0.3	17.6	13.5	4.1
Social Studies 9 K&E	81.9	51.3	67.5	61.4	6.1	13.0	15.5	-2.5

* Students writing French translations of the Provincial Achievement Test are included in the statistics.

Diploma Examinations Overview

All Writers 2018-19

COURSE	NUMBER WRITING		WRITER RESULTS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE	Prov.	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
Biology 30	4 266	22 442	87.8	83.9	3.9	45.9	35.5	10.4
Chemistry 30	4 304	18 525	89.4	85.7	3.7	53.3	42.5	10.8
English Language Arts 30-1	6 329	29 832	86.9	86.8	0.1	15.4	12.3	3.1
English Language Arts 30-2	2 351	16 640	86.9	87.1	-0.2	14.7	12.1	2.6
French Language Arts 30-1	350	1 215	94.9	91.5	3.4	18.9	10.1	8.8
Mathematics 30-1 *	4 681	19 389	83.4	77.8	5.6	45.5	35.1	10.4
Mathematics 30-2 *	2 181	14 465	77.7	76.5	1.2	19.6	16.8	2.8
Physics 30	1 916	9 247	90.8	87.5	3.3	56.2	43.5	12.7
Science 30	1 309	9 676	85.8	85.7	0.1	33.1	31.2	1.9
Social Studies 30-1 *	4 015	21 610	90.7	86.6	4.1	24.1	17.0	7.1
Social Studies 30-2 *	3 671	20 758	83.6	77.8	5.8	19.4	12.2	7.2

* Students writing French translations of the examinations are included in the statistics.

**English Language Learners
2018-19**

COURSE	NUMBER WRITING		WRITER RESULTS FOR ENGLISH LANGUAGE LEARNERS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE	Prov.	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
Biology 30	392	1 905	80.4	77.4	3.0	33.9	26.9	7.0
Chemistry 30	539	1 885	83.3	80.8	2.5	49.4	37.7	11.7
English Language Arts 30-1	728	2 676	65.1	66.3	-1.2	3.3	3.1	0.2
English Language Arts 30-2	473	2 683	72.5	71.9	0.6	5.1	4.7	0.4
French Language Arts 30-1	21	44	95.2	90.9	4.3	23.8	20.5	3.3
Mathematics 30-1 *	643	2 273	79.6	74.3	5.3	42.1	31.2	10.9
Mathematics 30-2 *	256	1 592	71.1	69.0	2.1	13.3	12.1	1.2
Physics 30	276	944	85.5	80.5	5.0	49.6	35.4	14.2
Science 30	147	1 082	78.2	78.8	-0.6	19.7	23.1	-3.4
Social Studies 30-1 *	249	1 199	83.1	78.9	4.2	13.7	9.6	4.1
Social Studies 30-2 *	728	3 318	72.1	65.4	6.7	11.8	7.7	4.1

* Students writing French translations of the examinations are included in the statistics.

**Students Self-Identified as Indigenous
2018-19**

COURSE	NUMBER WRITING		WRITER RESULTS FOR STUDENTS WHO SELF-IDENTIFY AS INDIGENOUS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE	Prov.	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
Biology 30	53	821	83.0	72.6	10.4	20.8	17.8	3.0
Chemistry 30	36	527	80.6	72.9	7.7	41.7	23.7	18.0
English Language Arts 30-1	100	1 164	85.0	84.4	0.6	8.0	5.4	2.6
English Language Arts 30-2	104	1 548	89.4	88.4	1.0	18.3	9.7	8.6
French Language Arts 30-1	3	32	N/A	81.3		N/A	0.0	
Mathematics 30-1 *	47	467	68.1	61.7	6.4	19.1	18.2	0.9
Mathematics 30-2 *	40	699	92.5	72.0	20.5	17.5	12.0	5.5
Physics 30	12	216	91.7	74.1	17.6	33.3	25.9	7.4
Science 30	23	471	87.0	84.1	2.9	21.7	19.5	2.2
Social Studies 30-1 *	58	864	87.9	77.3	10.6	12.1	7.6	4.5
Social Studies 30-2 *	128	1 647	78.1	70.1	8.0	8.6	5.8	2.8

* Students writing French translations of the examinations are included in the statistics.

Students with Identified Special Education Needs 2018-19

Note | this does not include those students identified as gifted and talented

COURSE	NUMBER WRITING		WRITER RESULTS FOR STUDENTS WITH IDENTIFIED SPECIAL EDUCATION NEEDS					
			ACCEPTABLE STANDARD			STANDARD of EXCELLENCE		
	CBE	Prov.	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)	CBE (%)	Prov. (%)	CBE Minus Prov. (pp)
Biology 30	409	1 185	83.1	75.9	7.2	28.6	21.9	6.7
Chemistry 30	326	796	84.4	79.8	4.6	38.0	32.4	5.6
English Language Arts 30-1	698	1 824	83.4	80.3	3.1	9.7	7.2	2.5
English Language Arts 30-2	694	2 856	87.8	83.3	4.5	14.4	8.9	5.5
French Language Arts 30-1	31	60	93.5	83.3	10.2	22.6	13.3	9.3
Mathematics 30-1 *	370	849	75.7	72.9	2.8	30.8	27.0	3.8
Mathematics 30-2 *	366	1 177	75.7	70.5	5.2	17.5	12.7	4.8
Physics 30	113	395	87.6	83.0	4.6	44.2	33.2	11.0
Science 30	235	753	81.7	78.4	3.3	31.1	21.8	9.3
Social Studies 30-1 *	418	1 189	88.5	82.3	6.2	15.8	11.9	3.9
Social Studies 30-2 *	840	3 157	80.0	69.3	10.7	12.4	6.9	5.5

* Students writing French translations of the examinations are included in the statistics.

5 | Conclusion

The achievement of CBE students on the 2018-19 Provincial Achievement Tests Diploma Examinations is one of the ways in which the Calgary Board of Education demonstrates the quality of student learning experiences and student success within the Alberta Programs of Study.

Overall our results are very good. These results illustrate areas of strength and call attention to areas where efforts of improvement need to be focused. We will continue to invest in all years and all students.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

APPENDIX

An appendix is a document that provides additional reference information and supplements the original report. When numbering appendices, use Appendix Numbering Style

Appendix I: Provincial Standards

GLOSSARY – Developed by the Board of Trustees

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 performance.

appendix

I. Provincial Standards

Alberta Education evaluates student performance on PAT and Diploma Examinations at two standards of success: the Acceptable Standard and the Standard of Excellence. With respect to the Diploma Examination standards, the Acceptable Standard is a mark of 50% or higher and the Standard of Excellence is a mark of 80% or higher. For Provincial Achievement Tests, the exact scores for each standard vary from year to year, but are close to 50% and 80% respectively.

Note | Students meeting the Standard of Excellence are also captured in the Acceptable Standard.

To explain the provincial approach to maintaining consistent standards on Diploma Exams, the following section has been retrieved from Alberta Education's Administering Diploma Exams page (<https://www.alberta.ca/administering-diploma-exams.aspx>):

We use a process called 'equating' to maintain consistent standards and help make the exams as fair as possible.

By maintaining consistent standards through equating, government can more accurately report changes in student diploma exam results from one exam to the next, and from one year to the next. This also makes it possible to more accurately report how students performed, no matter which exam they wrote.

This practice started in 2003 for the diploma exam program, and it is currently used on almost all diploma exams. Similar approaches for maintaining consistent standards are used in the Provincial Achievement Testing Program (PATs) as well as in many national and international tests.

Anchor items

Anchor items are questions that appear in more than one diploma exam. They are a mini-version of the exam and they represent the whole program of studies for the subject.

By making at least 20% of questions on an exam the same as those on a previous exam, we can determine if the student population writing one exam differs in achievement from the student population writing another exam.

These anchor items can also be used to determine if one exam is harder or easier compared to another exam. This process then lets government remove the variation in student scores caused by differences in difficulty from one exam

to the next. In other words, a mark of 80% on one diploma exam means the same as a mark of 80% on another diploma exam in the same subject.

How equating works

Equating – step 1

Student performance on the anchor items is compared between 2 diploma exams. Since the anchor items are identical between 2 diploma exams, differences in performance tells us whether the current group of students is, on average, stronger, weaker or the same as the previous group, in terms of their abilities.

Equating – step 2

Based on what is found from step 1, student performance on the unique (non-anchor) items is compared between the 2 exams. In this way the relative difficulties of the 2 exams are compared.

For example, if the average student performance for the current group is close to the previous group on anchor items but the current group's performance is lower on the unique items, we would know that, while the 2 groups have similar abilities, the unique items are more difficult for the current group.

Equating – step 3

Based on the comparisons in steps 1 and 2, a statistical method called equating is used to adjust the student's results so that the variation in difficulty among exams does not affect their exam mark.

Adjustments to a student's score may be up or down, depending on the relative difficulty of the exam. The degree of adjustment for each score point also varies.

The equating process is designed to remove the variation in exam difficulty as a variable when assessing a student's knowledge and ability. This process is meant to ensure fairness for all students, over time.

This effort to ensure fairness for students means that not all diploma exam questions can be released to the public immediately after the exam. This is to ensure students do not see anchor questions prior to writing an exam, potentially gaining an advantage over other students.

For information on the standards process for Provincial Achievement Tests, refer to the General Information Bulletin p. 69 (<https://www.alberta.ca/assets/documents/ed-pat-general-information-bulletin.pdf>).

OE-4: Treatment of Employees

CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 4: Treatment of Employees, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- In Compliance.
- In Compliance with exceptions noted in the evidence.
- Not in Compliance.



Signed: _____
Christopher Usih, Chief Superintendent

Date: November 5, 2019

BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 1: Global Operational Expectations, the Board of Trustees:

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

Summary statement/motion of the Board of Trustees:

Signed: _____
Chair, Board of Trustees

Date: _____



OE-4: Treatment of Employees

Executive Summary

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

This Operational Expectation establishes the values and expectations of the Board of Trustees for the Calgary Board of Education regarding the treatment of employees.

The Chief Superintendent's reasonable interpretation and indicators for OE 4: Treatment of Employees were approved on October 10, 2017. The Board of Trustees last monitored OE - 4 on November 6, 2018. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
4.1	4.1.1	Compliant
4.1	4.1.2	Non-compliant
4.1	4.1.3	Compliant
4.1	4.1.4	Compliant
4.2	4.2.1	Compliant
4.2	4.2.2	Compliant
4.2	4.2.3	Compliant
4.3	4.3.1	Compliant
4.3	4.3.2	Compliant
4.4	4.4.1	Compliant
4.4	4.4.2	Compliant
4.4	4.4.3	Compliant
4.4	4.4.4	Compliant



OE-4: Treatment of Employees

The Board of Trustees believes that student success and well-being depend upon the recruitment, retention, and fair compensation of highly qualified employees working in an environment that is safe, courteous, and professionally supportive.

Board-approved Interpretation |

CBE has the ability to positively impact achievement of CBE Results through the quality and performance of employees and attention to workplace culture.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *retention* to mean the ongoing employment and commitment of employees.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position and whose principles align with CBE values and vision.

The Chief Superintendent shall:

4.1	Provide a safe, supportive and respectful organizational culture for all staff that respects diversity and fosters a positive and welcoming environment.	Compliant
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It is important to create and maintain a workplace that engages employees and enables them to perform their duties to the best of their ability.

OE-4: Treatment of Employees

The Chief Superintendent interprets:

- *safe* to mean a work environment that is free from potential harm to employees and their well-being.
- *supportive* to mean opportunities for growth and development
- *respectful* to mean a work environment that is caring and where employees feel they are treated fairly.
- *organizational culture* to mean the creation and existence of a safe and courteous environment for its employees
- *diversity* to mean exhibiting the full range of human characteristics and abilities.
- *positive and welcoming environment* to mean an atmosphere that is encouraging, stimulating and engaging.

Board-approved Indicators and Evidence of Compliance |

1. An employee engagement survey will be conducted every two years.	Compliant
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The organization is compliant with this indicator.

Evidence statement

CBE conducted an employee engagement survey in February 2019, which is two years after the previous engagement survey in the spring of 2017. There was greater engagement with 9,267 employees completing the second Employee Engagement Survey.

2. Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.	Non-compliant
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The organization is non-compliant with this indicator.



OE-4: Treatment of Employees

Evidence statement

The CBE identified two areas of focus as a result of the 2017 survey: the dimensions of Company Practices and Senior Leadership.

In 2019, the CBE's third-party survey partner, Aon, redesigned their employee engagement survey, changing the dimensions and some of the questions asked. Due to the change, it is difficult to make comparisons between the 2017 and 2019 dimensions.

For the 2019 survey, measures about Company Practices have now been split between the dimensions of Diversity and Inclusion, Well-Being and Appropriate Action. Compared to 2017 survey, Appropriate Action rose slightly while the overall dimension of Diversity and Inclusion and Well-Being declined by a few percentage points.

Employees continue to identify senior leadership as an area for improvement. In the 2017 survey, "senior leaders" was interpreted in a variety of ways by employees despite the definition provided in the survey. In 2019, the questions about senior leaders specified superintendents and directors so it was clear about whom specifically the question was being asked.

Aon, the CBE's survey partner, reported that the CBE's scores increased from 2017 to 2019 in many of the dimensions or drivers of engagement. In particular, the CBE received high marks on statements such as "I feel we value diversity within the CBE," "my job is a good fit for my abilities and experience," and "I actively contribute to a positive culture at my work site."

Aon stressed in their analysis of the results that the engagement score does not mean that teachers and other staff are not committed to the delivery of services in support of student achievement. Rather it means that there is an opportunity to enhance that commitment through providing a greater sense of other relational elements such as trust in senior leadership and the direction of the organization.

The 2018-21 Three-Year Education Plan outlined key actions to be taken in 2018-19. Each of the actions identified in the Three-Year Education Plan were completed:

- established representative advisory and working groups and working groups to plan and guide engagement actions;
- supported people leaders in facilitating and encouraging ongoing conversations with employees by offering *Dialogue for Leaders* training sessions;
- encouraged active participation in the spring 2019 survey; and



OE-4: Treatment of Employees

- analyzed and share high-level results by June, 2019.

In addition, some increase in the overall level of engagement was experienced in areas such as Facilities and Environmental Services which made a concerted effort to make engagement “everyone’s work” and find ways to involve all staff in improving the work experience.

3. A comprehensive program of PIF and granted leaves of absences in support of opportunities for personal and professional growth or learning will be offered annually.	Compliant
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The organization is compliant with this indicator.

Evidence statement

The CBE currently provides Professional Improvement Fellowships (PIF) leave opportunities to continuous Staff Association (SA), Professional Support Staff (PSS) and certificated Alberta Teachers’ Association (ATA) employees.

In the 2018-2019 school year, 41 employees were granted and began their Professional Improvement Fellowship (PIF) leave.

Composition of employees taking a PIF consisted of 23 employees affiliated with the ATA and 18 with the SA.

The length of PIFs requested and commencing in 2018-2019 varied from one week to 12 months. Currently, the CBE does not track if other granted leaves (deferred salary or general leaves) are utilized for professional or personal development; however, it is plausible that some are used in this manner.

All leave of absence information including forms and application procedures are provided on the CBE Staff Insite. The site is accessible to all CBE employees.

4. Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).	Compliant
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The organization is compliant with this indicator.



OE-4: Treatment of Employees*Evidence statement*

The Annual Education Results Report, presented November 27, 2018 confirmed utilization of the mechanisms such as Public Interest Disclosure (Whistleblower Protection). In addition AR4090-Public Interest Disclosure, the Employee Code of Conduct and the Working Relationship Commitment were reported as being shared and discussed by 100% of all supervisors, including principals.

Moving forward, the Chief Superintendent has created a working group to examine issues, documentation and reporting processes related to supporting a safe organizational culture.

Evidence demonstrates not all indicators in subsection 1 are in compliance.

4.2	Establish and implement standards and practices for the recruitment, fair compensation, and retention of highly qualified employees.	Compliant
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The processes involved in hiring new employees and maintaining current employees is critical to support achievement of CBE Results.

The Chief Superintendent interprets:

- *recruitment* to mean the selection of employees newly hired to the CBE.
- *fair compensation* to mean the aggregate cost of salaries and benefits for employees that are competitive subject to CBE's ability to pay.
- *retention* to mean the ongoing employment and commitment of employees.
- *highly qualified* to mean possessing the skills, knowledge and abilities required of the position.

Board-approved Indicators and *Evidence of Compliance* |



OE-4: Treatment of Employees

1. 90% of employees who pass their probationary period will still be employed with the CBE at the 2 year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

At the end of the 2018-2019 school year, 92.14% of continuous employees remained employed with the CBE two years after completing their probation period.

2. 95% of school based principals and assistant principals who successfully pass their evaluation will have maintained the designation at the 3 year anniversary.	Compliant
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The organization is compliant with this indicator.

Evidence statement

A result of 97.6% demonstrates that school-based principals and assistant principals, who successfully passed their evaluation in 2018-2019, maintained their designation at their three (3) year anniversary.

3. Salaries and benefits are reviewed annually against identified comparators.	Compliant
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The organization is compliant with this indicator.

Evidence statement

An in-depth review of out-of-scope salaries and benefits took place from 2014-2017. The results of reviews were presented to the Board of Trustees on April 19, 2016 and June 27, 2017. The CBE has continued to review the salaries and benefits throughout 2018-2019, using ongoing surveys and other review tools.



OE-4: Treatment of Employees

Note that the Board of Trustees review and approve all changes to salary and benefits through ratification of collective agreements and approval of exempt terms and conditions.

Evidence demonstrates all indicators in subsection 2 are in compliance.

4.3	Administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions.	Compliant
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Having clear rules and procedures that identify expectations and govern employees is essential to the fair and transparent operation of the organization.

The Chief Superintendent interprets:

- *administer* to mean develop, provide and apply.
- *personnel rules* to mean CBE Administrative Regulations pertaining to employee behaviour and those provisions/processes identified within the *Education Act*.
- *procedures* to mean those practices and processes subject to the provisions of the collective agreements, terms and conditions of employment and current *Education Act*.

1. 100% of employees will be made aware of Calgary Board of Education policies or regulations governing: <ul style="list-style-type: none"> • respect in the workplace; • conflict of interest; and • responsible use of electronic information resources. 	Compliant
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The organization is compliant with this indicator.

OE-4: Treatment of Employees

Evidence statement

All employees who join the organization are provided CBE documentation regarding regulations governing respect in the workplace, the employee code of conduct and responsible use of electronic information resources, through the onboarding process. Employees are responsible for signing-off to indicate awareness.

Every new employee is provided a link to all new hire documents which include:

- AR 4027 – Employee Code of Conduct
- AR 1061 – Responsible Care and Security of Information
- AR-1062 – Responsible Use of Electronic Information
- AR 1070 – Occupational Health and Safety
- AR 6024 – Student Records

Regulations governing respect in the workplace and conflict of interest are available to all employees. These regulations are posted online through the CBE Staff Insite for employees to access. All employees are advised, as part of a communication plan, of any changes to the administrative regulations.

One hundred percent (100%) of employees are made aware of the policy regarding the responsible use of electronic information each time they log into the CBE network.

<p>2. There will be no grievance arbitration, board of reference decisions, or findings in a court of law that the CBE failed to administer clear personnel rules and procedures for employees, including processes for suspension, transfer and termination actions</p>	<p>Compliant</p>
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The organization is compliant with this indicator.

Evidence statement

There were no grievance arbitrations, board of reference decisions or findings in a court of law during the reporting period.



OE-4: Treatment of Employees

Evidence demonstrates all indicators in subsection 3 are in compliance.

4.4	Ensure the Board's approval for the bargaining mandate, the ratification of all collective agreements for unionized employees, and the approval of the total compensation of all exempt employees.	Compliant
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Negotiation discussions with unionized employees must be conducted within reasonable and permitted parameters

The Chief Superintendent interprets:

- *Board's approval* to mean a carried motion recorded in the minutes of a meeting of the Board of Trustees.
- *bargaining mandate* to mean the parameters within which a new collective agreement may be negotiated.
- *ratification* to mean the approval to conclude a collective agreement in accordance with the Labour Relations Code.
- *total compensation* to mean aggregate cost of salaries and benefits for exempt employees that are funded from the CBE budget.
- *exempt employees* to mean personnel who are not part of a bargaining unit according to the Labour Relations Code.

1.	The commencement of every round of collective bargaining occurs after the Board of Trustees approves a bargaining mandate.	Compliant
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The organization is compliant with this indicator.

Evidence statement



OE-4: Treatment of Employees

The following bargaining mandates were presented to the Board of Trustees between September 1, 2018 and August 31, 2019 (fiscal year).

Trades:

- Mandate presented to the Board: September 2018
- Dates Bargaining Commenced: February 4, 2019, February 11, 2019, February 19, 2019, March 18, 2019, April 8, 2019, April 15, 2019
- Mediation: June 13, 2019, June 17, 2019

Canadian Union of Public Employees (CUPE)

- Mandate presented to the Board: October 10, 2017 and revised June 26, 2018
- Dates Bargaining Commenced: November 28, 29, December 12, 13, 2017; January 25, 26, February 7, March 19, 20, April 4, 5 and June 13, 2018
- Mediation: October 25 2018, January 11, 2019, April 11, 2019

Staff Association (Main & PSS)

- Mandate presented to the Board: October 10, 2017
- Mediation: April 11, 12 and May 9, 2019

2. All collective bargaining settlements occur within the parameters of any mandate approved by the Board of Trustees.	Compliant
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The organization is compliant with this indicator.

Evidence statement

Collective bargaining settlements were within the parameters of the mandate approved in indicator 4.4.1 between September 1, 2018 and August 31, 2019 (fiscal year).

Settlements reached during the 2018-2019 fiscal year were:

- Memorandum of Agreement May 9, 2019 - Staff Association (SA) Main Body and Professional Support Staff (PSS)

OE-4: Treatment of Employees

- Memorandum of Agreement April 11, 2019 – The Canadian Union of Public Employees (CUPE)
- Memorandum of Agreement June 17, 2019 – The Bargaining Counsel of the Calgary Board of Education construction and Maintenance Skilled Trade Unions (Trades)

3. Every round of collective bargaining is concluded with the ratification of the new collective agreement by the Board of Trustees	Compliant
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The organization is compliant with this indicator.

Evidence statement

Collective bargaining was concluded with the ratification with union groups. The dates they were ratified with the Board of Trustees (BOT) are as follows;

- June 12, 2019 - Staff Association (SA) Main Body and Professional Support Staff (PSS)
- May 14, 2019 – The Canadian Union of Public Employees (CUPE)
- June 25, 2019 – The Bargaining Counsel of the Calgary Board of Education construction and Maintenance Skilled Trade Unions (Trades)

4. Changes to total compensation packages for exempt employees occur after the Board of Trustees' approval.	Compliant
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The organization is compliant with this indicator.

Evidence statement

No changes to the total compensation package for exempt employees occurred from September 1, 2018 – August 31, 2019.

Evidence demonstrates all indicators in subsection 4 are in compliance.



OE-4: Treatment of Employees

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.



attachment | OE-4: Treatment of Employees

November 5, 2019

Capacity Building

4.1.2 Improvement will be noted in the bi-annual employee engagement survey on identified areas of focus.

During the period from 2017- 2019 CBE experienced significant leadership changes including the hiring of a new Chief Superintendent and the announcement of the School Support Model. These many changes, in addition to the results from the survey was the impetus for several initiatives.

In the past year, the CBE has launched several initiatives designed to create greater employee engagement over time. It can be expected that these measures will take some time to have a lasting impact on overall levels of engagement.

- More resources have been strategically allocated to assist schools with the launch of the new School Support Model. This structure better supports employees by being more responsive to the needs of our schools, improving access to instructional leadership and ensuring that the overall direction of the organization is more clearly communicated to staff and is responsive to their feedback. It is about Education Directors and service units working alongside school administrative teams to support student and employee success.
- To address concern regarding the CBE's achievement reporting practices, there is work underway on assessment and reporting. This work will support teachers in understanding and identifying where students are in their learning and the next steps they need to take. This will assist in helping them in both enhancing student achievement and addressing parent concerns.
- An internal communications plan is being implemented. The first piece of this was implementing a new email communication strategy for leaders, enabling more focused and thoughtful communication.
- A new approach to leadership meetings is being implemented which recognizes leader time is valuable and best spent

attachment | OE-4: Treatment of Employees

supporting the needs of their schools or Areas. The meetings are more focused on capacity building, to support the work of the Three-Year Education Plan and the new Leadership Quality Standard in effect as of September 1, 2019.

- Work is underway to provide greater clarity with respect to balancing local priorities with system requirements and assisting school based and service unit leaders in how to best make balanced decisions.

Our experience with the first two year cycle has reinforced that employee engagement belongs to everyone. The CBE and in particular its senior leaders will continue to address and support employee engagement by advancing the new school support model and helping leaders to identify ways to improve achievement and well-being for all staff. It is about working together to continue to improve as a system.

attachment | OE-4: Treatment of Employees

Capacity Building

- 1. 4.1.4 Mechanisms in place that support a safe organizational culture are utilized (such as Harassment, Workplace Violence, and Whistleblower reports).**

November 5, 2019

The Chief Superintendent's working group on processes to support a safe organizational culture will be reviewed to examine the efficacy of these processes (mechanisms). The working group may look at elements such as reporting, data, analysis of the data, and recommendations for revision, communication and training of our employees.

report to Board of Trustees

Governance Culture 3E: Closure of Schools Procedures

Date	October 22, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Governance Policy Reference	GC-3: Board Job Description
Resource Person(s)	Kelly-Ann Fenney, General Counsel & Corporate Secretary Dany Breton, Superintendent, Facilities & Environmental Services Trish Minor, Associate Corporate Secretary

1 | Recommendation

It is recommended:

- THAT the Board of Trustees amend Governance Culture 3: Board Job Description policy to include the addition of GC-3E: Closure of Schools Procedure, Attachment 1 to this report.

2 | Issue

The *Education Act* (the “Act”) came into force September 1, 2019. The Act revised the provisions related to closure of schools and school buildings. The Act empowers school boards to create and implement Board policies to support closure of schools within school divisions. The Board of Trustees needs to adopt a policy to facilitate closure of schools within the Calgary Board Education.



3 | Background

The *Education Act* came into force September 1, 2019. The Act revised the provisions related to closure of schools and school buildings. Pursuant to section 62 of the *Education Act* closure of schools and school buildings is the responsibility of the Board of Trustees. Closure of schools and school buildings cannot be delegated.

The *Education Act* empowers Boards to create and implement Board level policies related to closure of schools. Formerly, school boards had to conduct closures consistent with the Closure of Schools Regulation, A.R. 238/1997 . No such regulation exists under the *Education Act*. Therefore, school board policies must align with the provisions of the *Education Act*.

4 | Analysis

The *Education Act* requires boards to develop and implement a policy related to closure of schools for the school division. Under the Act, boards are required to notify parents of the proposed closure in writing, make information about the proposed closure publicly available, provide an opportunity for public input into the proposed closure, and outline the process by which the Board will fairly consider the public input.

The draft procedure, Attachment I to this report, addresses the legislative requirements by creating a defined public input process, ensuring parents are notified in writing and have an opportunity to provide input, outlines a process to support community input and ensures the Board has sufficient time to consider the input before making a final decision. The procedure also outlines the information that will be made publicly available throughout the process. The procedure provides the Board with flexibility in defining the public input process while mandating a coherent decision-making process.

The Board of Trustees adheres to the Coherent Governance model. Governance Culture Policy 3 (GC-3) outlines the Board's job description. The Closure of Schools Procedure will become part of GC-3 as an Exhibit and named GC-3E.

5 | Financial Impact

Closure of schools requires advertisements via bold signs, posters, and other print media. The costs range from \$1000-\$5000 depending on the proposed closure. There are additional administrative costs for staff time, coordinating materials, and coordinating meetings. Factors that impact costs include: number of public meetings hosted during the public input process, print materials, number of signs, and advertisements in major newspapers (if any).

6 | Implementation Consequences

The draft procedure provides for a similar level of public input as the old processes, which will allow for a smooth transition to the new procedure. The Board will require support from administration to meet the notification, advertising, and public input process as outlined in policy. This engages staff from Property, Planning and Transportation, Communications and Community Engagement, School Improvement, and Legal Services.

7 | Conclusion

The Board is required to develop and implement a closure of schools policy consistent with section 62 of the Education Act. The attached procedure, which will form part of the Board's Governance Culture Policy – GC 3 – Job Description, supports the Board's compliance with the new legislation and provides a well defined process for decision-making on school closures.



CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: GC-3E: Closure of Schools Procedure

GLOSSARY – Developed by the Board of Trustees

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 performance.

Board of Trustees'
Governance Policy

GOVERNANCE CULTURE

GC-3E: Closure of Schools Procedure

Monitoring Method: Board Self-assessment

Monitoring Frequency: Annually

THAT pursuant to the *Education Act*:

1. In this Governance Procedure

"Board" means the Calgary Board of Education Board of Trustees.

"Division" means the Calgary Board of Education.

"Minister" means, for the purposes of this policy, the Minister of Education.

"school closure" means closing, for a period exceeding 12 consecutive months, a school or school building used for the purposes of providing education programming to students.

For greater clarity, this procedure does not apply to the following decisions:

- (a) Transfer of students from one building to another including transfers arising from the movement of an alternative program, unique program or specialized classroom/setting from one school building to another provided that the school in which the program or classroom was located continues to be used for education programming.
 - (b) The closure of a school due to emergency or health and safety reasons,
 - (c) Designation or re-designation of students to a school pursuant to section 10 of the Education Act and Administrative Regulation 1090.
2. The Board delegates to the Chief Superintendent all decisions regarding transfer of students from one school to another school building that do not result in a closure of a school or a school building pursuant to the Board's delegation of authority –

Board/Chief Superintendent Relationship – 4E and this procedure.

Renovations, Modernizations and Major Maintenance

3. The closure of a school for renovations, modernizations or major maintenance shall not be deemed a permanent school closure if the Division intends to reopen the building upon completion of repairs, renovations or major maintenance.

Board Powers on Closure

4. The Board of Trustees may close a school or school building permanently pursuant to section 62 of the Education Act, and upon notice to the Minister. A decision to permanently close a school or school building must be made by resolution at a public meeting of the Board.
5. The Board will consider and make a decision on a proposed school closure over two public meetings of the Board. At the first meeting the Board shall consider a resolution to commence the public input into the proposed closure process (“public input process”) as set out in this policy.
6. A final decision to permanently close a school or school building shall not be made until after the Board has provided an opportunity for public input and has given fair consideration to the public’s input. Fair consideration includes the concept that the Board is open to either voting for or against the closure of the school.
7. The Board shall provide a minimum of 60 calendar days for public input before making a final decision. The period for public input commences the day after the first public Board meeting at which a motion is passed in support to consider the proposed school closure.
8. The Board may shorten the period for public input, including timelines for written input, if the Board is satisfied that there is a pressing need for a shorter time-period and prior engagements have provided the community and affected persons with adequate notice and an opportunity for input, such that the

Board has a full understanding of the impacts of the proposed closure.

9. A decision to shorten the 60 day period must be made by motion at a public meeting of the Board.

Commencement of the Public Input Process

10. A decision by the Board to commence the public input into the proposed closure process shall be made, by motion, at a public meeting of the Board.
11. If the Board passes a motion to commence the public input process, and before a final decision on the proposed closure is made, the Board shall provide the opportunity for public input on the proposed school closure as set out in this policy.
12. If the motion to commence the closure process is defeated, and notwithstanding the Board Meeting Procedures or any other Board policy, the Board may reconsider the proposed school closure at a future public meeting of the Board if the following conditions are met:
 - (a) a minimum of 12 months has passed between the initial consideration to commence the public input process and the recommendation to commence the public input process on the proposed closure coming before the Board again; and
 - (b) the pertinent facts and information about the proposed school closure, including changes if any, between the initial consideration to close the school and the proposed closure coming before the Board again.

Notice of Proposed School Closure and Public Input Process

13. Parents of every student enrolled in the school are entitled to be notified of the proposed closure in writing. Those parents shall be notified in writing of the proposed school closure including:
 - (a) the date and time of the public meeting set for the purposes of allowing public input into the decision;

- (b) where parents can access information about the proposed school closure;
 - (c) process, method and timelines, for parents and other interested persons to provide written responses into the proposed decision;
 - (d) the date and time of the meeting of the Board of Trustees where the matter will be deliberated; and
 - (e) any other information that the Board believes is relevant in the circumstances.
14. The Board may notify in writing any other persons, municipality, or community organizations who, in the opinion of the Board, may be significantly affected by the decision.

Access to Information on the Proposed School Closure

15. The Board shall ensure that the rationale, pertinent facts, and information about the proposed closure is available on the CBE public website and school website, which may include, where applicable:
- (a) The number of students who could be affected by the decision, at the school proposed for closure and the schools of receiving schools and surrounding schools;
 - (b) Future growth or decline in student enrolment;
 - (c) Use of and availability of space at receiving schools;
 - (d) Proximity of the receiving schools and the need for busing;
 - (e) Educational and program impacts for the affected students;
 - (f) Financial considerations including cost savings and future disposition;
 - (g) Consideration of possible alternative educational or community uses for all or part the school building; and

(h) Impact, if any, on the CBE's long-term capital plans.

Public Input Meeting

16. The Board will organize at least one (1) public meeting, along with the opportunity to provide written submissions, as part of the public input process.
17. The Board will convene a meeting to provide parents, community members, community organizations and other members of the public, with an opportunity to provide input into the proposed closure decision.
18. The date, time and place of the public input meeting will be advertised through a variety of methods. This will include notices in the sharing information with neighbouring schools, school councils, if any, employee groups, and by posting information on the CBE's public website and school websites, and by any other reasonable means that are likely to bring the matter to the attention of affected persons or groups.
19. Parents of students in the affected school will be notified of the date, time and location of the meeting as set out in section 15 above.
20. The public meeting will include:
 - (a) a presentation setting out the rationale for the proposed closure, including the pertinent facts and information, set out in the report prepared in support of the proposed closure; and
 - (b) sharing information on the timing of the proposed closure, the accommodation plan for students affected by the closure, and information about possible future uses of the school building; and
 - (c) a means for the attendees to offer comment and questions.

21. The Board shall prepare draft minutes of the public meeting and ensure that the draft minutes are posted on the CBE's public website.

Providing Input in Writing

22. The Board shall provide an opportunity for affected persons to provide their input on the proposed school closure in writing.
23. The Board will provide directions and information on how to submit written input including timelines for submissions.
24. All written input must be received at least seven (7) calendar days prior to the date and time that the Board will deliberate and debate its decision to permanently close a school or school building.

Decision on Proposed Closure

25. After the public meeting has been convened and the time for written submission is concluded, the Board shall deliberate and decide on the proposed closure at a public meeting of the Board of Trustees.
26. The Board will publish, on CBE's public website, the date and time of the Board meeting when the final decision on the proposed school closure will be deliberated.
27. Public comment at the public Board meeting will be conducted in accordance with the Board Meeting Procedures.
28. Following a decision to close a school the Board shall provide, without delay, written notification to the Minister of the decision setting out the name of the school and the effective date of the closure.
29. The Board will notify parents of students in the school of the decision, the effective date of the decision, and any other information it deems relevant to support implementation of the decision.
30. The Board will communicate its final decision and the effective date of the decision to any other person, municipality, or

community organization, where in the opinion of the Board that person, municipality or community organization will be significantly affected by the decision.

Amendment to the Closure Process

31. The Board may amend this policy by motion at a public meeting of the Board.

Approved:

report to Board of Trustees

Financial Status of Reserves and Designated Funds at August 31, 2019

Date	November 5, 2019
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision and Information
Originator	Brad Grundy, Superintendent, Chief Financial Officer and Corporate Treasurer
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-7: Communication With and Support for the Board
Resource Person(s)	Ed Sutlic, Director, Corporate Finance Tanya Scanga, Manager, Corporate Planning & Reporting

1 | Recommendation

It is recommended:

1. THAT the transfers represented in Attachment I be approved.

2 | Issue

Operational Expectation OE-5: Financial Planning requires that the Chief Superintendent ensure that prior board approval is received for all expenditures from reserves funds and for all transfers between operating reserves, capital reserves or committed operating surplus.



3 | Background

Each spring the Calgary Board of Education (CBE) prepares its operating and capital budgets for the following fiscal year. Quarterly and annual reports are presented to the Board of Trustees to provide updates on the status of the results of financial activity. These results are compared to the approved operating and capital Budgets to meet the monitoring requirements of OE 5: Financial Planning.

When the year-end actual financial results are known, funds are transferred in to or out of reserves in order to fund a deficit or to reserve the use of a surplus. The Board has approved terms and conditions for various operating and capital reserves which include conditions for additions and withdrawals that are subject to Board approval consistent with OE 5: Financial Planning.

The CBE has previously permitted unspent budgeted funds pertaining to one-time programs to be carried forward for use in the following year. These are referred to as Designated Funds.

On November 27, 2018, the Board of Trustees approved the 2018-19 fall update budget which included the planned use of \$2.5 million from operating reserves and \$8.7 million from capital reserves. The use of reserves was identified to balance the operating deficit and to fund projects that were incomplete as at August 31, 2018 and continuing into 2018-19.

In the third quarter budget variance report, Administration had anticipated contributions to operating reserves of \$1.1 million and revised the anticipated use of capital reserves to \$9.0 million from capital reserves. The third quarter forecast was also used as a basis for establishing the reserves available to balance the 2019-20 budget.

If the proposed transfers are approved, the operating reserves balance at August 31, 2019 of \$23.0 million is available to fund operations in future years (Attachment I).

4 | Analysis

The following provides details to support all requests for operating and capital reserve transfers for the year ended August 31, 2019 (Attachment I).

Restricted Reserves

EducationMatters flow-through fund

The CBE is required to consolidate the financial results of EducationMatters¹ for financial reporting purposes under public sector accounting standards. The EducationMatters flow-through fund represents the operating surplus of EducationMatters which is not available to support CBE operations.

Sept 1, 2018	Transfers in / (out)	Aug 31, 2019
\$ 1,927,000	\$ 33,000	\$ 1,960,000

Designated Operating Funds

Operating budgets are prepared on an annual basis and relate to the CBE's fiscal year. Past practice at the CBE has been to permit unspent budgeted funds, pertaining to projects initiated in the year that are not yet fully completed, to be carried forward for use in the following year. If not approved, these expenditures would need to be funded from 2019-20 resources.

Sept 1, 2018	Transfers in / (out)	Aug 31, 2019
\$ 5,903,000	\$ 943,000	\$ 6,846,000

Guidelines are in place to assist in the determination of which requests are considered appropriate to support the carryforward of unspent budgeted funds (Attachment II).

The \$0.9 million transfer in represents the net difference between the decrease in school carryforwards (\$0.1 million) offset by an increase in instructional and service unit carryforwards (\$1.0 million).

¹ EducationMatters is a charitable trust that funds innovative public enhancement programs. It is governed through a Trust indenture by an independent Board of Governors, which includes two appointed CBE Trustees.

Available for use reserves

Fiscal Stability Reserve

The Fiscal Stability Reserve was established at the end of 2006-07 and amended in September 2016 to:

- stabilize the CBE's operating activities from year to year if provincial funding does not keep pace with student growth.
- stabilize the CBE's operating activities from year to year in years of temporary student decline.
- provide funds for planned or unexpected dramatic operational consequences or emergencies.
- provide funds for one-time initiatives that generate operating budget savings.

\$4.0 million is recommended for transfer from the reserve. The targeted minimum balance under the terms and conditions for this reserve is \$7 million or 0.5% of the total annual operating budget.

Sept 1, 2018	Transfers in / (out)	Aug 31, 2018
\$ 28,311,000	\$ (3,959,000)	\$ 24,352,000

Capital Reserves

Other Capital Reserves

Other Capital Reserves includes the carry forward of unspent budgeted funds from the previous year as well as other specific capital reserves established such as capital leases, relocations, etc. Similar to operating designated funds, unspent budgeted funds pertaining to projects initiated in the year that are not yet fully completed, are recommended for carry forward for use in the following year.

The same guidelines for both operating and capital are used to determine which requests are considered appropriate for carryforward (Attachment II).

Sept 1, 2018	Transfers in / (out)	Aug 31, 2019
\$14,383,000	\$ (8,313,000)	\$ 6,070,000

5 | Financial Impact

The Statement of Operations for the Year Ended August 31, 2019

For the year ended August 31, 2019, the CBE's unrestricted surplus is expected to be \$nil, after accounting for the reserve provision requests identified in this report.

The complete Financial Statements with the signed Audit Report will be presented to the Board of Trustees in November 2019 for final adoption and approval. At the time of writing this report, the audit is in progress. Any changes required as a result of audit findings could amend the year end unrestricted surplus balance or actual reserves transfers recommended for the CBE.

The Financial Statements will include disclosure of planned reserve transfers and the reserved designated funds with full disclosure in the 2018-19 year-end Audited Financial Statements and this disclosure will be consistent with previous Board of Trustees motions.

6 | Conclusion

Each of these requests to transfer funds to or from these Reserves is being recommended in accordance with the Board approved terms and conditions for specific reserve funds where applicable, and in accordance with provincial regulations and guidelines.

This report represents the Financial Status of Reserves and Designated Funds as at August 31, 2019, with a request for consideration and approval of the Reserve transfers by the Board of Trustees in connection with the 2018-19 operating and capital budgets and associated financial results for the Calgary Board of Education, as required by OE 5: Financial Planning.

CHRISTOPHER USIH
CHIEF SUPERINTENDENT OF SCHOOLS

ATTACHMENTS

Attachment I: **2018-19 Statement of Total Reserves and Designated Funds**
Attachment II: **Guidelines for carryforward requests**

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Attachment I – 2018-19 Statement of Total Reserves and Designated Funds

<u>Description</u>	<u>Reserve balance Sept 1, 2018</u>	<u>2018-19 Fall Update planned use of reserves (1)</u>	<u>2018-19 proposed use of reserves</u>	<u>Reserves balance Aug. 31, 2019</u>	<u>Anticipated 2019-20 use of reserves (4)</u>
Accumulated operating reserves					
<i>Available for use reserves</i>					
Fiscal stabilization reserve	28,311	(2,500)	(3,959)	24,352	(5,000)
<i>Restricted reserves</i>					
EducationMatters flow-through funds (2)	1,927	-	33	1,960	-
Changes in accounting policy reserve	(10,164)	-	-	(10,164)	-
Total operating reserves	20,074	(2,500)	(3,926)	16,148	(5,000)
Designated operating reserves					
School decentralized budgets	5,124	-	(56)	5,068	-
Instructional and service unit initiatives	779	-	999	1,778	-
Total designated funds	5,903	-	943	6,846	-
Total operating reserves and designated funds	25,977	(2,500)	(2,983)	22,995	(5,000)
Capital reserves					
Building reserve	9,019	-	-	9,019	-
Other capital reserves (3)	14,383	(8,711)	(8,313)	6,070	(5,000)
Plant, operations and maintenance asset replacement	798	-	-	798	-
Total capital reserves	24,200	(8,711)	(8,313)	15,887	(5,000)
Total reserves	50,177	(11,211)	(11,296)	38,881	(10,000)

(1) Approved by the Board of Trustees on November 27, 2018.

(2) This reserves is the result of consolidating EducationMatters into the CBE's financial statements in accordance with accounting standards.

(3) Includes designated capital funds of \$5.5 million (2018 - \$8.7 million) carried forward for projects that were in progress and will continue into 2019-20.

(4) Anticipated use of reserves in 2019-20 includes amounts approved in the 2019-20 budget on June 25, 2019.



Attachment II: GUIDELINES FOR CARRYFORWARD REQUEST

- 1) The amount requested is for project expenditures not otherwise incorporated in the 2018-19 operating and capital budgets and are directly related and critical to the success of the Three-Year Education Plan.
- 2) The initial funding for the project has been specifically approved by superintendents' team or the Capital Budget Council.
- 3) The project is already underway as evidenced by outstanding purchase orders or a work order.
- 4) All service unit carryforward requests will be presented to superintendents' team for approval or rejection.

