

2018-19 Resource Allocation Method (RAM) for Schools



learning | as unique | as every student



Calgary Board
of Education

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Introduction

The Calgary Board of Education has a budget of \$1.4 billion dollars and anticipates enrolment of over 123,500 students and employing over 14,000 staff in 2018-19. The way resources are spent are carefully determined each year based on the CBE mission and values, Alberta Education's direction and our Three-Year Education Plan. "Students come first" is the CBE's top value and therefore the top priority. Dollars directed to school allocations are maximized in order to continue to provide the best public education programs and supports possible within the financial resources made available.

Schools are provided resources through the Resource Allocation Method (RAM) to meet student learning outcomes. The RAM is designed to allocate resources equitably while providing choice in the assignment and deployment of those resources to meet the unique needs of students within schools. The RAM, which first was introduced for the 2003-04 school year, takes advantage of the flexibility offered within Alberta Education's Funding Framework.

The RAM funds schools based on enrolment and student population complexity with the majority of funds allocated directly to schools. The RAM also provides instructional supports at the Area and Central level that ensures responsive programming and service delivery of resources to students.

RAM highlights

The 2018-19 Spring Projection RAM is planned for release on April 12, 2018.

The level of funding the CBE will receive in 2018-19 from the provincial government will increase for enrolment growth but the amount received will not be enough to continue operations at the same service level as in 2017-18. Many cost reducing strategies have been considered and evaluated using decision-making criteria established by Superintendents' Team and outlined in the Budget Assumptions Report.

The total amount allocated to schools in 2018-19 will increase by 2.4 per cent on average. While an overall increase, it is less than the 4.1 per cent (on average) that would have been required to maintain operations at 2017-18 levels. Schools may need to operate differently to minimize the impact on students.

Consider the following strategies to manage within available resources:

- Prioritizing staff over staff.
- Share resources between school / across schools within an Area.
- Maintain class size and minimize the impact on classroom supports.
- Take advantage of professional development opportunities provided by the system.
- Strictly limit discretionary spending – see related [Administrative Regulations](#).

The RAM Book

The purpose of this document is to:

- Describe the 2018-19 Resource Allocation Method for CBE schools
- Describe what changes are being implemented in 2018-19
- Describe the allocations provided to schools and the accountabilities for those allocations (where specific accountabilities exist)
- Provide information to assist in the optimal deployment and management of human resources

Please refer to [Staffing Information](#) on the staff insite which includes the [Principals' Roadmap](#), the [Staffing Companion](#) and the information on the Spring Staffing Cycle to support principals throughout the spring staffing process.

Fees

2018-19 will be the second year operating under the *School Fees and Costs Regulation* and there are no changes from the regulations and processes followed last year:

- Fees cannot be charged for textbooks, workbooks, photocopying, printing or paper supplies.
- Fees cannot be charged that did not receive ministerial approval.
- Fees cannot be charged in excess of the cost incurred to provide the good/service.

Schools will be notified as soon as possible when approval has been received from the Provincial Government for the charging of 2018-19 fees.

Key Messages for Sharing School Budget Information

Forming positive, productive relationships with your school community ensures an active parent base who assist in nurturing and inspiring our students. School Councils and Parent Societies provide enhancements to learning for students through fund-raising and community support.

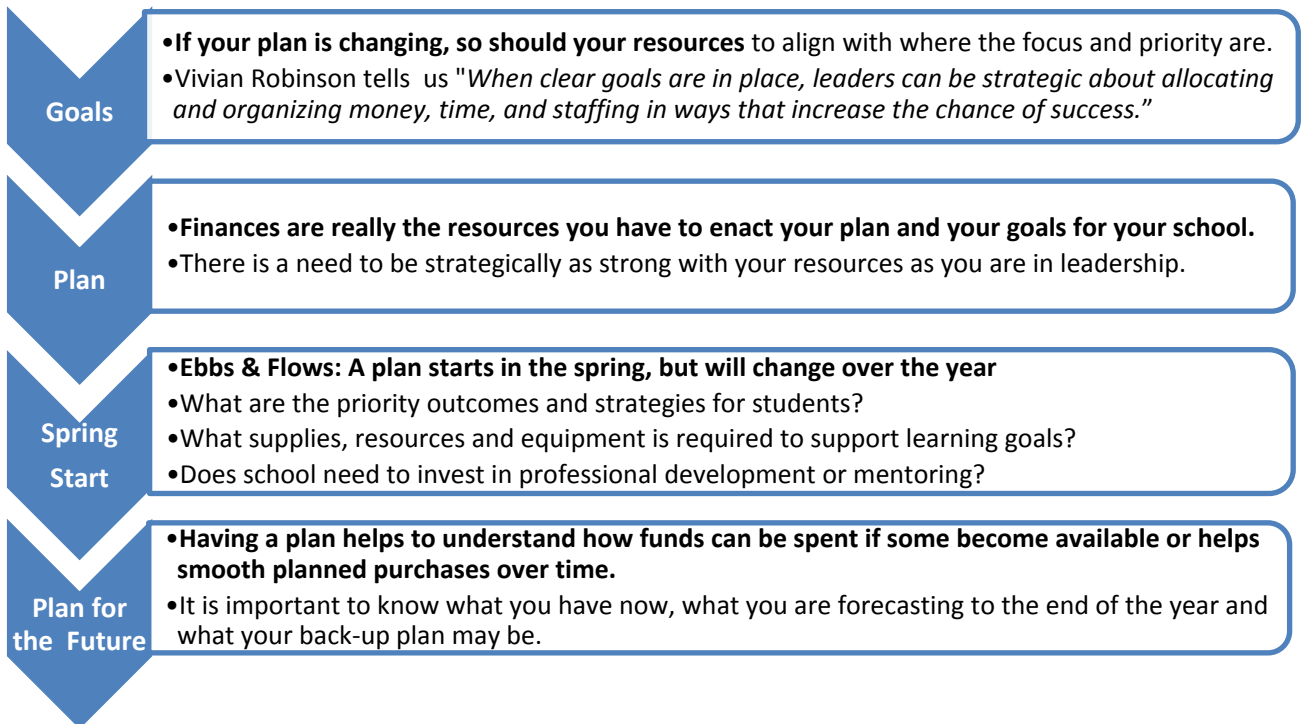
Your RAM workbook includes the tab 'Messaging' that we encourage you to use when sharing budget information. This template is intended to help provide consistent information to our school communities.

Please encourage your parents and school staff to provide input on the CBE's Budget by accessing the [Budget Feedback Form](#) and view the video: [2018-19 Budget Planning Process with CFO Brad Grundy](#)

Considerations when working with the RAM

The Leadership Quality Standard includes the competency: *Managing School Operations and Resources*. RAM is an opportunity to align practices, procedures, policies, decisions and resources with school and system visions, goals and priorities.

Identify Priorities → Share your Plan → Set your RAM



Contacts

The following list of contacts are those that were known at the time this document was completed.

- Find your Finance Specialist: [Alphabetically by Area and School](#)

Who	Phone/Email	What
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED] [REDACTED]	[REDACTED]
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What's new for 2018-19

- This RAM Book will be posted on the CBE's public website with the CBE personnel contact information removed. If you wish to share the RAM Book with your communities, please refer them to the CBE website instead of sharing copies of this document that contains confidential contact information.
- The school furniture and equipment and basic decentralized allocations that were suspended in 2017-18 will not be reinstated for 2018-19. Principal feedback and purchasing evidence suggest that this reduction did not have a significant impact on operations and the suspension will therefore continue.
- The alternative language program per-student enhancement allocation for supplemental resources that was suspended in 2017-18 will also not be reinstated for 2018-19.
- A reduction to the decentralized reference point will be applied so that staffing can be maximized.
 - On the RAM template the decentralized reference point warning system has been adjusted to reflect amounts outside of the 70 per cent-100 per cent range. This represents a shift from 80 per cent-130 per cent used last year; explanations for amounts outside of the Benchmark should be provided in the Comments box.
- Full day kindergarten will continue to be offered but the scope will be reduced.
- ELL allocations will continue to be provided for seven years, however they will start in Grade 1. ELL allocations will no longer be provided for kindergarten students.
- William Roper Hull School will be opening 2 additional classes.
- Mathematics has been identified as an area of improvement by both the CBE and Alberta Education. 59 schools will be receiving an extra FTE allotment to support a Mathematics Coach Learning Leader position. All other schools will be required to designate one person the lead the mathematics work in their school. These individuals will attend 6 half-day professional development sessions over the course of the year.
- Certain allocations have been merged for simplification purposes. These actions do not result in funding reductions to any division. The CTS decentralized equipment maintenance amount of \$9.80 for junior high (Grades 7-9) and \$7.08 for senior high (Grades 10-12) have been included in the Basic per student amount. Also, the Distributed Learning Strategy allotment has been added to the Basic per student amount for senior high.
- The allocation for noon supervision has increased by 6-7% (depending on the program – 4-day, 4/5-day or 5-day) due to increases in the fee charged to parents. Also, the RAM template has been updated to allow for direct supervision deployment only; the C secretary and E administrative support positions are no longer applicable as they do not provide direct supervision.
- Funding for the Nutrition Pilot Project has been increased for the 2018-19 school year. Plans for expanding this project are underway and potential schools will be notified as details are worked out.
- With the introduction of PowerSchool new processes for identifying students will be communicated to schools.

Fall deadline dates

Please note that the RAM cut-off date for the beginning of the new school year is set for Sep. 7, 2018. This is in order to comply with Operational Expectation 6, that all employees are paid accurately and on time. Further details on the Fall RAM process will be provided as soon as they are available.

2018-19 Resource Allocation Method schedule

Please note that Fall dates are preliminary. Any changes will be communicated to schools.

March 2018	Area Workshops for RAM 101 and HR and SSR Staffing Process
Apr. 11	Budget presentation to system leadership
Apr. 12	RAM – emailed to school principals
Apr. 12	Adjustable RAM emailed to principals' accounts
Apr. 26 – May 7	RAM reconciliation workshops.
May 7	Deadline for principals to submit completed RAM to finance and business service specialists. RAM closed for changes
May 7	2018-19 RAM Change Request Form (Excel version) available in Staff Insite
May 11	Spring projection RAM summary provided to area directors
Aug. 13	RAM open for changes for modified calendar schools only - PCR/RCR on-line in PeopleSoft upgrade
Aug. 29	RAM open for changes for all schools
Sep. 7	RAM cutoff to meet payroll related-schedule, until finalization of fall allocation
Sep. 30	Official enrolment count date
Oct. 10	September 30 enrolments available from Student Accommodation & Planning department
Oct. 12	Fall allocation RAM emailed to principals
Oct. 12-26	RAM open for changes
Nov. 6	Fall allocation RAM summary provided to area directors for review of principals' deployment decisions
Nov. 9	October Oracle reports will reflect 2018-19 Fall RAM assignment of resources

Per-school allocations

Per-school allocations are based on school characteristics including:

School type:

- Elementary schools
- Elementary/junior high and middle schools
- Junior high schools
- Junior/senior schools
- Senior high schools
- Small secondary schools – junior/senior grades & fewer than 226 students
- Unique schools/programs
- A listing of all CBE schools, along with school type, is provided on the CBE website.

School/program complexity

Specialized classes - Top up

The line numbers referenced below pertain to the Excel row number on the V. Per School Allocations tab of the RAM template.

Regular allocation

Regular allocations include a base level of staffing uniquely determined for each school type, administrative positions and allowances, contract absence, decentralized supply amounts, and furniture and equipment.

Base level allocations – regular school (Lines 9 - 27)

Schools are allocated the following positions/amounts based on their school type:

	Elementary	Elementary/ Junior High & Middle	Junior High	Junior/ Senior High	Senior High	Small secondary
	FTE	FTE	FTE	FTE	FTE	FTE
Principal	1.0	1.0	1.0	1.0	1.0	1.0
Assistant principal				1.0	1.0	
	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk
Administrative secretary 10 month	35	35	35			35
Administrative secretary 12 month				35	35	
Library assistant	15	15	15	15	15	15
Business manager				35	35	
School technology support specialist		7(F)	7(F)	17.5(G)	17.5(G)	7(F)

The above positions are the minimum expected deployment in schools and must be deployed as allocated.

In addition, the following allocations are provided, noting that the decentralized amounts have been reduced to \$0 for this year as has the school furniture & equipment.

	Elementary	Elementary/ Junior High & Middle	Junior High	Junior/ Senior High	Senior High	Small secondary
	\$	\$	\$	\$	\$	\$
Flexible support staff	\$16,245	\$16,245	\$2,000	\$74,947	\$72,947	\$28,783
Decentralized	\$0	\$0	\$0	\$0	\$0	\$0
School furniture & equipment	\$0	\$0	\$0	\$0	\$0	\$0

Administrative positions and allowances (Lines 9-11)

Principal allocation

Criteria have been established to guide principal allocations as well as the decommissioning of principal positions. Overall, the allocation of a principal will be determined as follows:

- All schools will receive a principal allocation.
- Where a school has fewer than 226 students, a review may be initiated by the area director to determine the principal allocation.
- Any recommended deviation from the base line principal allocation would be initiated by the Area director using defined guiding criteria and supported by the deputy chief superintendent.
- All recommended adjustments must be facilitated within the current area budget, in consultation with and support from the deputy chief superintendent, the Area director, talent management, and the director, corporate finance.
- Adjustments to the allocation would require approval from the Area director and the deputy chief superintendent.

Criteria to be considered during this decision-making process includes:

- Student academic success should not be compromised by the decision.
- Ability to meet safety and security needs of students and staff would be considered.
- Program complexities, such as multiple programs, number and severity of student needs (special education, ELL) would be considered.
- There must be a suitable school available for twinning within a reasonable proximity.

Administrative allowance allocation formulae

Elementary schools

Elementary schools are allocated allowances for administrators based on the total FTE of certificated staff, **excluding** the principal.

Certificated staff FTE (excluding Principal)	Assistant Principal allowance	Learning Leader allowance
Up to 9.999	\$0	\$0
10.000 -16.999	\$19,392	\$0
17.000+	\$19,392	\$5,768

In addition to the allowances for assistant principal and learning leaders, the element of student enrolment will impact the administrative allowance allocation for learning leaders at elementary schools. Student enrolment includes all students at the school.

Student enrolment	Learning Leader allowance
Up to 500	\$0
501 - 650	\$2,884
651+	\$5,768

Elementary/Junior/Middle and Junior High Schools

Elementary/junior/middle and junior high schools are allocated administrative allowances for assistant principals based on the total FTE of certificated staff, **excluding** the principal.

Certificated Staff FTE (excluding Principal)	Assistant Principal allowance
Up to 9.999	\$0
10.000+	\$19,392

In addition to the allowances for assistant principal, elementary/junior/middle and junior high schools are allocated administrative allowances for learning leaders based on student enrolment. Student enrolment includes all students at the school.

Student enrolment	Learning Leaders allowance
Up to 350	\$ 5,768
351 - 500	\$11,536
501 - 650	\$17,304
651 - 800	\$23,072
801+	\$28,840

Elementary/junior/middle schools receive an additional allocation of \$2,884 for one learning leader allowance.

Junior/senior and senior high schools

Junior/senior and senior high schools are allocated a 1.0 FTE assistant principal in the per school allocation; additional administrative allowances for assistant principals are allocated based on the total FTE of certificated staff, **excluding** the principal.

Certificated Staff FTE (excluding Principal)	Assistant Principal allowance
Up to 9.999	\$0
10.000 - 35.999	\$19,392
36.000 - 70.999	\$38,784
71.000 - 105.999	\$58,176
106.000+	\$77,568

In addition to the allowances for assistant principals, junior/senior and senior high schools are allocated allowances for learning leaders based on student enrolment.

Student enrolment	Learning Leaders allowance
Up to 1,200	\$28,840
1,201 - 1,500	\$34,608
1,501 - 1,800	\$40,376
1,801 - 2,100	\$46,144
2,101 - 2,400	\$51,912
2,401+	\$57,680

Small secondary / unique settings / special situations

School	Assistant Principal allowance	Learning Leader allowance
Alternative High	same as senior high	\$5,768
Aboriginal Learning Centre	same as elementary	\$5,768
Louise Dean	same as senior high	\$5,768
National Sport School	same as senior high	\$5,768
CBe-learn *	\$-	\$-
Children's Village	same as elementary	same as elementary
Chinook Learning High	\$19,392	\$5,768
Christine Meikle	same as elementary	same as elementary
Dr. Gordon Townsend	same as elementary	same as elementary
Dr. Oakley	same as elementary	\$5,768
Discovering Choices	\$19,392	\$5,768
Emily Follensbee	same as elementary	same as elementary
Nexus	\$-	\$2,884
West View	\$19,392	\$5,768
William Roper Hull	\$19,392	\$5,768
Woods Homes	\$19,392	\$8,652

*CBe-learn is funded as a department or service unit and receives a lump-sum amount, which would include appropriate administrative allowance allocations.

Spring projection

Spring projection of administrative allowances for assistant principals and learning leaders is based on the current school year's actual certificated FTE and the 2018-19 spring projection enrolment. For new schools, the projection of administrative allowances is based on the projected total certificated staff FTE and the projected student enrolment.

Fall allocation

The allocation of administrative allowances will be updated in the fall allocation RAM based on the September 30th enrolment and the certificated staff FTE assigned as of September 30th, as applicable.

Flexibility for administrative allocations

Where a school is in receipt of an administrative allowance allocation in excess of the requirement as outlined in the Collective Agreement between the Calgary Board of Education (CBE) and the Alberta Teachers' Association (ATA), reassignment of the balance of these funds will be at the discretion of the principal.

Administrative positions

Principals must ensure that the assignment of administrative positions is in compliance with the Collective Agreement between the CBE and the ATA regarding administrative personnel. The most recent collective agreements are posted on the CBE website as follows:

staff insite > manage your career> [collective agreements](#)

Schools may use their RAM resources or approved area resources to add additional administrative positions with the approval of the area director. For additional administrative positions exceeding the requirements of the Collective Agreement between the CBE and the ATA, and the administrative allowance allocation, approval may be given if the position is able to be sustained for a minimum of two years. The school/area will be responsible for the cost of the administrative allowance should there be a need to surplus within a two-year time frame.

Schools may acquire more learning leader positions provided they have the resources to pay the allowance costs for the school year.

In September, a change in the number of certificated staff and/or student enrolment may impact the amounts allocated to schools for administrative positions. If a school has more administrative position(s) such as assistant principal, or vice principal than the confirmed allocation, the following options are available:

- Maintain the administrative position (staff above and beyond the Collective Agreement requirements) and the school will absorb the costs of the administrative allowance; or,
- Identify any reduction in administrative positions on the RAM Reconciliation tab by September 7. The individual administrator's entitlement will be addressed by transfer wherever possible. The school will bear the cost of the allowance for this administrative position for one month.

However, any additional administrative positions that were approved by the area director will be maintained with the cost of the administrative allowance being paid by the school.

Contract absences

Decentralized substitute – short-term contract absences (Lines 12, 13)

Resources to support short-term contract absences for both certificated and support staff are allocated to schools within the RAM. This allocation is restricted for short-term contract absences, and as such, transfers to other accounts are not permitted. This provides schools with resources in a timely fashion and allows for flexibility in decision-making at the school level. Longer-term absence costs are provided for centrally. Schools have full flexibility and accountability and are expected to balance their budgets as with all other components of the RAM. It should be noted that there are no further adjustments to contract absence allocations following the Oct. 26, 2018 closing of RAM spreadsheets.

Certificated staff – short-term contract absences

Schools are responsible for funding the cost of replacements for certificated staff at the substitute teacher's daily rate (as identified in the ATA Collective Agreement) during the first four (4) consecutive days of absence for reasons as outlined in specific articles. The most recent collective agreements are posted on the CBE website as follows:

staff insite > manage your career > [collective agreements](#)

Schools will be reimbursed for the difference between the grid salary cost of the substitute teacher and the regular daily rate, commencing on the second consecutive day of absence up to and including the fourth day, where the same staff member is replaced.

On the fifth consecutive day of the absence, and all consecutive days thereafter, the full replacement cost will be funded centrally. Schools will not be reimbursed for the difference between the grid salary cost of the substitute teacher and the regular daily rate for substitute teachers required for workshops and field trips (and other administrative substitute categories), being paid by the school. Full replacement cost is the responsibility of the school, from day one.

Support staff – short-term contract absences

Schools are responsible for funding the cost of replacements for support staff during the first four consecutive days of absence for reasons of illness or reasons as described in specific articles of the Collective Agreement between the CBE and the Staff Association. On the fifth consecutive day of the absence, and all consecutive days thereafter, the replacement cost will be funded centrally. The most recent collective agreements are posted on the CBE website as follows:

staff insite > manage your career > [collective agreements](#)

Short-term contract absences allocation methodology

Schools are provided with short-term absence replacement dollars for contract absences in relation to the cost of purchased certificated and support staff at the school. The methodology for allocation of resources is described below:

School type	Certificated staff	Support staff
Senior High	1.40 %	1.35 %
All other schools	1.50 %	1.45 %

The difference in percentages between senior high schools and other schools is that consideration had been given to the duration of diploma examination weeks when no replacement of absent staff is necessary.

For support staff short-term absence replacement dollars, the following position costs are excluded in the calculations because there will not be replacement costs to schools:

- Noon supervision staff paid from fees, allocation or funds kept at school
- Breakfast supervisor
- Home care
- Psychologist
- School technology support specialist I
- School technology support specialist II

Noon supervision absence relief is funded centrally.

Examples:

Contract absence for certificated staff

Certificated staff cost as shown on <i>Reconciliation</i> tab	\$1,537,000
1.50 per cent	\$23,055

Contract absence for support staff

Support staff cost as shown on <i>Reconciliation</i> tab	\$ 194,895
Less: meal/lunch supervisor	<u>(\$14,250)</u>
Total eligible support staff cost	\$180,645
x 1.45 per cent	\$ 2,619

Contract absence surplus

On Feb. 1, 2010, Superintendents’ Team approved an annual reallocation of decentralized contract absence funds (certificated and support staff) to ameliorate contract absence deficits with surpluses among all schools. The Superintendents’ Team mandated that an individual school with a surplus in its contract absence account would contribute no more than 40 per cent of the year-end balance to the reallocation exercise. Accountability of managing contract absences continues to reside with the school principal. Please consider and incorporate this reallocation into your year-end planning process.

Example:

School A

Certificated contract absence surplus at July 31, 2018	\$6,000
Support staff contract absence surplus at July 31, 2018	<u>\$2,000</u>
 Total school surplus	 \$8,000
 Maximum school contribution based on system needs (40 per cent)	 <u>\$3,200</u>
 Remainder: net surplus to be included in school carry-forward review	 \$4,800

Full-year temporary teachers - FYTT

CBE has hired FYTT teachers on contract to work as substitute teachers. This is an innovative strategy to recruit substitute teachers to meet the needs in schools.

These FYTT teachers are compensated monthly at their individual grid rate and not the daily substitute rate as registered in SmartFindExpress (SFE). Hence, schools that had FYTT teachers working as substitute teachers in their school would not see the charges on their labour distribution report. Journal entries will be processed to charge schools for the days worked by FYTT teachers. The internal billing will be processed every month for FYTT teachers' days worked in the previous month based on the substitute teachers' daily rate as per the Collective Agreement.

Decentralized supply budgets (line 27)

The amount allocated for the decentralized supply budget has been reduced to \$0 for this year.

Basic per school allocation	Elementary	Elementary/ Junior High / Middle	Junior High	Junior/ Senior High	Senior High	Small secondary school
2018-19	\$0	\$0	\$0	\$0	\$0	\$0

Client technology services (lines 22, 23)

The minimum required technical support hours are provided as a per-school allocation. Schools are allocated technology support positions as noted in the Base Level Allocations - Regular School table above and noted below. All allocations are for 10-month positions.

	Elementary		Elementary/ Junior High & Middle		Junior High		Junior/ Senior High		Senior High		Small secondary	
	Hrs/wk	FTE	Hrs/wk	FTE	Hrs/wk	FTE	Hrs/wk	FTE	Hrs/wk	FTE	Hrs/wk	FTE
School technology support specialist			7(F)	0.200	7(F)	0.200	17.5(G)	0.500	17.5(G)	0.500	7(F)	0.200

The school technology support specialist I is a Grade "F" position and the school technology support specialist II is a Grade "G" position, regardless of whether the position is 10 or 12 month.

All elementary schools and unique settings are currently provided 0.100 FTE of client technology services supported within the on-demand service delivery model.

Further details of this model are available from your Area Supervisors, or online :
https://portal.cbe.ab.ca/staffinsite/system_tools/technology/support/Pages/default.aspx

- Area 1 – [REDACTED]
- Area 2 – [REDACTED]
- Area 3 – [REDACTED]
- Area 4 – [REDACTED]
- Area 5 – [REDACTED]
- Area 6 – [REDACTED]
- Area 7 – [REDACTED]

Elementary schools and unique settings wanting to have an on-site technician assigned to their school must purchase 0.2 FTE or more of client technology services via their RAM allocations. This choice will require Area Director and Director, Client Technology Services approval by submitting a business case. If approved, they will be placed on the scheduled support service delivery model and assigned a technician for the amount of time purchased via the school RAM allocation.

For other school types you may find that the base allocation identified in the table above may not meet all of the requirements for technical support. Schools can examine their need for technology support and consider purchases of additional support either in any amount to create a 1.0 FTE position or in an amount to create the following part-time positions:

- 0.2 FTE
- 0.3 FTE
- 0.4 FTE
- 0.5 FTE
- 0.6 FTE
- 0.7 FTE
- 0.8 FTE

These restrictions help to support the complex scheduling of technical staff supporting multiple schools.

All schools should either consult the Technology Footprint tool (<https://portal.cbe.ab.ca/service/CATS/SiteAssets/DashboardTabs.aspx>) for assistance with support calculations or contact their respective Area Supervisors (contact info listed above)

Changes to technical support hours will only be allowed during the period Oct. 12 - 26, 2018 to be effective Nov. 19. This is intended to reduce the disruption to schools because a change to technical support hours at one school can impact up to 10 other schools that share the same technical support specialist.

Client Technology Services (CTS) staff are recruited by and report to the office of Director, Client Technology Services. Their regular/daily work tasks are assigned by the school principal or delegate. Client Technology Services provides the scheduling of all technical support staff on behalf of the system.

Schools are expected to acquire sufficient technical support for the technology and program needs at their school. If one time projects or other needs arise that cannot be supported with your current CTS OnSite or OnDemand allocation, additional support may be available for additional cost.

Staff Absences/Sick Days

CTS is not funded to make up or provide backfill for missed days due to OnSite technician staff absences (i.e. unplanned sick days or extended medical leaves). CTS will attempt to address any critical/work stoppage issues during a staff absence on a best effort basis.

Base school furniture and equipment (Line 26)

Schools will not be provided with an allocation for school furniture and equipment this year.

Specialized classes

Schools with specialized classes will receive a per-school allocation for the specialized class(es) at their school.

The required total resources provided in the allocation table will be the minimum level of support for the specialized class. However, schools may have some flexibility in the type of resources deployed within the limits of each class's total allocation (e.g. converting education assistant to teaching staff, or lunch supervisor to education assistant, etc.). Principals must consult and receive approval from the appropriate directors (Area and Learning) if they wish to deploy resources in ways other than those noted in the table below.

Specialized classes – top-up (Lines 31-72)

The formulae for specialized class top-up allocations are found on the *VIII. Specialized Classes* tab of the RAM spreadsheet. Each type of specialized class is listed with a “standard” profile of the students within the class (both Division and Special Education level, if applicable), the funding that is received as part of the per student allocations, and the level of support that is being provided (both FTE and total funding). The top-up funding will appear on the per school tab. The top-up funding, in combination with the funding included in the per student allocation provides the funding required to provide the basic resources identified for each class.

Principals should use the adjustable RAM to enter specific details about their classes as the top-up will be adjusted based on the number and profile of students in their classes.

The actual class profile, based on Sep 30 enrolments, will be used to calculate the top-up for the fall allocation. Information to determine the Sep 30 profile will be obtained from the Student Information System (SIS). **Please ensure that you have entered the “Special Education Program” field on the government screen in SIS for all students who are in a specialized class, including LEAD. With the introduction of PowerSchool new processes for identifying students in specialized classes will be communicated to schools.**

For specialized classes that receive a lunchroom supervision allocation, it must be reported on the separate line of the Reconciliation. This will automatically populate the Noon Supervision tab (if applicable) to help in the completion of that tab.

Specialized classes staffing allocations

Name	Certificated staff	Uncertificated staff
Adapted Learning Program (ALP)	1.0 FTE	45 hours/wk (1.2857 FTE) education assistant Contracted services ALP IV (centrally managed)
Attitude, Community Competence, Elements of Academic Curriculum (ACCESS)	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant (Div III) 60 hours/wk (1.7142 FTE) education assistant (Div IV) 10 hours/wk (0.2857 FTE) lunch supervisor Contracted services ACCESS IV (centrally managed)
Bridges	1.0 FTE	30 hours/wk (0.8571 FTE) Bridges support worker 10 hours/wk (0.2857 FTE) lunch supervisor
Communication, Sensory and Social Interaction (CSSI)	1.0 FTE	60 hours/wk (1.7142 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor
Teaching of Attitude, Social Skills and Communication (TASC)	1.0 FTE	60 hours/wk (1.7142 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor
Deaf & Hard of Hearing	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant \$72,575 for interpreting services DHH I/II total comm. \$169,350 for interpreting services DHH III/IV 30 hours/wk (0.8571 FTE) intervener (As required) 10 hours/wk (0.2857 FTE) lunch supervisor (I/II only)
Learning and Literacy	1.75 FTE	
Mental Health (Includes Transition, The Class and AIM)	1.0 FTE	35 hours/wk (1.0 FTE) behaviour support worker
Paced Learning Program (PLP)	1.0 FTE	45 hours/wk (1.2857 FTE) education assistant (Div I, II, III) 60 hours/wk (1.7142 FTE) education assistant (Div IV) 10 hours/wk (0.2857 FTE) lunch supervisor (Div I, II) Contracted services PLP IV (centrally managed)
Autism Spectrum Disorder (ASD) cluster	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor (for Division I-III only)
Social Knowledge, Independent Living and Language (SKILL)	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor
HERA	1.0 FTE	35 hours/week (1.0 FTE) behaviour support worker
Gifted and Talented Education (GATE)	1.0 FTE	
Literacy, English & Academic Development (LEAD)	1.0 FTE	30 hours/wk (0.8571 FTE) ELL assistant

Purchase of psychological services

Schools are provided with a base allocation of FTE for psychological services (not reflected on the RAM); however, schools may wish to augment the amount of service they receive (for counselling services and/or assessment services which can include specialized consultation and program planning as well as staff/parent professional learning) through their school's RAM. Psychological services can be purchased in 0.05 FTE increments on Line 167 of the *I.-III. Reconciliation* tab of the RAM spreadsheet.

Purchases made in the spring RAM will be staffed to start at the end of August; purchases made in the fall RAM will be staffed to start February 1st.

Whenever purchasing psychological service time, principals are to forward the following information to the Manager, Psychological Services. Please complete and forward the table below.

School:	Principal:	Ph:
Psychological Service Requested	Specify amount of FTE for each service requested:	Start Date (indicate whether Fall or Spring)
Counselling (minimum 0.1 FTE)		
Assessment (minimum 0.05 FTE)		
TOTAL FTE purchased:		

Due to the small increments of FTE that are often purchased, and the difficulty of staffing new positions during the course of the year, requests for purchased services that are received after the spring allocation date will only be possible if current staffing assignments permit. Schools should contact [REDACTED], to discuss these requests.

School / program complexity allocations

Schools are provided with resources based on program complexity and identified needs. Some of these complexities are identified for all schools in a certain division or offering certain types of programs. These incremental resources include:

- Science lab instructors
- Autobody/automotive instructors
- Cosmetology instructors
- Instructional cafeteria support staff
- Piitoayis Family School – 1.7142 FTE aboriginal cultural instructors, 2.0 FTE teachers, and \$10,000 decentralized allotment
- Niisitapi Learning Centre – 1.0 FTE aboriginal cultural instructor, 1.0 FTE teacher, 1.0 FTE learning leader and \$24,000 decentralized allotment
- National Sports School - \$399,547
- Louise Dean School – 2.5 FTE teachers, a support worker and a food services supervisor
- Year-round calendars – 1.0 FTE teacher for Louise Dean School
- Alternative High School – 2.0 FTE teachers
- Ernest Manning High School - \$200,000 for summer school staffing
- Central Memorial School – 11.0 CTS instructors and \$50,000 decentralized for operation of the CT Centre located at Lord Shaugnessy site
- New school transition – assistant principal for two years in schools with alternative programs new to the CBE, and as approved by the Superintendents' Team
- International Baccalaureate – school registration fee
- Multi-track junior high french immersion schools – 0.5 FTE teacher each

- Small school equipment replacement decentralized dollars
- CBE Equity Allocations – base amount
- Music Instrument Registration Fee Waivers
- Other Twelve Hours Program – Catherine Nichols Gunn School, Sir John A. MacDonald School
- Unique Settings
- Medical Needs of Students
- Education Assistant - Braille (student funding adjustment)
- Contracted Services, as required (Therapeutic services, Home Support)
- Full-day kindergarten (centrally supported)
- Graduation Coach learning leader FTE:
 - 0.5 FTE from 10-39 grade 10-12 First Nations, Métis and Inuit students;
 - 1.0 FTE for 40-200 grade 10-12 First Nations, Métis and Inuit students and
 - 2.0 FTE where grade 10-12 First Nations, Métis and Inuit student enrolment is over 200;
 - CBe-Learn and Chinook Learning receive an allocation of 0.5 FTE each

Below is some additional information for selected School/Program Complexity allocations.

Mathematics Coach Learning Leader (Line 92)

Mathematics has been identified as an area of improvement by both the CBE and Alberta Education.

In 2018-19, every school in the CBE must have a designated mathematics leader. Some schools will receive an extra FTE allotment to use for a Mathematics Coach Learning Leader. In all other schools, the person designated may be a Learning Leader or a Lead Teacher. These leaders will attend 6 half-day professional development sessions over the course of the year. Specific roles and qualifications can be found in the [Staffing Companion](#).

Alternative language programs – basic decentralized (Line 105)

Alternative Language Programs' decentralized budget enhancement allocation is in recognition of the increased cost of instructional resources in languages other than English:

- French Immersion
- Spanish Bilingual
- German Bilingual
- Mandarin Bilingual

The funding allocations for Alternative Language Programs are as follows, noting that the per student amount has been **reduced to \$0 for this year**:

	Kindergarten	Elementary	Elementary/ Junior High & Middle	Junior High	Junior/ Senior High	Senior High	Small secondary
Basic per program	N/A	\$500	\$1,000	\$1,000	\$1,500	\$1,500	\$1,500
Basic per pupil	\$0	\$0	\$0 /\$0	\$0	\$0 /\$0	\$0	\$0 /\$0

School size – small school (equipment replacement) (Line 107)

The CBE uses a definition of “small school” which is consistent with the definition used by Alberta Education and is a school of fewer than 226 pupils. The Small School adjustments per school are:

	Kindergarten	Elementary	Elementary/ Junior High & Middle	Junior High	Junior/ Senior High	Senior High	Small secondary
Incremental flat rate elementary school allocation – equipment replacement	n/a	\$900	n/a	n/a	n/a	n/a	n/a

Equity – base amount (Line 108)

Schools and programs that receive enhanced allocations elsewhere in the Resource Allocation Method, or that are not resourced on a per-pupil basis, are not eligible for an Equity Allocation.

The purpose of the Per School Allocation is to provide a meaningful amount of equity resources to even a small school. Due to their larger sizes, the senior high schools do not receive a per school allocation, only a per student allocation.

The per-school allocation is found on Line 108 of *V. Per School* tab and the per-student allocation is found on Line 44 of *VI. Per Student* tab. Together these two allocations represent a school’s total Equity Allocation. Please note that kindergarten children are considered as full-time and receive the same Per-Student Allocation as Grade 1 to 12 students.

Transitional equity (Line 109)

Schools that were eligible for an Equity Allocation last year, and do not qualify this year, will receive a Transitional Allocation amount of 50 per cent of their actual allocation from last year. In 2017-18, there were 5 schools that received Transitional equity allocations; of those schools, 3 continue to not qualify for equity in 2018-19 while 2 have returned to the qualifying range. For the 2018-19 calculation, there were 4 schools that did not meet the qualifying score and will receive the transitional equity allocation.

Music instrument registration fee waivers (Line 110)

Funding for Music Instrument Registration Fee waivers will be based on the school's profile from 2017-18 with respect to waivers approved.

Full-day/extended kindergarten (Line 90)

This allocation applies only to programs that are supported centrally.

Schools that qualify for the full-day kindergarten (FDK) program are identified using a number of criteria. The Equity Allocation factor, reflecting schools that have a significant number of students who live in poverty, is the main criteria in determining schools eligible for the full-day kindergarten allocation.

The funding for full-day Kindergarten will be assigned based on the following criteria:

- Schools with an Equity Allocation factor of 2.5 will receive a full-day kindergarten allocation.
- Schools with an Equity Allocation factor of 2.0 will be considered for full-day kindergarten.
 - If there are more schools with an Equity Allocation factor of 2.0 than the budget allows, then each school's Equity Allocation score out of 20 will be used.
 - If the Equity Allocation scores are equal, then the following criteria will be considered:
 - the percentage of kindergarten children who are identified as English Language Learners
 - the number of kindergarten children who are identified as First Nations, Métis or Inuit.
 - the percentage of kindergarten children identified as having some or significant difficulties (yellow or red Response to Intervention levels) through the fall Early Years Evaluation Teacher Assessment (EYE-TA).
 - If the above criteria (b) are equal then the number of children identified with severe speech and language delays and disabilities (code 47) will be considered.

Schools must have a projected enrolment of at least 15 kindergarten children to be considered eligible for a FDK allocation. Children who are not designated to schools identified for FDK will not be considered as part of the enrolment.

For the 2018-19 school year, eligible schools will be allocated a 0.5 FTE teacher for each full day kindergarten program placed in a school. This allocation, combined with other allocations from the RAM, is to be used to provide a full day kindergarten program for all children enrolled in kindergarten. Changes in fall enrolment will be reviewed on a school-by-school basis in consultation with the appropriate Learning director.

Distributed learning strategy allotment (formerly Line 92)

The equivalent per student amount of \$75.04 for the Distributed Learning Strategy Allotment has been included in the Senior High / Grades 10-12 basic per student allocation rate for the 2018-19 school year. This allocation results in the same amount as you would have received based on prior years allocation rules.

Allocation for medical needs of students (Line 113)

If a student's needs are medical in nature, principals should consult with Learning specialists, complex needs and/or area strategists, complex needs to determine whether the student qualifies for Home Care. They will provide information regarding the referral process.

If Home Care support is deemed appropriate, the school will receive an allocation for the position (Line 113 of *V. Per School* tab) and the *I.-III. Reconciliation* tab will be automatically adjusted to report the position. If the student leaves the school, the allocation will be adjusted on a prorated basis. Home Care policy states that personnel can only work with the student(s) who qualify for Home Care support. Therefore, if the student is not in attendance on any day, the Home Care worker will be re-assigned by Home Care. It is also important to note that Home Care staff are only assigned to support the medical needs of the student, not their educational needs.

Education assistant – braille/braille assistant funding (Line 114)

Schools are not required to purchase these positions on the RAM but are provided the necessary services if they have a student requiring Braille support. Schools will receive the Per-Student Special Education funding for students who are blind or visually impaired and, for those specifically identified Braille users, will be

required to contribute this funding to partially offset the cost of the service provided by the Education Assistant – Braille/Braille Assistant. The transfer of this funding will show on the RAM as a negative amount.

Other funding sources

Allocations from other allocation sources, where applicable, are located on tab *V. Per School* in the RAM spreadsheet. These allocations include amounts such as Basic Discretionary funds allocated to schools from the area office (Line 138); International student funding after Sept. 30 (Line 139) and transfers between schools (Line 140).

Allocation for Breakfast Program (Fuel for Schools) (line 134) staff will be included in the “Other Funding Sources” section, “Breakfast Program 10 month - A” line for certain schools only. The allocation for the continuation of the Nutrition Pilot Project to provide for breakfast supervisors is included on line 135 for the 3 participating elementary schools.

Noon Supervision (Line 132-133)

Noon Supervision is the portion of fees representing school-based salary and benefits costs distributed to schools through the RAM. Noon Supervision fees are determined centrally where the CBE collects the fee in collaboration between school-based personnel and the Corporate Finance department. The portion of fee revenue that is distributed to schools must be used for noon supervision only, and all costs of supervising students at lunch must be captured in Oracle financials. Teachers, however, cannot be charged to noon supervision even if they contribute to the supervision of students at lunchtime, as this would be perceived as the CBE charging parents a tuition fee.

Schools will continue to use the Noon Supervision tab in the RAM spreadsheet to purchase staff and allocate them to either (or both) Noon Supervision and Due From School. Middle and junior high schools will not use the Noon Supervision tab for junior high bus eligible allocations and staffing.

The fee allocation rates indicated in the RAM are higher by 6-7% from 2017-18 rates to cover the costs of noon supervision staff at schools. This is irrespective of any central decision to change fee rates charged to parents in order to cover system-level costs associated with the program.

The short term absence relief allocation does not apply to noon supervision staff. Instead, schools will charge absence relief to a central provision through Smart Find Express.

Kindergarten to Grade 6

For kindergarten to Grade six, all students must be directly supervised and have attendance taken. Supervision plans are submitted to and approved by Area directors.

All Full-Day Kindergarten and Grade 1-6 students who stay for lunch, including students in system special education classes and in unique settings (excluding Dr. Gordon Townsend) will be charged Noon Supervision fees. The 2018-19 fee allocation rates are:

Description	5 day	4 day	4/5 day
Non-bus eligible/bused students - Fee	\$236.00	\$212.00	\$228.00

Only the direct costs related to noon supervision can be allocated to noon supervision. The RAM template has been automated to allocate staff costs based on student count and program type, whereby the administration component of the Lunch Supervisors is removed (VII. Noon Supervision tab, line 30).

Drop-in fees continue to be at the discretion of the school. These funds will remain with schools in 2018-19.

Administrative tasks related to Noon Supervision

The purpose of centralizing noon supervision registration and fee collection is to reduce the administrative burden on schools. Schools are not expected to follow-up with parents who have not paid noon supervision fees. Administrative tasks remaining in schools include:

- Assisting with the distribution of Noon Supervision registration forms.
- Running the Student Information System (SIS) reports (for example SIRS *Lunch Attendance Report (Grid) Attendance report) monthly and sending revisions to Finance (scan and email to [REDACTED]). If you have any questions regarding the Lunch Attendance report please contact Student Information System (SIS) Support (403-[REDACTED]).
- Accepting payments for noon supervision (cash, cheque, Point of Sale) and forwarding to the Student Fees department monthly with the appropriate paperwork.
- Distributing child care tax receipts – these will be online before the statutory deadline of Feb. 28. However, paper copies will be distributed to schools in homeroom order before this date.
- Ensure the noon supervision program in your RAM for next school year matches the actual program by May; communicate that program choice to your parent community accordingly
- RAM funding will be increased or decreased based on your actual noon registration student counts, which is reconciled in February each year

If there is a change in the noon supervision program for next year, please contact both your Finance Specialist and Student Fees Clerk immediately to ensure all the various systems are updated.

The allocation of staff to administrative functions has been automated in the RAM template. For information, this work is typically completed by Lead Lunchroom Supervisors. Additionally, schools **may no longer** charge a portion of a C Secretary or School Administrative Secretary to Noon Supervision as this activity is not related to direct supervision and should not be assigned to this source of fee funding.

Mid-Year reallocation

A mid-year reconciliation will be performed in February 2019 to accomplish the following:

- 1 | Where schools have underestimated the number of students registered for Noon Supervision, resources will be allocated to them based on the actual registrations.
- 2 | Where schools have overestimated the number of students registered for Noon Supervision, resources will be removed from their RAM based on the actual registrations.

A threshold for the reallocation of resources will be used. In 2017-18, the threshold was a variance of \$1,000 or greater and/or 10 per cent of the total noon supervision budget.

The 2018-19 school calendar has 183 instructional days. The definition of the noon supervision program depends on the number of days noon supervision is provided, as follows:

Program	Description	Number of supervision days
four-day	School has early dismissal one day every week, and lunchroom supervisors do not supervise students for at least 60 minutes on early dismissal days	156 or fewer
five-day	School does not have early dismissal days, and lunchroom supervisors are employed for student supervision for at least 60 minutes every instructional day.	At least 171 days
four/five-day	School has a number of early dismissal days or extra non-instructional days.	Between 157-170 days

Bus eligible - Junior High

Schools with Grades 7 to 9 bus eligible students receive a RAM allocation of \$90.82 per student that must be used to provide for noon supervision services. The allocations are found in the per student tab of the RAM spreadsheet.

Incidental activity fees - funds retained at school

Schools may charge up to \$10 annually for an “Incidental Activity Fee for Students at Lunchtime” to full-day kindergarten children and students in Grades 1 to 6.

Schools may charge up to \$30 for an “Incidental Activity Fee for Students at Lunchtime” to students in Grades 7 to 9.

This fee has been known as the “Elective Incidental Activity Fee for Students at Lunchtime”; however, this name has created confusion since the fee is elective to the school to charge it. Once the school has decided to charge it, it is not elective to the parent to pay.

If a school wishes to purchase noon supervision staff from funds kept at the school (i.e. charged to Due from School accounts), enter the information on lines 13, 14 and 15 on the VII. *Noon Supervision* tab. The Noon Supervision template will calculate the staff cost assigned to Due from School and that amount will be transferred to Line 133 of the V. *Per School* tab.

Program Unit Funding (Line 125)

Kindergarten children approved for Program Unit Funding (PUF) are those who meet Alberta Education’s criteria for a severe disability (code 40s). These children will receive support based on their individual learning needs. This support could include: speech language services, occupational therapy, physical therapy, psychological services, and/or classroom support provided by an Education Assistant or Early Childhood Practitioner. Decisions about the required level of supports and services are made in collaboration with the School Learning Team and the Early Learning Team. Generally these supports are allocated centrally and will not appear on the RAM.

Based upon recommendations by the Early Learning Team, classroom support provided by an Education Assistant or Early Childhood Practitioner may be provided to some children for either a short term or an extended term. If the support is required for a short period of time, schools can book temporary support through Smart Find Express using reason code 202 – Casual Additional help. Funding will be transferred to

the school's uncertificated temporary salary account to cover these costs. If the support is required for an extended term, the funding will be added to line 125 of the Per School tab. Schools will be required to complete a PCR and RCR to fill the positions. When assigning staff by program on the RCR, schools must allocate these positions to PUF.

Early Development Centre (EDC) Funding (Line 126)

For schools with an Early Development Centre (EDC), the allocation for both the certificated and uncertificated staff will be on a separate line from other allocations that may be received for children in kindergarten. Please see the Reconciliation information on page 41 on how to report these staff.

Career & Technology studies funding (CTS) – tier 2 (Line 96) and tier 3 (Line 97)

This allocation flows from the funding received for specific CTS courses and is linked with class size funding. This funding assists schools offering these courses that are instructed in smaller student settings. The criteria are as follows:

- Funding to schools is based on CEUs for courses offered in Semesters 1 and 2 for the 2016-17 school year
- Applies to CTS course codes with prefixes identified in the Alberta Education Funding Manual for School Authorities for Tiers 2 and 3 courses only
- Total allocation of \$2.5 million for 2018-19
- Unique settings are not included since part of their funding structure already includes support for smaller class sizes. Unique Settings excluded from the allocation:
 - CBe-learn
 - Chinook Learning High
 - Children's Village School
 - Christine Meikle School
 - Discovering Choices (including all Outreach programs)
 - Dr. Gordon Townsend School
 - Dr. Oakley School
 - Emily Follensbee School
 - Nexus / Project Trust Treatment Centre
 - Niitsitapi Learning Centre
 - West View School
 - William Roper Hull School
 - Wood's Homes School/Young Adult Program

Transfer between schools (Line 140)

For schools that choose to share positions (such as a bookkeeper), one principal must request the position on the RAM (charged 100%) and the sharing school must reimburse the purchasing school. Line 140 on the Per School tab allows this reimbursement to be processed through the RAM. The cost of the shared portion will be added to the purchasing school and deducted from the sharing school. The amounts must match.

Per-student allocations

Per-student allocations are based on student characteristics and are found in the tab *VI. Per Student*. These allocations are provided to all schools and programs except CBe-learn. Outreach programs (there are currently four programs all under the Discovering Choices RAM) and Chinook Learning High will be funded at 64 per cent of per student Allocations.

Basic	2018-19	2017-18
Kindergarten	\$2,212.52	\$2,223.64
Grades 1 – 3	\$4,109.44	\$4,130.09
Grades 4 – 6	\$3,964.45	\$3,984.37
Grades 7 – 9	\$4,082.14	\$4,092.80
Grades 10 – 12	\$3,815.55	\$3,752.19
Kindergarten to Grade 12 (> 225 students)	\$236.45	\$237.64

ELL	2018-19	2017-18
Kindergarten	\$0.00	\$452.36
Elementary plus Kindergarten Refugee	\$900.16	\$904.68
Elementary Refugee	\$1,800.31	\$1,809.36
Junior High	\$992.40	\$997.39
Junior High Refugee	\$1,984.82	\$1,994.79
Senior High	\$1,445.29	\$1,452.55
Senior High Refugee	\$2,893.06	\$2,907.60

Special Education	2018-19	2017-18
Mild/Gifted and Talented (53,55,56,57,80)	\$2,396.18	\$2,408.22
Moderate A (54,58,59)	\$2,772.02	\$2,785.95
Moderate B (51,52)	\$3,603.65	\$3,621.76
Severe A (42,45,46)	\$10,259.83	\$10,311.39
Severe B (43,44)	\$10,550.28	\$10,603.30
Severe C (41)	\$10,930.09	\$10,985.02

Class Size Funding	2018-19	2017-18
Kindergarten	\$771.46	\$771.46
Division I	\$1,525.26	\$1,525.26

Other	2018-19	2017-18
Equity factor	\$81.76	\$82.17
Indigenous Students – Kindergarten	\$121.00	\$121.61
Indigenous Students – Grades 1-12	\$242.03	\$243.25
School Furniture and Equipment	\$0.00	\$0.00
Small Schools – Elementary	\$25.00	\$25.00
Small Schools – Junior High	\$30.00	\$30.00
Small Schools – Bilingual Elementary	\$18.00	\$18.00
Small School – Bilingual Junior High	\$22.00	\$22.00
Alternative Language Program – Kindergarten	\$0.00	\$0.00
Alternative Language Program – Elementary	\$0.00	\$0.00
Alternative Language Program – Junior High	\$0.00	\$0.00
Alternative Language Program – Senior High	\$0.00	\$0.00
International Students – Elementary	\$7,560.00	\$7,560.00
International Students – Junior High	\$7,560.00	\$7,560.00
International Students – Senior High	\$7,560.00	\$7,560.00
International - 1st Sem. Only-Elem	\$3,780.00	\$3,780.00
International - 1st Sem. Only-Junior	\$3,780.00	\$3,780.00
International - 1st Sem. Only-Senior	\$3,780.00	\$3,780.00
CTS – Junior High	\$0.00	\$9.80
CTS – Senior High	\$0.00	\$7.08
Bus Eligible – Grade 7-9	\$90.82	\$91.28
Basic Instruction Supplies – Kindergarten	\$15.00	\$15.00
Basic Instruction Supplies – Elementary	\$30.00	\$30.00
Basic Instruction Supplies – Junior	\$137.00	\$137.00
Basic Instruction Supplies – Senior	\$152.00	\$152.00

Basic per student (Lines 8-13)

Schools receive a basic allocation of resources based on their student enrolment, less international students. The funding for international students is paid solely from fees.

English Language Learning (ELL) resources (Lines 18-23)

Schools receive an allocation for all students (Grades 1-12) coded ESL 301, 302 or 303 excluding those students identified as International Students, and those students for whom seven years of funding has been received.

EDC and kindergarten children **will not** receive an ELL allocation and should not be coded ESL 301, 302 or 303. Accountabilities to meet the needs of ELLs remain. Therefore, schools will continue to conduct language proficiency assessments for EDC and kindergarten children. These students must continue to be identified ELL using a new ELL code that will be created and communicated by the SIS Team. ELL funding will begin in grade 1. CBE early learning programs (EDC and kindergarten) are strength-based, supporting each child's unique needs. Children have opportunities to engage in shared experiences to support language development and build communication skills, including daily read alouds, songs, poems, drama and physical movement. Centre-based programming promotes oral language and social skill development through intentionally designed, play-based learning tasks. Classrooms are equipped with numerous visual cues to assist children as they make sense of the school environment and classroom expectations. Early learning teachers recognize the strength of integrated learning experiences and strive to offer a wide range of learning opportunities.

Enhanced resources are allocated for students identified as a Refugee/refugee claimant (Code 640) for a maximum of five years. These students can be coded 301 for years 6 and 7, if needed. Students who are coded ESL (301, 302 or 303) and 640 will only receive the Refugee allocation.

It is an expectation that all students coded 301, 302, 303, and/or 640 as well as EDC and kindergarten children will receive explicit language instruction and that their language proficiency is assessed using the Alberta K – 12 ESL Proficiency Benchmarks.

Special education resources (Lines 27-32)

Allocations for students with special education needs, in Grades 1-12, are provided based on the identified need of the student. The different types of student needs, identified by the CBE for resource allocation purposes, are shown in the table above. The factors for the six categories were determined based on the relative need of each group of students in comparison to the other categories.

Class size funding – Small Class Size Initiative (Lines 36-40)

Small Class Size Initiative funding has been allocated to kindergarten and Division I students.

The CBE will receive approximately \$51.0 million in class size funding, which is allocated to kindergarten to Grade 3 on a per student basis. The CBE is encouraged to retain classroom teachers in kindergarten to Grade 3, in order to support addressing the Alberta Commission on Learning (ACOL) Guidelines. The table below provides the ACOL Guidelines (for information purposes only) for average class size ratios:

	ACOL guidelines
Kindergarten – Grade 3	17.0
Grades 4 – 6	23.0
Grades 7 – 9	25.0
Grades 10 – 12	27.0

Consistent with previous years, schools or programs that receive enhanced allocations elsewhere in the RAM, or that are not resourced on a per pupil basis, do not receive an additional class size allocation. These include:

- Alternative High School
- Niitsitapi Learning Centre
- CBe-learn
- Children's Village School
- Chinook Learning High
- Christine Meikle School
- Discovering Choices (including all Outreach programs)
- Dr. Gordon Townsend School
- Dr. Oakley School
- Emily Follensbee School
- Louise Dean School
- National Sport School
- Nexus/Project Trust Treatment Centre
- West View School
- William Roper Hull School
- Wood's Homes School/Young Adult Program
- Senior high students registered in Knowledge and Employability Courses

Equity Allocation (Line 44)

The purpose of the CBE Equity Allocation is to meet the unique learning needs associated with students in schools that are disadvantaged by virtue of socioeconomic factors affecting either the community and/or the school's student population. These unique learning needs include:

- Children have fewer opportunities to access learning opportunities
- Research has demonstrated a link between a mother's level of education and student achievement
- Schools that cannot collect fees/activity charges from families are less able to offer the same breadth of programming, including field trips, as other schools
- Schools with high student mobility experience more disruptions – teachers and students are continually getting to know each other, teachers need to determine effective learning strategies for new students. Smaller class sizes may assist in this regard
- Students from single parent families may have less access to support at home

The CBE continued to use socioeconomic data from Statistics Canada which is specific to the 2014-15 elementary English/regular program boundaries. The following variables were used to determine which schools would receive an Equity Allocation:

- Level of education less than high school (2011 National Household Survey data, mapped to students at Sep 30/2017 boundaries category)
- Percentage below low income cut-off (LICO, 2012 Tax Filer database, mapped to students at Sep 30/2017 boundaries category)
- Percentage in lone parent families (2012 Tax Filer database, mapped to students at Sep 30/2017 boundaries category)
- Student mobility (number of new registrations plus number of de-registrations between Oct. 1, 2017 and February 5, 2018, divided by Sep 30/2017 student count)
- Music Instrument Registration, Refundable Security Deposit, Transportation & Noon Supervision Fee waivers as of February 27, 2018 for the 2017-18 school year.

Weightings were used on the individual factors and were developed on the same basis as prior years. Each factor has a maximum weight of “4”. A score at or below the average (mean) was given a weight of “0”. The remaining schools were divided approximately into quarters, with the first one-quarter getting a score of “1”, and the highest quarter a score of “4”. The maximum score is “20” for all five factors.

A cut-off of “9” was used for the 2018-19 school year to determine which schools would be eligible for an Equity Allocation. This resulted in 53 schools being eligible for an Equity Allocation plus 4 Transitional for a total of 57. (There were 53 in 2017-18 plus 5 Transitional for a total of 58). Two schools are newly qualified for Equity, (and two Transitional are once again in the qualifying range); four schools do not meet the qualifications, resulting in a 50 per cent Transitional allocation; and the remaining three Transitional from 2017-18 no longer qualify.

Some schools will receive a higher total Equity Allocation in 2018-19, based on changes in ranking (10 schools received a higher ranking versus 2017-18), while some schools will receive a lower total Equity Allocation (11 schools received a lower ranking versus 2017-18).

Number of schools	Total score	Per school allocation*	Per student allocation 2018-19	Per student allocation 2017-18
14	9,10	\$10,000	\$ 81.76	\$ 82.17
16	11,12,13	\$15,000	\$108.99	\$109.53
16	14,15,16	\$20,000	\$136.21	\$136.98
7	17-20	\$25,000	\$163.52	\$164.34
Total = 53				
4	Transitional	50 %of 2017-18 allocation	n/a	n/a

*The purpose of the per school allocation is to provide a meaningful amount of equity resources to even a small school. Due to their larger sizes, the senior high schools do not receive a per school allocation, only a per student allocation.

Schools and programs that receive enhanced allocations elsewhere in the RAM, or that are not resourced on a per pupil basis, are not eligible for an equity allocation.

The per school allocation is found on Line 108 of *V. Per School* tab and the per student allocation is found on Line 44 of *VI. Per Student* tab. Together these two allocations represent a school's total Equity Allocation. Please note that kindergarten children are considered as full-time and receive the same per student allocation as Grade 1 to 12 students. Schools are expected to provide programs for the unique learning needs associated with their students. Allocations may be used for staff, supplies or other resources. Some examples include, but are not limited to:

- Full-day or junior kindergarten
- Early and/or late literacy skills
- Subsidized noon supervision
- Subsidized field trips
- Subsidized classroom supplies

Indigenous education resources (Lines 45, 46)

Indigenous Education resources are allocated to schools based on the number of their self-identified First Nations, Métis and Inuit students (Student Information System SIS codes 330, 331, 332, 333 and 334) for totals of more than 10. This incremental funding is provided as an enhancement to the basic allocation to support the personalization of learning and advance the Indigenous Learning Strategy and the Three Year Education Plan.

Knowledge and Employability (K&E) Courses (Line 47)

Schools will receive a per student allocation for Grades 10 to 12 students registered in Knowledge and Employability Course(s).

School furniture and equipment initiative (Line 48)

Schools will not be provided with an allocation for school furniture and equipment this year.

School size adjustments – small school (Lines 49-52)

The CBE uses a definition of “small school” which is consistent with the definition used by Alberta Education – a school with a maximum of 225 pupils. The small school adjustments are:

	K i n d e r - g a r t e n	Elementary	Elementary/ Junior High / Middle	Junior High	Junior/ Senior High	Senior High	Small secondary school
Incremental flat rate elementary school allocation – equipment replacement	n/a	\$900	n/a	n/a	n/a	n/a	n/a
School size adjustment per pupil rate (applies to a maximum of 125 pupils)	n/a	\$25	\$25 / \$30	\$30	n/a	n/a	n/a
Alternative Language programs incremental size adjustment* - (applies to a maximum of 125 pupils)	n/a	\$18	\$18 / \$22	\$22	n/a	n/a	n/a

*Only applies to students enrolled in Alternative Language Programs

The school size adjustment is calculated as follows:

225 students – actual enrolment (to a maximum of 125) x per student rate

Two examples:

225 – 120 students = 105 x \$25 = \$2,625

225 – 90 students = 135

Maximum = 125 x \$25 = \$3,125

Kindergarten children are not included in the calculation.

Alternative language programs – per program & per student (Lines 53-56)

Alternative Language Programs’ decentralized budget enhancement allocation is in recognition of the increased cost of instructional resources in languages other than English:

- French Immersion
- Spanish Bilingual
- German Bilingual
- Mandarin Bilingual

The funding allocations for Alternative Language Programs are as follows, noting that the per student amount has been **reduced to \$0 for this year**:

	Kindergarten	Elementary	Elementary/ Junior High / Middle	Junior High	Junior/ Senior High	Senior High	Small secondary school
Basic per alternative language program allocation	N/A	\$500	\$1,000	\$1,000	\$1,500	\$1,500	\$1,500
Basic per pupil alternative language allocation	\$0	\$0	\$0/\$0	\$0	\$0/\$0	\$0	\$0 /\$0

International students (Lines 57-62)

International students do not receive Alberta government funding. They pay full tuition for studying in CBE schools.

International students who are enrolled as of September 30 are included in the student enrolment count. However, they are excluded for the Basic, Class Size and Enrolment > 225 allocations. Also, they are not included in the Special Education, ELL or other resource allocation formulae applicable to schools. International students are not funded based on these allocations; they are funded based on their paid tuition fee resulting in an amount that is greater than the basic student amount. If you have international students

who are not included in the September 30 count, you will receive allocation budget transfers for them which will be calculated as per Scenario 3 below.

The international student allocation is to be used at the discretion of the principal to meet all of the learning needs of students within the school. In the event that a student transfers from one school to another, the resource allocation of the sending school will be adjusted accordingly on a prorated basis.

The scenarios below show how international student tuition fees are allocated.

Tuition Fees for 2018-19 school year:

- \$12,000 per school year
- \$6,000 per high school semester

SCENARIO 1 | The student is in Fall RAM for the full school year; this allocation is received as part of your FALL Allocation RAM, which appears on your October Financial set of reports from Oracle:

Amount Received: \$7,560.00 per student

	Elementary	Junior	Senior
Basic, & >225 Student Allocation (from tuition paid; no government funding is received)	\$4,200.90	\$4,318.59	\$4,052.00
Incremental Allocation	\$3,359.10	\$3,241.41	\$3,508.00
Total International Student Allocation	\$7,560.00	\$7,560.00	\$7,560.00

Here is what you will see on your RAM:

4	VI. PER STUDENT ALLOCATIONS					
5		Alloc Factor	Alloc'n Rate	Profile - Per Student Excl. Int'l	Dollars	Program
57	International Students - Elementary		\$ 7,560.00	-	\$ -	Regular
58	International Students - Junior High		\$ 7,560.00	-	\$ -	Regular
59	International Students - Senior High		\$ 7,560.00	-	\$ -	Regular

SCENARIO 2 | The student is in Fall RAM for *one semester only*; this allocation is received as part of your FALL Allocation RAM, which appears on your October Financial set of reports from Oracle:

Amount Received: \$756.00 per month x 5 months = \$3,780.00 per student

Here is what you will see on your RAM:

4	VI. PER STUDENT ALLOCATIONS					
5		Alloc Factor	Alloc'n Rate	Profile - Per Student Excl. Int'l	Dollars	Program
60	International - 1st Sem. Only-Elem		\$ 3,780.00	-	\$ -	Regular
61	International - 1st Sem. Only-Junior		\$ 3,780.00	-	\$ -	Regular
62	International - 1st Sem. Only-Senior		\$ 3,780.00	-	\$ -	Regular

SCENARIO 3 | The student is not included in the Fall RAM

Amount received: \$756.00 per month the student is in attendance (amount allocated based on tuition received)

If enrolment covers two school years, the amount will be allocated separately over the two fiscal years. These amounts are transferred to your school via budget transfer in the same month that the student is confirmed (enrolled, registered, paid in full) by Global Learning.

Here is what you will see on your RAM:

4	V. PER SCHOOL ALLOCATIONS							
5		Certificated Staff		Uncertificated Staff		Decentralized	Total	Program
6		Salary & Benefits	FTE	Alloc Factor	Salary & Benefits	FTE	\$	\$
138	Area Funding						\$ -	Other funding
139	International Students - adjust for short term; after Sept. 30						\$ -	Other funding
144	Transfer between schools						\$ -	Other funding

Eligible Career & Technology Studies (CTS) modules (Lines 63-64)

Allocations for eligible Career & Technology Studies modules have been included in the basic per student rates for Grades 7-9 (\$9.80) and Grades 10-12 (\$7.08) starting in the 2018-19 school year and is considered a decentralized budget and included in the decentralized reference point.

Bus Eligible Grades 7-9 (Line 66)

Schools with Grades 7 to 9 bus eligible students receive a RAM allocation of \$90.82 per student that must be used to provide for noon supervision services. Information pertaining to students outside the walk zone (and therefore considered bus eligible) will be received from the Transportation department as at Sep 30, 2018 to populate the Fall Allocation RAM for this per student allocation. The Spring estimate is from the 2017-18 Fall RAM.

Allocations for school assistants (Line 67)

The allocation for school assistants is partially paid from transportation fees. This means that schools need to use the allocation as provided. Schools with greater than 50 bused students will receive an allocation with which they purchase school assistant(s). The allocations are:

Bused (K-6)	School assistants	\$
Up to 50	0.000	0
51 to 150	15 Hrs./wk (0.4286 FTE)	\$21,370
151 or more	30 Hrs./wk (0.8571 FTE)	\$42,735

The spring projection for school assistant allocation is based on the school's current numbers of bused students registered in SIRS as of March 21, 2018. The Fall allocation for school assistants will be based on the numbers registered in the Student Information System (SIS) as of Sep 30, 2018.

Basic Instruction Supplies (Lines 68-71)

Schools are expected to provide the learning resources and materials students need to meet the Alberta Program of Studies requirements. Per student allocations at the same rates as the former Instructional Supplies and Materials (ISM) fees continues for the 2018-19 year, as was reflected in the 2017-18 Fall Allocation RAM. Full Day Kindergarten program children will receive the Elementary rate to recognize their similar requirements.

Reconciliation

The purposes of the I. – III. Reconciliation tab are to:

- Communicate staff selection decisions to Human Resources for action.
- Provide a summary of resource assignment for certificated staff, support staff and decentralized budget respectively.
- Declare staff FTEs assigned by program for reporting to Alberta Education and to CBE stakeholders relative to how the CBE uses its funding.
- Indicate FTE assigned as Resource Teacher(s) and Teacher Librarian(s).
- Provide information on assignment of certificated staff working in applicable CTS subject areas (required for Workers' Compensation Board purposes). Statistical information from secondary schools will be used for submission to the Workers' Compensation Board for premium consideration.

This Reconciliation Tab consists of three sections to request staff:

- I. Certificated Staff
- II. 10-month Support Staff
- III. 12-month Support Staff

When completing this tab, consideration must first be given to positions which were provided in the RAM for specific purposes (i.e. staff for specialized classes, LEAD classes, noon supervision services or specific positions identified in program complexity). These positions should be entered prior to making any other

staffing decisions in the school. Next, schools should consider any other incremental funding (i.e. Special Education, ELL, Indigenous etc.) that was provided for services and support to ensure that the learning needs of identified students are being addressed through this incremental funding.

In the first column (column E), "TOTAL Staff - FTE (Budget)", the total number of FTEs purchased of each position is indicated. The program assignment is entered in the next columns. For each position, the "Total Budget FTE Assigned" is calculated and must equal the number of FTEs requested. If it does not, the "Variance" cell turns red. Positions with minimum required deployment will be identified with green shading (e.g. 0.4286 FTE Library Assistant, Schools).

Support staff position FTE with four decimals

FTE	Weekly hours
1.0000	35.0
0.8571	30.0
0.7143	25.0
0.5714	20.0
0.5000	17.5
0.4286	15.0
0.2857	10.0

Assignment of staff FTEs by program

Assignment of staff by program is a key step. The information from principals' assignments is used to report to Alberta Education and to the CBE's other stakeholders on how the CBE uses its funding.

The task of assigning resources by program is not an exact science. It is important to recognize the "regular" component of instruction delivered for *all* students. However, it is definitely *not* meant to replicate the allocation by program. Rather, it is intended to answer the question: "What *incremental* resources are required with program X?" where program X means:

- Mild & Moderate Disabilities/Gifted and Talented Education
- Severe Disabilities
- English Language Learning
- Indigenous students
- Transportation

In addition, **staff allocations received through PUF must be declared as allocated.**

Also, for schools that share positions (such as a bookkeeper), the purchasing school will request the full FTE and be charged for the position (100%). The sharing school will reimburse using line 144 on the Per School tab; deduct the cost of the appropriate portion of the shared position from the sharing school and add the same amount on the same line of the purchasing school.

Teaching staff for Early Development Centres (EDC)

Program Unit Funding (PUF) supports the teaching staff positions in the EDC over and above what the school receives through the basic per pupil allocation. The breakdown is included on the specialized classes tab (starting on line 62). Schools can see the number of students projected, the resulting per-student allocation, and the amount that will be provided through PUF. The calculated FTE will appear on the per school tab (line 126) and will also be automatically populated on the reconciliation tab. Principals will need to declare the difference between the actual FTE and that being funded through PUF under K-Instruction.

Decentralized reference point

A “reference point” or “benchmark” for the decentralized supplies budget is displayed at the top of the *I.-III. Reconciliation* tab. If the amount remaining in decentralized is less than 70 per cent of this amount, the box will turn red; or if greater than 100 per cent of this amount, the box will turn red.

In either case, please indicate in the comment box regarding the plan to address the difference (for example, "Enrolment expected to increase").

The Decentralized Reference Point is calculated as follows:

	Kindergarten	Elementary	Elementary/ Junior High / Middle	Junior High	Junior/ Senior High	Senior High	Small secondary school
Per School	n/a	\$0	\$0	\$0	\$0	\$0	\$0
Per student (by division)	\$42.35	\$84.70	\$42.35/ \$84.70/ \$99.40	\$99.40	\$99.40/ \$125.79	\$125.79	\$99.40/ \$125.79
Plus: music loan waivers, alternative language program allocations (per school and per student), small school equipment replacement, small school adjustments, decentralized portion of knowledge & employability course allocations, other specific decentralized amounts.							

RAM changes

RAM updates (May to mid-August)

Changes to RAM during this time period (May to mid-August) are only going to be initiated by Human Resources or Learning services. Principals will then be notified to complete both the 2018-19 RAM Change Request (Excel version will be posted in Staff Insite) and Post Reconciliation Adjustment (PRA) forms and forward to the designated Finance Specialist who will update the RAM. The Finance Specialist will forward the changes to the appropriate department for further processing. In addition, principals are required to provide all necessary HR/staffing forms to your staffing consultant.

Request to update RAM (mid-August to end of school year)

Once the school year is started, the PCR/RCR online process in PeopleSoft will be used, starting in early to mid-August. RAM is frozen for the 2018-19 school year on Oct. 26, 2018. Principals must complete the on-line RAM Change Request (RCR) Form and Position Change Request (PCR) Form in PeopleSoft when requesting any position changes (such as additions, reductions, increases, decreases, etc.) to their current FTE. The RAM Change Request Form allows principals to calculate the cost of the change contemplated and contains information required to process the staff change. If you are unsure whether or not staffing will permit a change, contact your staffing consultant. Final changes to RAM for any school year is June 15th.

Schools will be expected to absorb the cost of the notice period for any staff reductions according to the applicable Collective Bargaining Agreement. This is a minimum of three weeks for support staff positions and one month for teaching staff.

If you require assistance in completing the form, contact your finance specialist.

Criteria for opening RAM on or after Oct. 26

The following circumstances were determined to warrant opening a school's RAM spreadsheet on or after Oct. 26, 2018:

- The receipt of funding for International students
- The distribution of area funds
- The receipt of Program Unit Funding (PUF)
- The need to address unanticipated fluctuations in noon supervision attendance
- For senior high schools, the need to make changes for the second semester
- The receipt of funding from an outside agency
- The adjustment of the RAM to match actual staffing

Any request to open a RAM (for reasons other than those listed above) must have the support of the school's area director.

Final changes to RAM for any school year is June 15th

Appendix 1 Accountabilities

Accountabilities and flexibilities for resources allocated to schools

The Resource Allocation Method provides principals with flexibility to assign resources to meet student needs. A thoughtful, rational allocation method, coupled with flexibility at the school level for the deployment of these resources, will help principals meet their accountabilities for both students and staff.

RAM allocations are in support of programming, not targeted for specific students.

Principals will be accountable for ensuring the resources requested and assigned do not exceed the resource allocation provided and must work within their budgeted allocations. In order to assist principals in meeting these accountabilities, assistance and support will be provided by area directors and other system personnel. However, accountabilities for all decisions made at the school level will reside at the school level and over-expenditures will not be ameliorated by the system.

Schools are expected to provide the learning resources and materials students need to meet the Alberta Program of Studies requirements.

Flexibility to deploy resources comes with accountability. Principals are accountable for:

- Maintaining alignment with their School Development Plan.
- Ensuring all staffing decisions (administrators, teachers and support staff) are compliant with the following:
 - Staffing guidelines as outlined in the Staffing Companion for Our Schools 2018-19 located in Staff Insite
 - Collective Agreement between the Calgary Board of Education and the Alberta Teachers' Association
 - Collective Agreement between the Calgary Board of Education and the Staff Association
 - CBE Governance Policies and Administrative Regulations
 - School Act
- Procurement and Contracts (previously known as Supply Chain Services) provides goods and services in accordance with system standards and protocols, as documented in AR 7001 and the Supply Chain Services Handbook, found in Staff Insite, Finance & Supply Chain Services.
- Procurement and Contracts also facilitates services provided in accordance with "Independent Contractor Guidelines and Procedures," found in Staff Insite, Finance & Supply Chain Services.

Principals may assign resources as they wish to meet students' learning outcomes while ensuring alignment with their School Development Plan. There is, however, a "reference point" for the decentralized budget. The formula for the reference point is found in the reconciliation section of this document. The purpose of the reference point is to highlight to principals and area directors where a school may not have enough decentralized resources left to support its program or may be overly cautious in holding back resources.

Area directors will be provided with reports showing a summary of schools' allocation of resources (certificated, support staff and decentralized). They may contact schools with amounts left in decentralized budgets that are significantly different from the reference point.

Class size funding

(K-Grade 3; Career and Technology Studies (CTS) Tier 2 and 3 courses)

The Small Class Size Funding has specifically been provided for kindergarten and Division I students and high school Tier 2 and Tier 3 CTS courses. For transparency purposes, the CBE is continuing to allocate this funding to schools on a separate funding line. For 2018-19, Small Class Size Funding will only be provided to those schools which provide services to students in K-3 to focus on early learning. High schools that offer CTS Tier 2 and Tier 3 courses will receive a per school certificated FTE allocation to reduce class size. No funding allocation will be provided for Division 2 or Division 3 students.

- Principals and their staff are responsible to determine appropriate deployment decisions in keeping with the K-3 class size guidelines.
- Schools that are at capacity in terms of classrooms may need to look at alternative ways of organizing learning groups. Principals are encouraged to explore strategies with their area director.
- Area directors are accountable for ensuring that schools in their area work toward not exceeding the provincial guidelines.
- Jurisdiction class size averages and per school average class size by grade category will continue to be posted on the CBE website.
- Each school's annual report must include a link to the class size report on the CBE's website.

The key goal for all schools continues to be to improve the learning outcomes of students and support the personalization of learning. This resource allocation should focus on these improvements.

Accountabilities for English Language Learning outcomes

Expectations for services and programming for English Language Learners are outlined in Alberta Education Policy 1.5.1, the Alberta Education High School ESL Program of Study, the K-9 and High School Guides to Implementation and, the Alberta ESL K-12 Language Proficiency Benchmarks. The CBE Three-Year Plan identifies strategies and actions to improve the academic success of all learners, including ELL students. Resources to assist administrators and teachers can be found under English Language Learning on Staff Insite: https://portal.cbe.ab.ca/staffinsite/teaching/instructional_supports_services/ell/Pages/default.aspx

School jurisdictions that identify students as ELL must provide services that:

- Address their linguistic, cultural and academic learning needs
- Are quantifiable, identifiable services provided in a regular classroom and adapted for the individual student, or specific groups of students where support is provided by an additional teacher or assistant or timetabled as a sheltered offering specifically to meet ELL needs and taught by a qualified ELL teacher.
- Enable them to access regular programming and become integrated in the school and community environment.

Responsibilities of the principal include, but are not limited to:

- Ensuring the appropriate funding code (301,302,303,640 or new code for kindergarten), and language proficiency (LP) level is entered in Powerschool and that appropriate intake, orientation, placement and transition processes are in place for English Language Learners.
- Using the Alberta K-12 ESL Proficiency Benchmarks, annual assessment tools for oral, reading, and writing skills; the English Language Learning Progress Report (K-9); the High School ELL Benchmarks Progress Report; the Calgary Board of Education Locally Developed Courses (7-12);

and the ESL Program of Studies (10-12) to assess, set learning outcomes, track progress, and report to parents.

- Ensuring initial assessment data is recorded on the ELL Annual Programming Summary form by September 30 and a copy is placed in the Official Student Record.
- Facilitating collaboration among staff and various service providers in support of immigrant and refugee families.
- Planning and implementing appropriate comprehensive programming which includes:
 - 1 | Explicit English language instruction, i.e. the intentional teaching of language function, form and vocabulary, especially as required in academic subjects; the intentional design of learning activities that address language and conceptual understandings unique to English Language Learners.
 - 2 | Differentiation and modification to enable students to access curriculum, i.e. attention to the outcomes outlined in the Alberta Programs of Study with an alteration of materials, assessment tasks, learner tasks or teaching strategies to reflect the unique needs of English Language Learners.
 - 3 | Cultural responsiveness, i.e. a pedagogical approach that incorporates and honours diverse cultural perspectives and ways of learning; an organizational approach that reflects diversity in everything from hiring practice, philosophy and development plans, to instructional content and materials selection.

Comprehensive programming is the responsibility of certificated staff. ELL Assistants work under their direction, as per Position Description 1367. A reduction in class size is, in itself, not considered sufficient programming, nor is isolated irregular “pull-out” or “drop-in” models of support.

Accountabilities for Special Education outcomes

Alberta Education has provided a document, “Standards for Special Education”, which is still in effect and outlines the requirements for school boards regarding the delivery of education programs and services to students identified with special education needs in Grades 1-12. This document can be found on the Alberta Education website:

<https://education.alberta.ca/diverse-learning-needs/special-education-standards/everyone/overview/>

Please refer to [Specialized Classes & Unique Settings](#) on student profiles and placement processes which can be found in Staff Insite. Contact the appropriate Learning specialist and/or Area strategist for further information or to address any questions.

Accountabilities for First Nations, Métis and Inuit resource allocation and educational programming

With the support of service units and the school community, the role of the principal includes, but is not limited to:

- The advancement of the Indigenous Education Strategy in the Three Year Education Plan
- Ensuring parents/caregivers are properly informed about what it means to identify as First Nations, Métis and Inuit when registering.
- Ensuring the appropriate First Nations (Status/Non-status), Métis or Inuit funding code (330, 331, 332, 333 or 334) is entered into SIS.

The Indigenous Education Team is available to assist CBE leaders and staff in the development and implementation of programming to action the Three Year Education Plan and Indigenous Education strategy in support of success for each Indigenous student. Schools can contact their Area office for more information.

Accountabilities – Client Technology Services

Schools are expected to acquire sufficient technical support for the technology and program needs at their school. Central telephone support is available and additional onsite support is available for complex jobs and emergencies. Support requests, other than emergencies, will be placed in the queue and may not be possible to complete according to the school's scheduled needs as it is dependent on staff availability with particular skill set. Contact CBE Technology Helpdesk to initiate this work.

Accountabilities – Noon Supervision obligations

Noon supervision school obligations

1. Supervision

All schools that receive an allocation for noon supervision (kindergarten – Grade 6) are required to provide direct supervision of all students who are registered. (As per Noon Supervision Services Handbook, maintain a manageable student/supervisory ratio). Principals may hire support staff or designate non-instructional time for teacher supervisors (however teacher time is not covered by parent fees). Direct supervision requires students in specific areas with identified supervisors which differs from grades 7 - 9 supervision where students are not required to have direct supervision and supervisors are designated in general monitoring zones.

2. Attendance

Noon supervision programs are to be accountable for all students registered by taking attendance at lunch (for tracking and safety purposes). The RAM allocation for noon supervision will be adjusted (increased or decreased) based on the mid-year reconciliation of registered student counts.

3. Supervision Plan

Schools providing noon supervision are required to submit a plan to the Area director. (As per the Noon Supervision Services Handbook provide a minimum of 20 minutes for students to eat. Please also reference [Noon Supervision Top Five Need to Know for Administration](#) for program support.