

Resource Allocation Method Book for Schools | 2021-22



learning | as unique | as every student

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**Calgary Board
of Education**

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Introduction

The Calgary Board of Education (CBE) is recognized as the largest school district in western Canada. Metro school jurisdictions, including the CBE, typically receive about 90 per cent of their total funding from Alberta Education. The CBE anticipates managing an operating budget of about \$1.4 billion dollars and over 14,000 staff to provide the best education programming and support for over 129,000 students in the 2021-22 school year.

The Calgary Board of Education (CBE)'s work is guided by its Three-Year Education Plan that fosters an environment between students, families and staff, all with the same commitment to student success.

Mission

The Board of Trustees' Mission is:

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

The CBE considers each individual student and their learning requirements while balancing all student needs against available financial and other resources.

Values

Administration's approach to the budget is guided by CBE values:

- Students come first
- Learning is our central purpose
- Public education serves the common good

The CBE will continue to prioritize student learning while recognizing the reality of fiscal constraints and the integrated nature of services and supports across the system.

2021-22 School Year

The Calgary Board of Education heads into the 2021-22 school year with a renewed sense of optimism. Rather than simply return to its pre-pandemic state, the CBE will enable even greater levels of student achievement and well-being by building a *more coherent, more sustainable, and more equitable* school system.

Coherence

The 2021-22 school year will be the second year using the provincial government's new funding and assurance framework. The framework brings increased certainty to the CBE's budget development process by moderating changes in enrolment.

Sustainability

The CBE continues to align the cost of its operations to the funding provided through Alberta Education's funding framework. The goal is a sustainable approach that allows CBE to balance its budget without relying on one-time funding or resources for the ongoing delivery of programs, services and supports.

Looking forward, uncertainty regarding longer-term provincial funding necessitates that the CBE be thoughtful regarding new or increased programming, services or supports. Specifically, the CBE notes that provincial public education funding is forecast to remain flat for the remainder of government's term irrespective of enrolment growth.

The funding CBE receives to support a growing system will need to stretch further. The CBE will be challenged to think differently and find new ways of delivering programs, services, and supports within the dollars we receive.

Equity

Within the CBE, equity means that each student, irrespective of personal circumstance, has an equal opportunity to achieve. In support of that overarching objective, the CBE is engaged in a multi-year process to introduce a robust equity index-based approach to resource allocation that considers a range of variables that have been statistically determined to be predictors of student achievement in CBE.

For parents, the CBE is committed to ensuring fees remain as reasonable and affordable as practicable, consistent with the good or service being provided. The CBE believes that careful fee management is important at a time when many families are facing financial hardship.

The CBE has established an internal fees committee with the express mandate of carefully managing school and system based fees in a responsible manner. As part of its work, the committee will seek and consider public input. As well, the CBE's "no student will be denied access to their public education by an inability to pay a fee" approach continues. This approach means that where necessary, fees can be waived in support of student access to public education.

Resource Allocation Method (RAM)

Schools are provided financial resources through the RAM to meet student learning outcomes. It is designed to allocate funding equitably while providing flexibility in the assignment and deployment of the funding to meet the unique needs of students within schools.

Schools are funded based on student enrolment and complexity while instructional supports are held at the Area and central level to ensure responsive programming and efficient service delivery to students.

RAM/Equity Principal information session	Date
Session 1 + 2	March 24, 2021
Session 3	March 25, 2021

Document	Release Date
2021-22 Spring Projection RAM	April 8, 2021
2021-22 Adjustable RAM workbook	April 8, 2021
2021-22 RAM Book	April 8, 2021

The RAM Book

The purpose of this document is to:

- Describe the 2021-22 RAM for CBE schools
- Describe areas that are consistent with the prior 2020-21 school year
- Describe changes implemented in 2021-22 school year
- Provide strategies and considerations to assist in the optimal deployment and management of human resources
- Clarify the content for each tab on the RAM spreadsheet
- Describe the allocations provided to schools and the accountabilities for those allocations (where specific accountabilities exist)

The content in this document will be written from the perspective of a novice user. Experienced users may use this document as a reference.

This RAM Book will be posted on the CBE’s public website with CBE personnel contact information removed. Any community engagement or sharing should be directed to the copy posted on the CBE website to ensure confidential personnel information is protected.

What’s New for 2021-22

System RAM Allocation to Schools			
<p>Base</p> <p>Equal across schools.</p> <p>It is comprised of Per School and Per Student allocations that support resource allocation for items common to all schools.</p> <p>When determining what is funded under Base, consider a school where, for the most part, students attend regularly, those students who start the year at the school also end the year at the school and students are accessing grade level curriculum.</p>	<p>Equity</p> <p>Different across schools.</p> <p>This allocation is intended to address inequities that are impacting students’ ability to access grade level curriculum.</p> <p>Students who have gaps in their learning need additional support to address these gaps. To close gaps, we need to resource equitably.</p> <p>When determining what is funded under Equity, consider the factors that impede students’ ability in or access to the grade specific programs of study.</p>	<p>Program</p> <p>The allocation in this fund is specific to particular programming needs.</p> <p>While some aspects of equity might seem as though they fit here, this allocation is to address programming that does not exist in every school.</p>	<p>Other</p> <p>The allocation in this fund are those components connected to RAM that do not fall into one of the other three funds.</p>

- For more details regarding equity, please see the *Equity Index Backgrounder for 2021-22* in Insite

Timeline

2021-22 Resource Allocation Method (RAM) Schedule

Date	What
Apr. 6 - 8	Area Workshops for RAM 101 and HR and SSR Staffing Process
Apr. 8	Adjustable RAM - emailed to Principals
Apr. 8	Spring Projection RAM – available on SharePoint
Apr. 13 - 22	RAM Drop-in Sessions
Apr. 27 - May 6	RAM Reconciliation Meetings
May 6	Deadline for Principals to submit completed RAM to finance and business service specialists RAM closed for changes
May 7	<i>2021-22 RAM Change Request Form</i> (Excel version) available in Insite
Fall dates below are preliminary. Changes will be communicated to schools via email and on the Key Dates tab on the Principals' Roadmap.	
Aug. 3	RAM open for changes for modified calendar schools only – use PCR/RCR on-line in PeopleSoft. RAM open for changes with effective date August 12
Aug. 27	RAM open for changes for all schools
Sep. 10	RAM cut-off to meet payroll related-schedule, until finalization of fall allocation
Sep. 30	Official enrolment count date
Oct. 7	September 30 enrolments available from Student Accommodation & Planning department
Oct. 14	Fall Allocation RAM - emailed to Principals
Oct. 14 - 29	RAM open for changes
Nov. 3	Fall allocation RAM summary provided to Education Directors for review of Principals' deployment decisions
Nov. 8	October Oracle reports will reflect 2021-22 Fall RAM assignment of resources

Fall Deadline Dates

The RAM cut-off date for the beginning of the new school year is set for September 10, 2021.

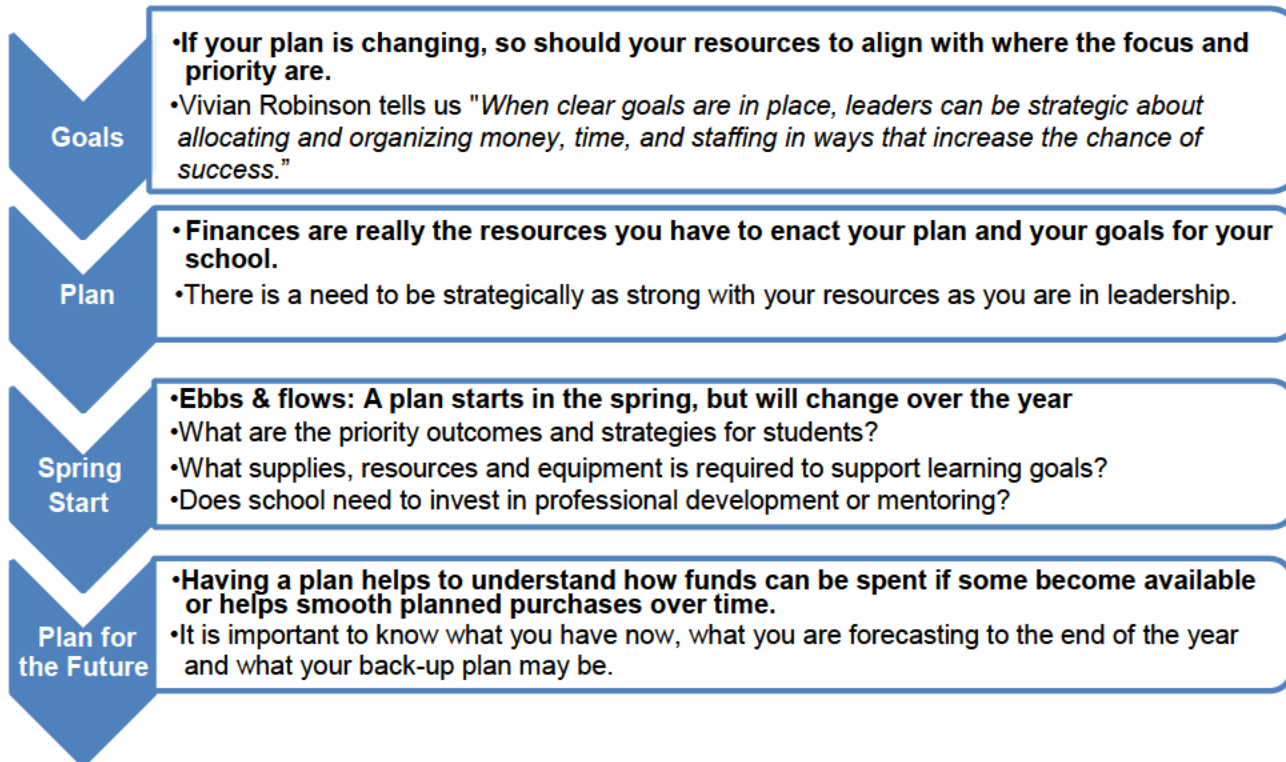
This ensures that all employees are paid accurately and on time. Further details on the Fall RAM process will be provided as soon as they are available.

Before Getting Started

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



Strategies to manage within available resources

- Prioritizing staff over stuff
- Share resources between schools / across schools within an Area
- Minimize the impact on classroom supports
- Take advantage of professional development opportunities provided by the system rather than those offered by external groups; and strictly limit discretionary spending – see related Administrative Regulations in Insite.

RAM Changes

The following chart summarizes the RAM workbooks and the change forms that are in use at different times of the year:

	May	June	July	Aug	After Sept 30 Enrolment count	End of Year
RAM workbooks	Spring Projection RAM Adjustable RAM				Fall RAM	
Change form	RCR PRA via Excel doc and sent to Fin Specialist			PCR/ RCR online in PeopleSoft		

RAM Updates (May to mid-August)

Changes to RAM during May to mid-August

- Initiated by Human Resources or School Improvement team.
- Principals will then be notified to complete and send:
 - RAM Change Request (RCR) form
 - Post Reconciliation Adjustment (PRA) form
 - All necessary HR/Staffing forms
 - Excel version will be posted in the Forms section in Insite and in the Principals' Roadmap
- RCR and PRA should then be sent to the designated Finance Specialist who will update the RAM.
- Staffing forms should be sent to the designated HR staffing consultant

Request to Update RAM (Mid-August to End of School Year)

- Once the school year starts, any position changes (such as additions, reductions, increases, decreases, etc.) will need Principals to complete forms **online in PeopleSoft**:
 - RAM Change Request (RCR) form
 - Position Change Request (PCR) form
- The RAM Change Request Form allows Principals to calculate the cost of the change contemplated and contains information required to process the staff change. Any questions should be directed to your staffing consultant
- Final changes to RAM for the current 2020-21 school year is June 18, 2021
- RAM is frozen for the 2021-22 school year on Oct. 29, 2021

Schools will be expected to absorb the cost of the notice period for any staff reductions according to the applicable Collective Bargaining Agreement.

Please note: This is a minimum of three weeks for support staff positions and one month for teaching staff.

If you require assistance in completing the forms, please contact your Finance Specialist.

Criteria for Opening RAM on or After October 29

The following circumstances were determined to warrant opening a school's RAM spreadsheet on or after Oct. 29, 2021:

- Adjustment of RAM to match actual staffing
- Distribution of Criteria Based Response funds
- Need to address unanticipated fluctuations in noon supervision attendance
- Need to make changes for the second semester (high schools only)
- Receipt of funding for international students
- Receipt of funding from an outside agency
- Receipt of Discretionary Kindergarten Support funding

Any request to open a RAM (for reasons other than those listed above) must have the approval of the school's Education Director.

Spring RAM vs Adjustable RAM

To avoid confusion between the two workbooks that are used in the RAM process, the following table summarizes the objective and differences between the two.

	Spring Projection RAM	Adjustable RAM
Description	Official spreadsheet with enrolment projections. This is completed and returned to Finance. "Good Copy RAM"	Working spreadsheet to reflect any changes you anticipate for upcoming school year. "Play RAM"
Objective	For you to see the RAM starting point and <ul style="list-style-type: none"> ▪ Submit staffing request FTE to HR ▪ Submit back to Finance 	Adjust for anticipated changes and consequently reflects the expected amount of funds to be received in Fall RAM after the Sept 30 enrolment count
Starting Point	Spring projection enrolments and funding	Spring projection enrolments and funding
Change allocation cells	No	Yes

- In cases where the RAM is significantly higher or lower than expected, the Adjustable RAM can be used to discuss with your Education Director for adjusting staffing levels.
- It is better to underestimate the Adjustable RAM. Overestimates may require negative adjustments to staffing levels.

Where to Start

The starting point to completing the RAM workbook depends on the user. There are tabs with information and tabs that require input. Some Principals like to work through the tabs in order of left to right and others like to start with Noon Supervision.

Important Reminders

- Noon Supervision – required to be completed
- Staff Reconciliation – required to be completed
- Staff Reconciliation tab – check there are no variances (in **red**, Column V)
- Decentralized Reference Point (cell K7) – check it is not **red**

Tabs

Tab Name	Description	Adjustable fields		Notes
		RAM	ADJ RAM	
Annual Factors	Prorated calendar	-	-	info only
Messaging	Consistent template for schools to communicate budget goals, scenarios and messaging	✓	✓	
Staff Reconciliation	Where the FTE of certificated and non-certificated staff is entered. Use this tab to check if you have over/under budgeted	✓	✓	
Per School	Lists funding received for schools dependent on school characteristic, program complexity, specialized classes and other items	-	✓	
Per Student	Lists the funding received for a student, dependent on student, school, census characteristics	-	✓	
Noon Supervision	Where noon supervision planning is completed	✓	✓	
Specialized Classes	Where specialized classes are listed. Update this to reflect what you think will be the case for next school year	-	✓	
Rate Table	Budgeted average salaries and benefit rates FTE equivalents for weekly hours of work	-	-	info only
Account Coding	Finance use only			
Teachers	Finance use only			
10-month	Finance use only			
12-month	Finance use only			

Annual Factors Tab

This is where you will find the annual factor for positions that are in effect to the end of the school year. The content in this tab relates to staffing and RAM changes.

- For example, you hire someone into a traditional calendar position that starts Oct. 11. Instead of using a 1.0 FTE you would use a 0.850 FTE (line 9, column G).

Messaging Tab

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 students. School Councils and Parent Societies provide enhancements to learning for students through community support and fundraising.

- Use the information on this tab when sharing budget information
- Yellow highlighted cells will be automatically populated as you input data into the Staff Reconciliation, Noon Supervision and Specialized Classes tabs
- Blue highlighted cells are for Principal input. This can be used for budget messaging.

The “Messaging” tab encourages consistent budget information to and across our school communities.

Please encourage your parents and school staff to provide input on the CBE’s budget with the Budget Feedback Form found in Insite.

Staff Reconciliation Tab

This tab is where the FTE of certificated and non-certificated staff is entered.

The purposes of the Staff Reconciliation tab are to:

- Communicate staff selection decisions to Human Resources for action
- 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 a summary of resource assignment for certificated staff, support staff and decentralized budget respectively, and
- Provide information on assignment of certificated staff working in applicable CTS subject areas (required for Workers' Compensation Board (WCB) purposes). Statistical information from secondary schools will be used for submission to the WCB for premium consideration

This tab consists of three sections to request staff:

- Certificated Staff (lines 15 - 68)
- 10-month Support Staff (lines 71 - 170)
- 12-month Support Staff (lines 172 - 208)

Legend & Definition

approval required - Education Director, client tech services
autofilled – calculation
data entry permitted
formula cell but has been unlocked and available for adjustments
formula cell that is locked
linked to noon supervision tab
staffing may be required
unbalanced/negative

Cell - Where a line and column intersect. For example, line 16 column F would be cell F16.

Filling out FTE requests

- For ATA staff, fill out FTE request to the 3rd decimal place
- For support staff, fill out FTE requests to the 4th decimal place
- Use the Rate Table tab to determine the allocation to be entered based on start date and weekly hours worked

Note | this information can also be found on the Rate Table tab.

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 the CBE's stakeholders on how funding is utilized.

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 AND answer "what incremental resources do I need for certain programs?" such as:

- English Language Learning
- Mild & Moderate disabilities/Gifted and Talented Education

- Severe disabilities
- Students who self-identify as Indigenous

When completing this section, keep in mind:

- For schools that share positions, such as a bookkeeper, the purchasing school will request the full FTE Bookkeeper (cell E121) and be charged for the position (100%).
 - The sharing school will reimburse using line 75 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.
- Positions which may require deployment will be identified with green shading (e.g., 0.4286 FTE Library Assistant).

Decentralized reference point

A “reference point” or “benchmark” for the decentralized supplies budget is displayed at the top of the Staff Reconciliation tab.

- If the amount for decentralized budget is below 70 or above 100 of the reference point/benchmark for decentralized budget, the check box at the top of Staff Reconciliation 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
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

Steps to Complete This Tab

- 1 | Start at cell E16, fill out the 1.000 FTE for a Principal.
- 2 | Fill out the total FTE you will need in:

Cell	Position
E20	Assistant Principal
E24	Vice Principal
E25	Learning Leader
E26	Teacher

3 | Once you have the total number of staff for the above categories, allocate them into assignment (columns F-P):

▪ Administration	▪ Gr 1-12 - Instruction
▪ K-Instruction	▪ Gr 1-12 - M&M/GATE
▪ K-M&M	▪ Gr 1-12 - Severe
▪ K-Severe	▪ Gr 1-12 - ELL
▪ K-ELL	

The number of assignments should match the total FTE staff

4 | In cell E33, if applicable, enter the total FTE for Resource Teacher(s)

5 | In cell E34, if applicable, enter the total FTE for Teacher Librarian(s)

These FTEs must be included in either E25 or E26 as well

6 | The CTS section applies to both CTF and CTS courses. This must be completed for WCB purposes

7 | Once you have worked through the other tabs in the spreadsheet, you must return to the Staff Reconciliation tab to check that you have no variances (red cells) in column V and that the Decentralized Reference Point (cell K7) is not **red**

Purchase of Psychological Services (Line 167)

Schools are provided with a base allocation of FTE for psychological services (not reflected on the RAM) and may wish to augment the amount of service (counselling and/or assessment) they receive through their school's RAM.

- Psychological services can be purchased in 0.025 FTE increments (equivalent to 1 assessment) on Line 167 of the Staff Reconciliation tab of the RAM spreadsheet.
- Principals should email [REDACTED] or [REDACTED], Managers Psychological Services, and c.c. [REDACTED] with the following information: type of service requested (counselling or assessment) and amount of FTE for each service type.
- Positions purchased on the spring RAM will be staffed to start at the end of August. The start date for purchases made in the fall RAM will be dependent on when staff can be hired to accommodate the requests. Principals will receive a reply to their email to confirm the start date and instructions on how to enter it onto their RAM (for fall purchases only).

The School Improvement service unit is not funded to make up or provide backfill for missed days due to Psychology staff absences (i.e., unplanned sick days or extended medical leaves). School Improvement will attempt to provide some support on a best-efforts basis.

Remember, once you have worked through the tabs, you must:

- Return to the Staff Reconciliation tab to check there are no variances, **red cells**, column V
- Decentralized Reference Point (cell K7) is not **red**

Per School Tab

This tab lists the number of certificated and non-certificated staff as well as decentralized budget numbers.

RAM Spreadsheet	Adjustable RAM
NO changes on the pre-populated information	Can only update <ul style="list-style-type: none"> Other Allocations (describe)

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
- Specialized classes
- Program and other allocations

Note | A listing of all the CBE schools, along with school type, is provided on the CBE website.

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

Regular Allocation (Lines 9-23)

Regular allocations include a base level of staffing uniquely determined for each school type, administrative positions and allowances, and contract absences.

Administrative Positions and Allowances (Lines 9-11)

Schools are allocated the following positions and administrative allowances based on their school type and student enrolment:

	Elementary	Elementary/ Junior High & Middle and Junior High	Junior/ Senior High	Senior High	Small Secondary	Unique Settings
	FTE	FTE	FTE	FTE	FTE	FTE
Principal	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	1.0 at 10+ certificated staff (excluding principal)					

Learning Leaders Admin Allowance allocation	Elementary	Elementary/ Junior High & Middle and Junior High	Junior/ Senior High	Senior High	Small Secondary	Unique Settings
	\$	\$	\$	\$	\$	\$
1-400	\$2,925	\$8,775		\$11,700	\$5,850	\$2,925
401-600	\$5,850	\$11,700		\$11,700	\$5,850	\$5,850
601-1000	\$8,775	\$11,700	\$11,700	\$11,700		\$5,850
1001-1800			\$14,625	\$14,625		
1801-2200				\$17,550		

Learning Leaders maximum deployment	Elementary	Elementary/ Junior High & Middle and Junior High	Junior/ Senior High	Senior High	Small Secondary	Unique Settings
	FTE	FTE	FTE	FTE	FTE	FTE
1-400	2.0	5.0		10.0	2.0	2.0
401-600	4.0	7.0		10.0	2.0	2.0
601-1000	6.0	8.0	10.0	10.0		2.0
1001-1800			12.0	12.0		
1801-2200				14.0		

Spring Projection

Spring projection of Assistant Principals is based on the current school year's actual certificated FTE. For new schools, the projection of Assistant Principals and administrative allowances is based on the projected total certificated staff FTE and the projected student enrolment.

Fall Allocation

The allocation of Assistant Principals and 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.

Administrative Positions

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

Schools may use their RAM resources to add additional assistant principal administrative positions with the approval of the Education 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 can be sustained for a minimum of two years. The school will be responsible for the cost of the administrative allowance should there be a need to surplus within a two-year period.

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 Learning Leader 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 Staff Reconciliation tab by Friday, Sept. 10. 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 Education Director will be maintained with the cost of the administrative allowance being paid by the school.

Learning Leader Standardization

The 2021-22 school year will continue the standardization of Learning Leader roles and responsibilities across the system, as well as Learning Leader allocations across all schools. These positions are critical to our schools, student learning, and system leadership succession. The importance and value of these roles is clear. We remain committed to maintaining this position within current fiscal realities.

Rationale for the Changes Made for 2021-22

- Based on Learning Leader purchasing for this school year (2020-21), we determined where we could pair back both allocation and maximum with minimal to no impact on schools
- This provides a progression of change that naturally aligns with the principal's current purchasing decisions and supports greater allocation of funds to the classroom
- The changes made more closely align the Learning Leaders to student and teacher ratios across divisions
- These changes will further reduce the number of possible allowed positions in the CBE
- The single Junior/Senior increase was in response to a school query and more closely aligns with like school demographics

Rationale for the Limited Change for 2021-22

- We were able to make some changes as a first adjustment to the new model that was introduced last year (2020-21)
- Further changes would require more time to properly engage stakeholders

Support Staff Allocations (Lines 14-21)

Support Staff	Elementary	Elementary/ Junior High & Middle	Junior High	Junior/ Senior High	Senior High	Small Secondary
	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk
Administrative secretary 10 month	35	35	35			35 (Alternative High)
Administrative secretary 12 month				35	35	35 (Louise Dean)
C Secretary 10 month	35 at 275+ enrolment					
C Library Assistant 10 month	15.0					
D SIS Assistant 10 month				35	35	
Business Manager, 12 month				35	35	
School technology support specialist		(F) 7	(G) 17.5	(G) 17.5	(F) 7	(F) 7
Science Technician, 10 month E	Division 4					
	Hrs/wk					
0-1200	17.5					
1201-1800	30.0					
1801-2400	45.0					
2401+	60.0					

Contract Absences (Lines 12, 13)

Decentralized Substitute – Short-Term Contract Absences

- Resources to support short-term contract absences for both certificated and support staff are allocated to schools within the RAM. Longer-term absence costs are provided for centrally.
- 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.

- 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. 29, 2021 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 consecutive days of absence for reasons as outlined in specific articles.

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.

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.

Short-Term Contract Absences Allocation Methodology - Exemptions

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:

- breakfast supervisor
- noon supervision staff paid from fees allocation (absence relief is funded centrally)
- psychologist
- school technology support specialist I
- school technology support specialist II

Example 1

Contract absence for certificated staff

Certificated staff cost as shown on Staff Reconciliation tab	x	Short term contract absence for certificated staff (not high school)	=	Short term contract absence replacement dollars
\$1,537,000		1.50%		\$23,055

Example 2

Contract absence for support staff

Support staff cost as shown on Staff Reconciliation tab	-	Lunch room supervisor	=	Total eligible support staff cost	x	Short term contract absence for certificated staff (not high school)	=	Short term contract absence replacement dollars
\$194,895		(\$14,250)		\$180,645		1.45%		\$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.
- 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 the year-end planning process.

Example

Certificated contract absence surplus at June 30, 2021	\$6,000
Support staff contract absence surplus at June 30, 2021	<u>+\$2,000</u>
Total school surplus	\$8,000
Maximum school contribution based percentage	<u>x 40%</u>
Maximum school contribution based (\$8,000 x 40%)	\$3,200
Net surplus to be included in school carry-forward review (\$8,000-\$3,200)	\$4,800

Full-Year Temporary Teachers (FYTT)

The 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 SmartFind Express (SFE).

- 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.

Client Technology Services (Lines 22, 23)

New for 2021/22 School Year. The CBE Service Desk is now the 1st point of contact for all technology support requests. Client Technology Services (CTS) On-Site support models are now limited specifically to how a support specialist is dispatched to your school for support issues that require "in-person" support. After contacting the Service Desk and determining that an "in-person" or "On-Site" specialist visit is required the CTS On-Site Support models differ as follows:

- On-Demand: The support request is assigned to the next available CTS On-Site support specialist. Pools of specialists are grouped by Area of schools and priority is determined based on impact and urgency of all support requests at schools in the Area.
- Scheduled: The support request is assigned to the pre-determined CTS On-Site support specialist for attention on their next scheduled weekly visit to the school. Priority is determined based on impact and urgency at the individual school during the scheduled day(s).

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

Note: 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

	(EI/Us) Elementary/ Unique Setting		(EL/Jr/Middle) Elementary/ Junior High & Middle		(Jr) Junior High		(Jr/Sr) Junior/Senior High		(Sr) Senior High		(Ssec) 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
On-Site Service Delivery Model		On- Demand		On- Demand OR Scheduled		On- Demand OR Scheduled		Scheduled		Scheduled		On- Demand OR Scheduled

Elementary (EI) & Unique setting (Us) schools

All (EI) elementary and (Us) unique settings schools are currently centrally funded for Service Desk and CTS On-Site support On-Demand service delivery model with no additional RAM allocations included. CTS On-Site support specialists will be dispatched to the school as required and on a prioritized basis. Schools wanting to replace the CTS On-Site On-Demand support with a CTS On-Site Scheduled support specialist assigned to their school must purchase the MINIMUM 0.2 FTE or more of CTS On-Site Scheduled Support via their RAM.

Any (EI) Elementary and (Us) Unique settings school that purchases 0.2 FTE of CTS On-Site Scheduled support via their RAM allocation, for example, will receive, in addition to the Service Desk services, one scheduled day of tech support per week from the same technician. CTS On-Site support will only be provided on the scheduled days and by the identified specialist. Service Desk services will remain unaffected and will continue to be provided. This choice will require Education Director and Director, Client Technology Services approval by submitting a business case. The amount and type of client technology as well as any unique needs that fall under the responsibilities of CTS are factors that will be considered and compared to the services as provided at other similar schools. If approved, support requests determined to require an on-site visit will be assigned to the scheduled CTS On-Site support specialist for attention on the scheduled day(s).

Elementary/Junior/Middle (el/jr/middle) Junior (Jr) and Small Secondary (Ssec)

All (EI/Jr/Middle), (Jr) and (Ssec) schools have an option to select either the Scheduled or On-Demand support model for CTS On-Site services. Service Desk services will be provided with either model. If the CTS On-Site On-Demand support model is chosen, the RAM allocation of 0.2 FTE will be removed and used towards the central pool of On-Demand staff providing the service and support.

The CTS On-Site Scheduled model allows for a specific On-Site Support Specialist to be assigned to provide support only on specific days. If the Scheduled support model is chosen the MINIMUM RAM staff request required is 0.2 FTE, but may be increased as desired, in increments of 0.2 FTE.

Senior High Schools (SR)

All Senior High (Sr) schools are supported with the CTS On-Site Scheduled support model and the minimum support allocation is 0.5 FTE school technology support specialist II G either 10 or 12month.

All Schools

For all 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
- 0.4 FTE
- 0.6 FTE
- 0.8 FTE

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

Further details on support models or if you require help with support calculations, please contact your respective area supervisors [Technology On-Site Support](#)

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

Changes to technical support hours will only be allowed during the Fall RAM adjustment period. This is intended to reduce the disruption to schools because a change to technical support hours at one school can impact up to 5 other schools that share the same technical support specialist.

Client Technology Services (CTS) On-Site staff, both Scheduled and On-Demand are recruited by and report to the office of Director, Client Technology Services. Their regular/daily work tasks are assigned based on location and priority of work requested through the Service Desk. Client Technology Services provides the assignment and scheduling of all CTS Onsite Support Specialists staff on behalf of the system.

Schools that select the CTS On-Site Scheduled support model 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 On-Site Scheduled or On-Demand resources, additional temporary support may be available for additional cost.

Staff Absences/Sick Days

CTS On-Site Scheduled support does not include backfill for missed days due to technology support staff's absences (i.e. unplanned sick days, vacation or extended medical leaves).

CTS will attempt to address any critical/work stoppage issues requiring an in-person support visit during staff absence on a best efforts basis. Service Desk support continues to be available and is not impacted by CTS On-Site Support staff absences.

Schools in the CTS On-Site On-Demand support model are not directly impacted by staff absences, as any in-person support required will be reassigned to available resources.

Schools receiving On-Demand support are not impacted by staff absences, as work will be reassigned to available resources.

Specialized Classes (Lines 27-49)

- Schools with specialized classes will receive a per-school allocation for their specialized class(es).
- 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' total allocation (e.g., converting education assistant to teaching staff, or lunch supervisor to education assistant).
- Principals must consult and receive approval from their Education Director if they wish to deploy resources in ways other than those noted in the table below.
- In addition to the staffing resources noted in the allocation table, each class will receive \$1,000 for resources.

Specialized Classes Resources

Principals should use the Adjustable RAM to enter student enrolment, by division, for their classes, as the per student allocation will be adjusted based on the number of students in their classes.

- The formulae for specialized class allocations are found on the Specialized Classes tab of the RAM spreadsheet. For the spring allocation, each type of specialized class is listed with a "standard" profile of the number of students within the class and the level of support that is being provided (both FTE and total funding).
- The funding will appear on the Per School tab. The class resource funding provides the funding required to provide the basic resources identified for each class. The Per Student tab will be adjusted to remove the students in the class from the base allocation.
- The actual class profile, based on Sept. 30 enrolments, will be used to calculate the fall allocation. Information to determine the Sept. 30 profile will be obtained from PowerSchool. Please ensure that you have entered the class information in the Programs field (including the current school year) in PowerSchool for all students who are in a specialized class, including LEAD.
- For specialized classes that receive a lunchroom supervision allocation, it must be reported on the separate line of the Staff Reconciliation tab. 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 (FTE)	Uncertificated staff
Adapted Learning Program (ALP)	1.0	<ul style="list-style-type: none"> ▪ 45 hours/wk (1.2857 FTE) education assistant
Attitude, Community Competence, Elements of Academic Curriculum (ACCESS)	1.0	<ul style="list-style-type: none"> ▪ 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
Autism Spectrum Disorder (ASD) cluster	1.0	<ul style="list-style-type: none"> ▪ 30 hours/wk (0.8571 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor (for Division I-III only)
Bridges	1.0	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 60 hours/wk (1.7142 FTE) education assistant ▪ 10 hours/wk (0.2857 FTE) lunch supervisor
Deaf & Hard of Hearing (DHH)	1.0	<ul style="list-style-type: none"> ▪ 30 hours/wk (0.8571 FTE) education assistant ▪ \$36,542 for interpreting services DHH I/II ▪ \$169,964 for interpreting services DHH III/IV ▪ 10 hours/wk (0.2857 FTE) lunch supervisor (I/II only)
Enhanced Education Supports (EES)	1.0	<ul style="list-style-type: none"> ▪ 60 hours/wk (1.7142 FTE) education assistant ▪ 10 hours/wk (0.2857 FTE) lunch supervisor
Gifted and Talented Education (GATE)	1.0	<ul style="list-style-type: none"> ▪ none
HERA	1.0	<ul style="list-style-type: none"> ▪ 35 hours/week (1.0 FTE) behaviour support worker
Learning and Literacy (L&L)	1.75	<ul style="list-style-type: none"> ▪ none
Literacy, English & Academic Development (LEAD)	1.0	<ul style="list-style-type: none"> ▪ 30 hours/wk (0.8571 FTE) ELL assistant
Mental Health (The Class)	1.0	<ul style="list-style-type: none"> ▪ 35 hours/wk (1.0 FTE) behaviour support worker
Nexus	1.0	<ul style="list-style-type: none"> ▪ 35 hours/wk (1.0 FTE) behaviour support worker
Paced Learning Program (PLP)	1.0	<ul style="list-style-type: none"> ▪ 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)
Teaching of Attitude, Social Skills and Communication (TASC)	1.0	<ul style="list-style-type: none"> ▪ 60 hours/wk (1.7142 FTE) education assistant ▪ 10 hours/wk (0.2857 FTE) lunch supervisor

Full-Day/Extended Kindergarten (Line 48)

- This allocation applies only to programs that are supported centrally
- For the 2021-22 school year, full-day kindergarten programs are remaining in the same schools as were identified for 2020-21
- Children who are not designated to schools identified for FDK will not be considered as part of the enrolment
- Eligible schools will be allocated a 0.5 FTE teacher for each full day kindergarten program, as projected by Early Learning. 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 Education Director.

Focussed Program Allocation (Line 53)

Elementary schools with enrolment of 300 or fewer students and included in the top 20 Equity index scores receive their pro-rata share of \$1.5m provision of resources. The formula used to determine the pro-rata share is consistent with the per student Equity Index allocation, based on score and student count.

CTS Allocations (Lines 54-63)

The review of CTS Instructors allocated in the RAM is focused on improving the safety, supervision and access across all Tier 3 CTS programs in the CBE.

Tier 3 programs are defined as programs that have a high level of required teacher training and/or credentialing, safety requirements, specialized equipment, and space requirements. The programs included in Tier 3 are: Auto Body, Auto Mechanics, Fabrication, Welding, Construction, Cosmetology, Culinary Arts and Aviation. Not all CTS programs, however, will automatically receive this allocation. The allocation considers a number of factors: area (m²); working space; sight lines; teaching load; class size; safety factors; and number of teachers. Each factor was then assigned a value. If the safety and supervision score indicated there was a concern, an instructor was allocated in order to mitigate the situation. This allowed for a consistent application of criteria across a variety of programs and the footprint of space being used.

Central Memorial receives additional allocations for the operation of the CT Centre located at Lord Shaughnessy site.

School / Program Complexity Allocations (Lines 64-68)

Schools are provided with resources based on program complexity and identified needs. These incremental resources include:

- Unique settings top-ups including contracted services
- Official Languages in Educational Programs federal funding for French immersion
- Special Classes additional resource requirements or adjustments

Discretionary Kindergarten Supports (Line 69)

Kindergarten children identified with mild/moderate and severe learning needs will have access to supports and services similar to students in grades 1-12.

- As part of an Early Learning Referral for tier 3 supports, schools may be granted short-term funding to support critical need. Funding is to be used towards purchasing additional support (EA or ECP). Schools can book temporary support through SmartFind Express using reason code "202 – Casual Additional Help."

Small Enrolment (Line 70)

All school types with enrolment counts of 225 or fewer students receive \$75,000 and for the range of 226-350 students, receive \$50,000. Student counts are determined with Kindergarten children included as 0.5.

Large Enrolment (Line 71)

Schools (excluding the elem/jr/middle types) with enrolment counts of 750-1450 students receive \$125,000 and at 1450+, receive \$250,000. This provision allows for flexibility related to administrative staff requirements.

Duty to Accommodate (Line 72)

Human Resources administered provision for both certificated and support staff needs, if required, for accommodations that occur during the school year.

Criteria Based Resource Funding (Line 73)

Criteria Based Resource funding has replaced the Area Basic Discretionary funds; requests submitted to Education Director for review and sign-off with final approval by Superintendent of School Improvement. Criteria for accessing the CBRF during the 2021-22 school year will be in alignment with what Education Directors utilized with Area Discretionary funds.

International Students short-term; after Sept. 30 (Line 74)

Allocations for international students attending for less than 5 months and second semester enrolments are included on line 74. If international student enrolment covers two school years, the amount will be allocated separately over the two fiscal years. Global Learning transfers these amounts to your school via budget transfer in the same month that the student is confirmed (enrolled, registered and paid in full).

Transfer Between Schools (Line 75)

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 75 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.

ISSP for Patrick Airlie (Line 76)

The Integrated School Support Program (ISSP) is a prevention-based initiative with designated funding from the Calgary Police Foundation to provide for teacher and psychologist resources at Patrick Airlie School. The objective is to ensure students and their families receive the necessary supports in the school, including a positive police presence, on-site psychologist, physical education specialist, social worker, access to a health clinician, breakfast and lunch programs, and after school programs that include mentoring and tutoring.

School Nutrition Program (Line 77)

This allocation of funding from Alberta Education provides for breakfast supervisors staff; the program provides funding to include one nutritious meal per school day as well as nutrition education. Funding for the School Nutrition Program (SNP) Breakfast Supervisor position is dependent on the size of the breakfast program.

- Large programs (feeding 50 or more students on average daily) receive a full 10-hour position
- Medium programs (feeding 35-49 students on average daily) share a breakfast supervisor with another school, or must top-up the position using other RAM allocations (in agreement with the Nutrition Program lead)
- Small programs (feeding less than 35 students on average daily) do not receive funding for a breakfast supervisor position or pay for a breakfast supervisor from other RAM allocations.

Other Allocations – describe (Line 78)

As the RAM methodology continues to be reviewed and adjusted, the “Other Allocations – describe” allows for further refinement of RAM allocations.

Per-Student Tab

- This tab lists the number of students and the funding associated with each. It is pre-populated by Finance and has some cells that are linked to other tabs.

RAM Spreadsheet	Adjustable RAM
NO changes on the pre-populated information	Changes permitted in blue cells

- Per-student allocations are based on student division and are found in the Per Student tab.
- These allocations are provided to all schools and programs.
- Outreach programs (there are currently three programs all under the Discovering Choices RAM) and Chinook Learning Services will be funded at 64 per cent of per student allocations.

Basic	2021-22	2020-21
Kindergarten	\$2,770.73	\$2,115.41
Grades 1-3	\$5,177.66	\$3,928.95
Grades 4-6	\$4,878.04	\$3,857.87
Grades 7-9	\$4,601.68	\$4,007.58
Grades 10-12	\$4,362.29	\$3,757.73
Kindergarten to Grade 12 (> 225 students)	\$0.00	\$237.64

Basic Per Student (Lines 8-12)

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

International Students (Lines 17-22)

- International students do not receive Alberta government funding. They pay full tuition for studying in CBE schools.
- International students who are enrolled as of Sept. 30 are included in the student enrolment count. However, they are excluded for the Basic allocation. International students are not funded based on this allocation; 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 Sept. 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 and in particular towards:
 - ensuring there is a staff member dedicated to supporting the international students in the school
 - the provision of administrative time within the timetable for International Student Coordinators in high schools
 - enhancing ELL programming
 - support for orientation and cultural learning opportunities for international students
- 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.

Tuition Fees for 2021-22 school year:

- \$12,500 per school year
- \$6,250 per high school semester

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

Example 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: \$7,875.00 per student

	Elementary	Junior	Senior
Basic, & >225 Student Allocation (from tuition paid; no government funding is received)	\$4,878.04	\$4,601.68	\$4,362.29
Incremental Allocation	\$2,996.96	\$3,273.32	\$3,512.71
Total International Student Allocation	\$7,875.00	\$7,875.00	\$7,875.00

Here is what you will see on your RAM:

4 PER STUDENT & EQUITY INDEX ALLOCATIONS			# of Students Spring Projections	Less: Specialized Classes & International	# of Students Adjusted	\$'s
5		Alloc'n Rate				
15	Other					
17	International Students - Gr 1-6	\$ 7,875.00	-			\$ -
18	International Students - Gr 7-9	\$ 7,875.00	-			\$ -
19	International Students - Gr 10-12	\$ 7,875.00	-			\$ -

Example 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: \$787.50 per month x 5 months = \$3,937.50 per student

Here is what you will see on your RAM:

4 PER STUDENT & EQUITY INDEX ALLOCATIONS			# of Students Spring Projections	Less: Specialized Classes & International	# of Students Adjusted	\$'s
5		Alloc'n Rate				
20	International - 1st Semester Only - Gr 1-6	\$ 3,937.50	-			\$ -
21	International - 1st Semester Only - Gr 7-9	\$ 3,937.50	-			\$ -
22	International - 1st Semester Only - Gr 10-12	\$ 3,937.50	-			\$ -
23	SUBTOTAL		-			\$ -

Example 3

The student is not included in the Fall RAM.

Amount received: \$787.50 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. Global Learning transfers these amounts to your school via budget transfer in the same month that the student is confirmed (enrolled, registered and paid in full).

Here is what you will see on your RAM Per School Allocations tab (Line 74):

PER SCHOOL ALLOCATIONS							
		Certificated Staff		Uncertificated Staff		Decentralized	Total
		Salary & Benefits	FTE	Alloc Factor	Salary & Benefits	FTE	
						\$	\$
74	International Students - adjust for short term, after Sept. 30					\$ -	
75	Transfer Between Schools					\$ -	
76	Integrated School Support Program (ISSP) - Patrick Airie					\$ -	
77	School Nutrition Program - Breakfast Supervisor				\$ -	0.0000	
78	Other Allocations - describe:					\$ -	
79							
80	SUBTOTAL	\$ -	-		\$ -	-	\$ -
81							
82							
83	TOTAL PER SCHOOL ALLOCATIONS						\$ -

Noon Supervision (Line 25)

- 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 cannot be charged to noon supervision, even if they contribute to the supervision of students at lunchtime. (This would be perceived as a tuition fee).
- Schools will continue to use the Noon Supervision tab in the RAM spreadsheet to purchase staff and allocate them to Noon Supervision.
- The fee allocation rates indicated in the RAM are unchanged from 2020-21 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 noon hour activity fee will be updated for the 2021-22 school year. For full-day kindergarten children and grades 1 to 6 students, we will be combining it with the noon supervision fee. This means families will only pay one noon-related fee.
- The short-term absence relief allocation does not apply to noon supervision staff. Instead, the charge for absence relief is booked to a central provision through Smart Find Express.

Kindergarten to Grade 6

- For full-day kindergarten (including alternating full-day kindergarten) and grades 1 to 6, all students must be directly supervised and have attendance taken. Supervision plans are submitted to and approved by Education Directors.
- All full-day kindergarten (including alternating full-day kindergarten) and grade 1-6 students who stay for lunch, including students in specialized classes and in unique settings (excluding Dr. Gordon Townsend School) will be charged noon supervision fees. The 2021-22 fee allocation rates are:

Description	5 day	4/5 day	4 day
Noon Supervision	\$236.00	\$228.00	\$212.00

- 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 (Noon Supervision tab, line 30).
- Drop-in fees are set at \$5.00 for all schools offering noon supervision. These funds will be directed to the central noon supervision budget to offset expenses.

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:

- Guiding parents to the CBE online registration and payment for noon supervision service to support social distancing.
- Running noon supervision attendance report as per instructions provided by Student Fees, and report noon supervision attendance on a monthly basis to [REDACTED]. If you have any questions regarding the noon supervision attendance report please contact [REDACTED].
- Child care tax receipts – support parents in retrieving these receipts from their parent account in Rycor. 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, typically the Lead Lunchroom Supervisor, to administrative functions has been automated in the RAM template.

Noon Supervision Activity Fee – Elementary Grades (Line 89)

- A \$10 lunch activity fee is included in the noon supervision student fee and will be flowed through to schools on a per student basis.
- The fee is to be used specifically and exclusively for the benefit of students in the noon supervision program.
- Examples of acceptable uses are games, activities, sports equipment (lunch activity exclusively), supplies for the activity cart, emergency pre-packaged pantry food, table replacement, chairs, and lunchroom amenities.
- Staff and non-related goods are not permitted to be purchased with this fee.

Mid-Year Reallocation

A mid-year reconciliation will be performed in February 2022 to accomplish the following:

- Where schools have underestimated the number of students registered for noon supervision, resources will be allocated to them based on the actual registrations.
- 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 2020-21, the threshold was a variance of \$1,000 or greater.

The 2021-22 school calendar has 181 instructional days. The definition of noon supervision program depends on the number of days noon supervision is provided, as follows:

Program	Description	Number of Supervision Days
4 day	School has early dismissal one day every week, and lunchroom supervisors do not supervise students for at least 45 minutes on early dismissal days.	156 or fewer
4/5 day	School has a number of early dismissal days or extra non-instructional days.	Between 157-170
5 day	School does not have early dismissal days, and lunchroom supervisors are employed for student supervision for at least 45 minutes every instructional day.	At least 171

Noon Hour Activity Fee for Gr 7-9

- For students in grades 7 to 9, the Noon Hour Activity Fee will be transitioned from a centrally decided fee to a school fee. The school fee will have a range of \$10-\$30, and schools have the flexibility to choose.
- The fee must be used to benefit students specifically and exclusively at lunch. Examples include the purchase of games, gym equipment specific to lunch, and other activities particularly during inclement weather. The fee may not be used to purchase staff or non-related goods.
- A common fee will be captured for the Noon Hour Activity Fee for grades 7 to 9 to support schools transitioning to the indicated changes.

Equity Index Allocation (Line 31-84)

The Equity Fund represents approximately 6% of the overall allocation of RAM funds to a school. The school's weighted equity index for each variable within the Equity Index determines the school's Equity Index allocation. Lines 31-84 list the variables by category (school & student and census). Each line includes the school's weighted equity index and allocation. This will allow schools to determine the focus/foci of the Equity Index allocation resources.

Please refer to the *Equity Index Backgrounder for 2021-22* in Insite for detailed information regarding the determination of the school's Equity Index.

The Equity Rate in column C Per Student tab is derived as the Equity Pool allocations available in the RAM (\$33.8m) divided by the total of the school by school product of student count and Equity Index. This rate will fluctuate from spring to fall due to changes in student counts (projections vs Sep 30th) as well as the balance available in the Equity Pool allocations.

The Focussed Equity Rate in column H Per Student tab is derived as \$4m divided by total of the school by school product of student count and Equity Index of the highest third ranked Equity Index of all schools. The result is applied to 89 schools that have an Equity Index score of over 138, for the 2021-22 school year.

Noon Supervision Tab

This tab requires some input from you and some information in cells will already be pre-populated.

Steps to Complete This Tab

- 1 | Select the drop-down menu to answer the question about Alternating Kindergarten noon services – yes, no or n/a in cell F6
- 2 | Select the noon supervision program you have at your school from the drop down menu in F7.
- 3 | In C9, enter the number of Noon Supervision students.
- 4 | In C13, enter the average number of students who pay the drop-in fee per month.
- 5 | The Lunch Supervision Manual states “The suggested ratio of students to supervisor is 50:1. There are a number of factors that would warrant a higher or a lower ratio, such as complexity of students, experience and strength of lunch supervision team members, manageability of resources (e.g. 2-man lifts for the large, heavy A-frame tables) size of school yard, etc.” Enter the number of Lunch Supervisor - A in C21 and a “1.000” in E21.
- 6 | If ELL or Education Assistants will be doing Lunch Supervision, enter the number of staff in column C with the annual factor of “1.000” in column E.
- 7 | The goal with staffing is to have staffing costs (K70) be slightly higher than funding (K17). This way you will receive all of the allocation from fees that were paid centrally for Noon Supervision.

Specialized Classes Tab

This tab lists the number of students in specialized classes in your school.

The data for the Spring RAM is based on a standard profile, which may or may not reflect the school's actual class profile.

RAM Spreadsheet	Adjustable RAM
NO changes on the pre-populated information	Can update student population to determine amount the per-student allocation will be adjusted.

Steps to Complete This Tab in the Adjustable RAM

- 1 | Find the line that corresponds to the specialized class(es) in your school. In column B enter the number of classes. For example if you have 2 ACCESS III classes, you would enter “2” in B9.
- 2 | In the same row, in columns C to G, enter the number of students by division.

If you are changing the number of students in a specialized class, ensure that the Per Student tab is also updated with the changes.

Rate Table Tab

This tab has the budgeted average salary and benefit rates as well as the FTE equivalents for weekly hours of work.

There has to be a salary amount for the position and hours of work. For example, you could not hire a 10-month Staff Association C to work for 14 hours per week, as there is no salary in C29. However, you could hire them to work for 15 hours per week, as there is a salary in C30.

Account Coding Tab

This tab is used to populate cells in other tabs and is used by Finance.

Teachers Tab

This tab is used to populate cells in other tabs and is used by Finance.

10-month Tab

This tab is used to populate cells in other tabs and is used by Finance.

12-month Tab

This tab is used to populate cells in other tabs and is used by Finance.

Important | Now that you have worked through the tabs, return to the Staff Reconciliation tab to check that you have no variances (red cells) in column V and that your Decentralized Reference Point (K7) is not red.

Contacts

The following list of contacts are those that were known at the time this document was completed. For your Finance Specialist, refer to *Finance Specialists List Alphabetical by School* in Insite.

What	Who	Phone Email
Manager, School Financial Management	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Unique Settings, Specialized Classes, Enhanced Kindergarten, Discretionary Kindergarten Support, Chinook Learning High, CTS	[REDACTED]	[REDACTED]
Basic instruction, administrative allowances, contract absence, Equity allocation	[REDACTED]	[REDACTED]
Student Fees; central management of noon supervision fees	[REDACTED]	[REDACTED]
On-Site Support, Client Technology Services	[REDACTED]	[REDACTED]
Position Management, Position Change Requests (PCR), and Finance Leaves Desk	[REDACTED]	[REDACTED]
Position Management PCR Help Line	[REDACTED]	[REDACTED]
Position Management PCR Help Line	[REDACTED]	[REDACTED]
Global Learning - International Students	[REDACTED]	[REDACTED]
Regular Student Enrolment	[REDACTED]	[REDACTED]
School Nutrition Program	[REDACTED]	[REDACTED]
Extended Kindergarten, Discretionary Kindergarten Support	[REDACTED]	[REDACTED]
Psychological Services	[REDACTED] [REDACTED]	[REDACTED] [REDACTED]

Appendices

Appendix 1: Accountabilities

Accountabilities and Flexibilities for Resources Allocated to Schools

The RAM 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, Education Directors and other system personnel will provide assistance and support. 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 Programs of Study requirements.

Flexibility to deploy resources comes with accountability. Principals are accountable for 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 2021-22* located in Insite
- Collective Agreement between the CBE and the Alberta Teachers' Association
- Collective Agreement between the CBE and the Staff Association
- CBE Governance Policies and Administrative Regulations
- School Act
- maintaining alignment with their School Development Plan
- ensuring procurement of goods and services in accordance with system standards and protocols, as documented in *AR 7001* and all other supplementary information found in Insite, Purchasing, Accounting & Budget
- ensuring consultation with Procurement to facilitate services provided in accordance with all other supplementary information found in Insite

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 I.-III. Reconciliation tab section of this document. The purpose of the reference point is to highlight to Principals and Education Directors where a school may not have enough decentralized resources left to support its program or may be overly cautious in holding back resources.

Education 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.

Accountabilities for English Language Learning Outcomes

Expectations for services and programming for English Language Learners are outlined in the Guide to Education, the High School ESL Program of Studies, the K-9 and High School Guides to Implementation, and the Alberta K-12 ESL 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 Student Supports in Insite.

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 class or course specifically to meet ELL needs and taught by a qualified ELL teacher
- enable ELLs to access regular programming and become integrated in the school and community environment

Guide to Education states:

“To facilitate the integration of English language learners into regular school programming and to equip them with the necessary language skills and understanding of the Canadian way of life, school authorities shall provide appropriate English language instruction that meets students’ needs. Such programming is critical in helping English language learners participate fully in Alberta’s ECS to Grade 12 education system, complete high school and become productive and contributing members of Canadian society.” (p.27)

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

- assigning the appropriate funding code (301, 302, 303, 640) and ensuring language proficiency (LP) level is entered in PowerSchool and that appropriate intake, orientation, placement and transition processes are in place for English Language Learners
- enrolling all English Language Learners (K to Grade 12) who require English language supports, regardless of funding eligibility, in the ELL Language Proficiency course in PowerSchool that is appropriate to their grade level
- assessing language proficiency, setting language learning goals, monitoring language proficiency progress, and reporting to parents using the Alberta K-12 ESL Proficiency Benchmarks, the K-9 or High School Report Card, and other applicable tools such as annual assessment tools for oral, reading, and writing skills, the Calgary Board of Education Locally Developed Courses (7-12), and the ESL Program of Studies (10-12)
- entering proficiency data into the ELL Language Proficiency fields in PowerSchool by September 30 for grades 1-12
- facilitating collaboration among staff and various service providers in support of immigrant and refugee families
- ensuring the school environment is welcoming, caring, respectful, and safe for ELL students and diverse families
- ensuring an organizational approach that reflects diversity, equity and inclusion in everything from hiring practice, philosophy and School Development Plans to school gatherings, school displays, and resources
- planning and implementing appropriate comprehensive programming that is the responsibility of certificated staff. ELL Assistants work under the direction of certificated staff, as per Job Description 000175. A reduction in class size, in itself, is not considered sufficient programming, nor is isolated/irregular “pull-out” or “drop-in” models of support

Comprehensive programming includes:

- 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 tasks that embed language and content instruction
- differentiation and modification to enable students to access curriculum, i.e., attention to the outcomes outlined in the Alberta Programs of Study with a personalized approach regarding teaching strategies, learner tasks and assessment tasks that reflect the unique needs of English Language Learners
- cultural responsiveness, i.e., a pedagogical approach that incorporates and honours diverse identities, languages, cultural perspectives and ways of knowing, being and learning into instructional content and materials selection

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/media/1626522/standards-for-special-ed-2004.pdf>

Accountabilities for Indigenous Education Outcomes

As outlined in Alberta Education's *Leadership Quality Standard (LQS)*, school leaders "play a fundamental role in establishing and supporting the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized" (p. 2). The CBE *Three-Year Education Plan* identifies strategies and actions to improve academic achievement and well-being for all CBE learners, including students who self-identify as Indigenous. The CBE Indigenous Education Strategy found on Insite, along with the new Indigenous Education Holistic Lifelong Learning Framework and supporting [Indigenous Education](#) resources on Insite will assist school leaders with their planning.

To improve education outcomes for students who self-identify as Indigenous, and with the support of service units, areas, and the community, responsibilities of the school principal include, but are not limited to:

- informing students and parents/caregivers about the self-identification process when registering
- ensuring that students and parents/caregivers are provided with an annual opportunity to verify or change their self-identification status
- entering/removing the correct self-identified First Nations (Status/Non-status), Métis or Inuit code (331, 332, 333 or 334) and/or code 330 (if student lives on-reserve) in PowerSchool
- aligning resources needed to support First Nations, Métis and Inuit student achievement and well-being
- ensuring all students and staff learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools
- providing opportunities for students to advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences

Accountabilities for Client Technology Services

Technology plays an important role in modern education. From tablets to laptops to 3D printing, CTS (Client Technology Services) is here to make sure that client technology is functional from both 'fit for purpose' and 'fit for use' perspective and is contributing towards student learning outcomes.

Our On-site specialists are trained to confidently support 'approved' technologies that students and staff rely on and use on a daily basis. Our specialists are dispatched to support technology issues and requests on a priority basis if remote service is not possible via the Service Desk. Schools on the "Scheduled Support" plan are expected to acquire sufficient technical support hours for the on-site technology and program needs at their school. Schools on the "Unscheduled Support" plan will share a pool of On-site specialists who are dispatched as needed based on priority across schools in the area.

CTS Analysts are engaged as needed and are accountable for the system wide solutions and standards surrounding Client Technologies as well as system wide software upgrades, technology evergreening and systems management.

CTS On-Site Supervisors perform a business relationship role between schools and all other stakeholders with respect to technology including but not limited to vendors, facilities, IT and members of school improvement team. Principal / school administration concerns around technology support or questions related to technology footprint in their specific environments to help make an informed decision are to be directed to their respective area supervisors:

Who	Role	Contact	Cell
[REDACTED]	Supervisor On-Site - Area 1	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor On-Site - Area 2	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor On-Site - Area 3	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor On-Site - Area 4, Ed Centre and Highfield	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor On-Site - Area 5	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor On-Site - Area 6	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor On-Site - Area 7	[REDACTED]	[REDACTED]
[REDACTED]	Manager, On-Site - Area 1-7	[REDACTED]	[REDACTED]
[REDACTED]	Supervisor, On Demand Svc	[REDACTED]	[REDACTED]

In order to receive support on any technology related issues or fulfillment of any request, all CBE staff are asked to contact the [Service Desk](#). The Service Desk team will triage the issue or request, provide a solution or fulfill the request immediately as possible, or engage the appropriate team depending on the issue or request.

For additional information on all the services offered by Client Technology Services team, refer to the Technology On-Site Support page in Insite.

Accountabilities for 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 (and as per the Noon Supervision Services Manual, maintain a manageable student/supervisory ratio). Principals may hire support staff or designate non-instructional time for teacher supervisors (parent fees do not cover teacher time). Direct supervision requires students in specific areas with identified supervisors. This 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 Education Director. (As per the Noon Supervision Services Manual provide a minimum of 20 minutes for students to eat.) Please also reference Noon Supervision in Insite for resources and support.