

Resource Allocation Method (RAM) for Schools | 2020-21



learning | **as unique** | as every student



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Introduction

The Calgary Board of Education (CBE)'s work is guided by its Three-Year Education Plan that connects each employee to creating an environment and commitment to student success.

The Calgary Board of Education (CBE) is recognized as the largest school district in western Canada. Metro school jurisdictions, including the CBE, typically receive more than 94 per cent of their total funding from Alberta Education. The CBE anticipates managing an operating budget of \$1.4 billion dollars and over 14,000 staff to provide the best education programming and support for 128,885 students in the 2020-21 school year.

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.

2020-21 School Year

The 2020-21 school year will be a year marked with change and optimism. School systems, including the CBE, will be operating in a world heavily impacted and influenced by the COVID-19 pandemic.

The 2020-21 school year will also be the first year using the provincial government's new funding and assurance framework. That framework is focused on reducing complexity and red-tape, simplifying school jurisdiction administration, maximizing dollars available to directly support teaching and learning in the classroom while maintaining or enhancing student outcomes.

In addition to reviewing its programming, services and supports, the CBE is exploring how it can apply various equity factors within the Resource Allocation Method (RAM), the mechanism by which the CBE allocates funding to each school. Over the next few years, the CBE will be reallocating educational dollars across the system in a way that better addresses the unique equity characteristics of each school, its students and their home community. This innovative approach draws upon objective factors that are strongly associated with students and their educational outcomes. Given the significance of this change, the CBE plans to roll this new approach to equity out over the next three school years. This approach is key to our goal to optimizing student success across our system.

Navigating a New Funding Framework

The 2020 -21 school year is the first year where school jurisdictions will operate fully under government’s new Funding and Assurance Framework for public education in Alberta. In addition to the new framework, 2020-21 is the first of three years of capped public education funding.

The CBE’s budget for 2020 – 21 seeks to align programs, services and supports with the government’s new public education funding and assurance framework and resource levels. At the same time, the CBE is focused on maintaining, at a minimum, the quality of teaching and learning across all CBE schools.

Change	What does this mean
Funding model	<p>The new funding and assurance framework simplifies the number of grants from 36 to 15. The degree of changes to grants and structure within the funding model means that a direct comparison to prior years is a challenge.</p> <p>Alberta Education indicates that total CBE funding for 2020-21 is up approximately \$20.6 million over 2019-20 funding levels. The incremental revenue calculation provided by Alberta Education does not adjust for funding related to the Regional Collaborative Service Delivery (RCSD) model in the</p>
	<p>2019-20 comparative number. RCSD direct funding to the CBE for 2019-20 was approximately \$6.5 million. Total RCSD funding, both direct and indirect was in excess of \$10 million¹.</p> <p>Accordingly, the actual CBE revenue increase for 2020-21 is approximately \$14.0 million in comparison to 2019-20 on a comparative basis.</p>
Funded enrolment	<p>Alberta Education has moved to a 3-year weighted moving average methodology to slow the growth in public education expenditures and to provide school jurisdictions with increased predictability in future funding.</p> <p>CBE projects growth in student enrolment for the next school year of approximately 3,076. As funding is weighted from both projections and past enrolment, there is a lag in funding when a school board is experiencing enrolment growth. This means in a growing school system, the funding for students attending in a given year is spread over a larger number of students. While funding grows, the growth rate is lower than what would have been the case in prior years when each student attracted incremental funding.</p> <p>The weighted moving average calculation is also a driver for the operations and maintenance targeted grant.</p>

¹ Previously, CBE collaborated with different school jurisdictions, Alberta Health Services and Child and Family Services, etc. in a Regional Collaboration Services Delivery (RCSD) to provide services for complex learning. A continuum of supports and services are provided through this collaboration. In the previous year, CBE received~ \$7 million more in direct additional funding than it will receive this year for the services previously provided through the RCSD model.

<p>System administration funding is static</p>	<p>Funding for System Administration (formerly Board and System Administration) is now static at \$43,728,080, and will remain the same for the next three years. This is a reduction of approximately 10% or \$5.0 million from the Board and System Administration allocation included in budget 2019-20.</p> <p>Static system administration funding could hinder administrative efficiency and effectiveness within a growing system. For example, activities that could be completed more efficiently centrally may need to be performed by schools so that total system administration costs remain under the cap. Pushing administrative functions onto schools naturally reduces the time that school administration has to focus upon support for teaching and learning.</p> <p>The CBE will monitor this expenditure area closely so as to maximize resources available to support teaching and learning in classrooms.</p>
<p>Fees regulation</p>	<p>As part of the 2019 – 20 fall budget, the province removed the grant that provided approximately \$18 million in Fee Replacement grants as part of Bill 1: <i>An Act to Reduce School Fees (Bill 1)</i>.</p> <p>Approximately \$10 million of the <i>Bill 1</i> grant funding was allocated directly to schools to reduce school fees for all families. Specifically, the CBE eliminated the former</p>
	<p>Instructional Supplies and Materials fee that was charged, on a sliding scale, from kindergarten through grade 12.</p> <p>The remaining \$8 million in Bill 1 funding was used to support student transportation. This support came in the form of a rebate program for students accessing their school via Calgary Transit and an increase to service levels for all yellow bus riders.</p> <p>Given the <i>Bill 1</i> grant elimination, the CBE is assessing fees through its internal fees committee. The fees committee is tasked with ensuring CBE fees are aligned and compliant with requirements of the <i>Education Act</i> and related regulations.</p> <p>The CBE will work towards a balanced budget in regards to both the noon supervision and transportation fee. That is, no additional resources will be provided to support these programs beyond any Alberta Education funding and the related program fees.</p> <p>Affordability to parents and families is a key fee consideration. Please note, CBE fees do not contain a “profit” component. The fees charged reflect the actual cost of the good, service or benefit received by the student.</p>

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.

Document	Release Date
2020-21 Spring Projection RAM	May 7, 2020
2020-21 Adjustable RAM workbook	May 7, 2020
2020-21 RAM Guide	May 14, 2020

The RAM Guide

The purpose of this document is to:

- Describe the 2020-21 RAM for CBE schools
- Describe areas that are consistent with the prior 2019-20 school year
- Describe changes planned for implementation in 2020-21 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 Guide 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 2020-21

- New equity method and associated 10% phase in. (For more details please see the [Equity Factor Backgrounder](#)).
- The full funding, rather than the top-up portion only, required to support the resources for specialized classes will be reported on the Per School tab. The basic per student allocation will be adjusted to remove the students in the class from the total enrolment of the school.
- Change in the administrative allowance for Learning Leaders based on enrolment thresholds
- Starting in the 2020-21 all Early Development Centres will be funded centrally. As such, schools with EDC programs will not see any information in their RAM about the EDC program.

Timeline

2020-21 Resource Allocation Method (RAM) Schedule

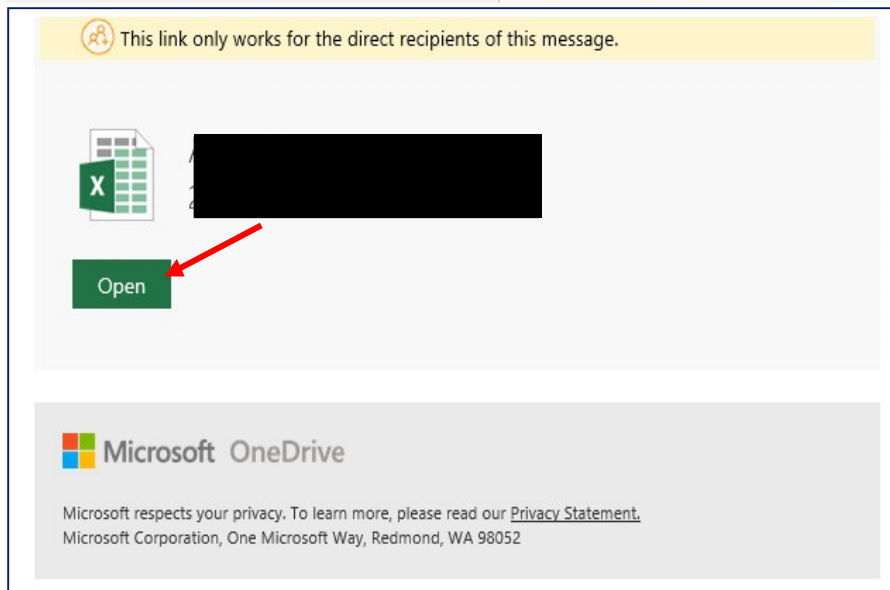
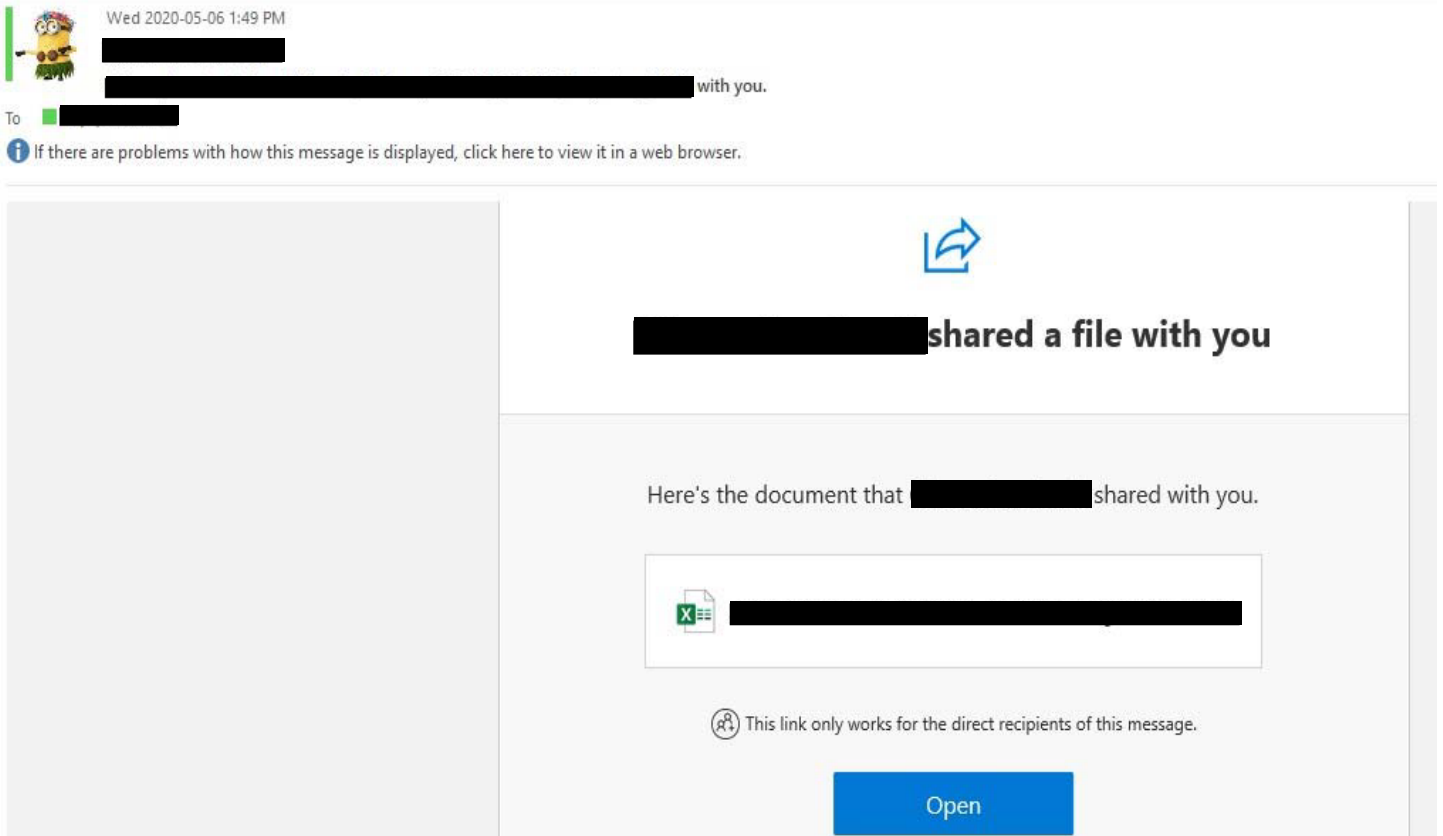
Date	What
Done	Area Workshops for RAM 101 and HR and SSR Staffing Process
May 7	Adjustable RAM - emailed to Principals' accounts
May 7	Spring Projection RAM – available on SharePoint
May 11 - June 3	RAM reconciliation workshops and Drop-in Sessions
June 3	Deadline for Principals to submit completed RAM to finance and business service specialists RAM closed for changes
June 3	2020-21 RAM Change Request Form (Excel version) available in Staff 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. 12	RAM open for changes for modified calendar schools only – use PCR/RCR on-line in PeopleSoft
Aug. 27	RAM open for changes for all schools
Sep. 11	RAM cutoff 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. 13	Fall Allocation RAM - emailed to Principals
Oct. 13 - 27	RAM open for changes
Nov. 3	Fall allocation RAM summary provided to Education Directors for review of Principals' deployment decisions
Nov. 6	October Oracle reports will reflect 2020-21 Fall RAM assignment of resources

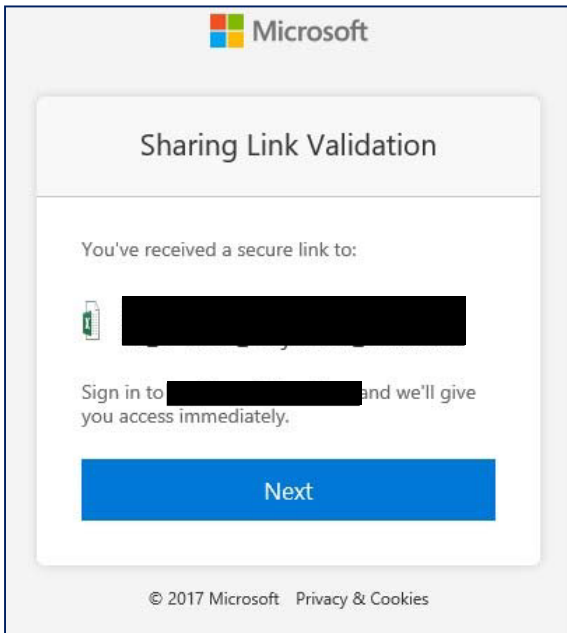
Fall Deadline Dates

The RAM cut-off date for the beginning of the new school year is set for Sept. 11, 2020. 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.

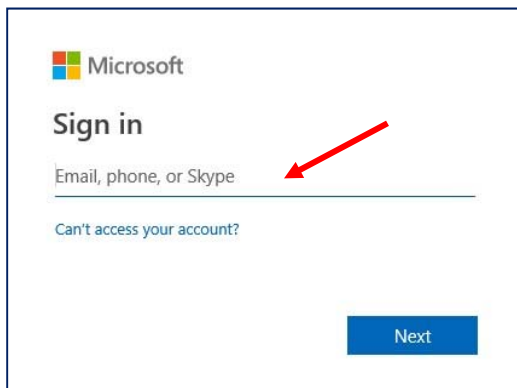
SharePoint

Principals will receive an email similar to the example below.
Click on the link within the document. The link will open the file in SharePoint.

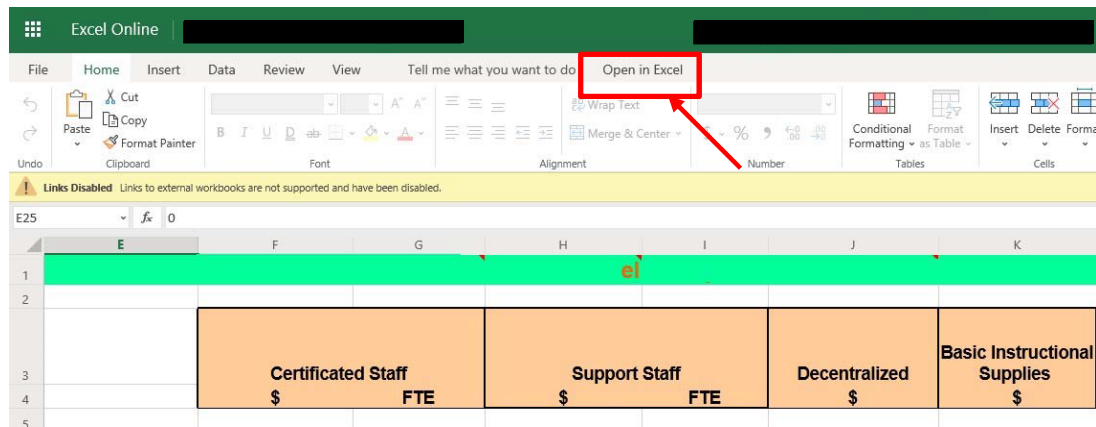




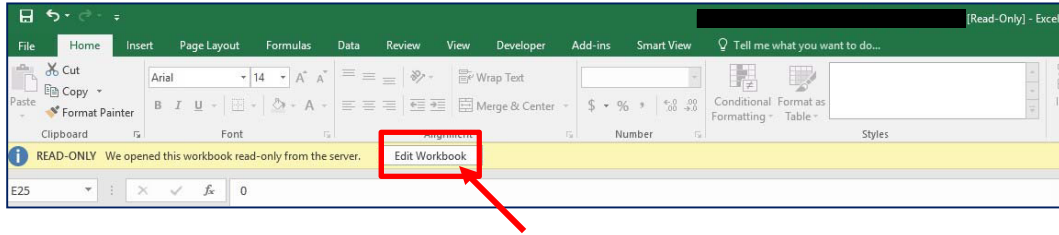
Login to Microsoft using your CBE email address:



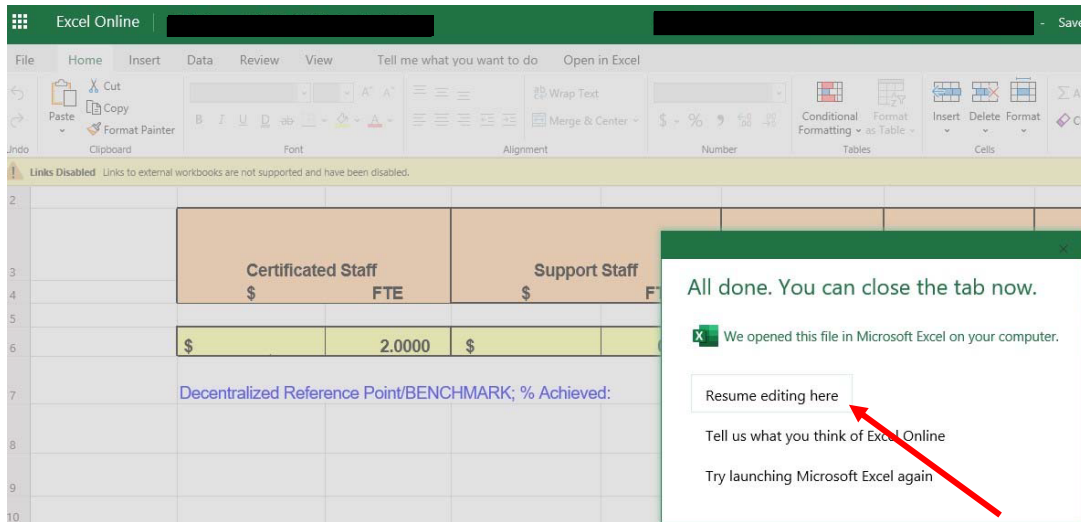
Open in Excel:



Edit Workbook:



The screen below – leave it open;
Complete the work in Excel first, SAVE (then come back to this window and click the x in the pop up box or “Resume editing here”).

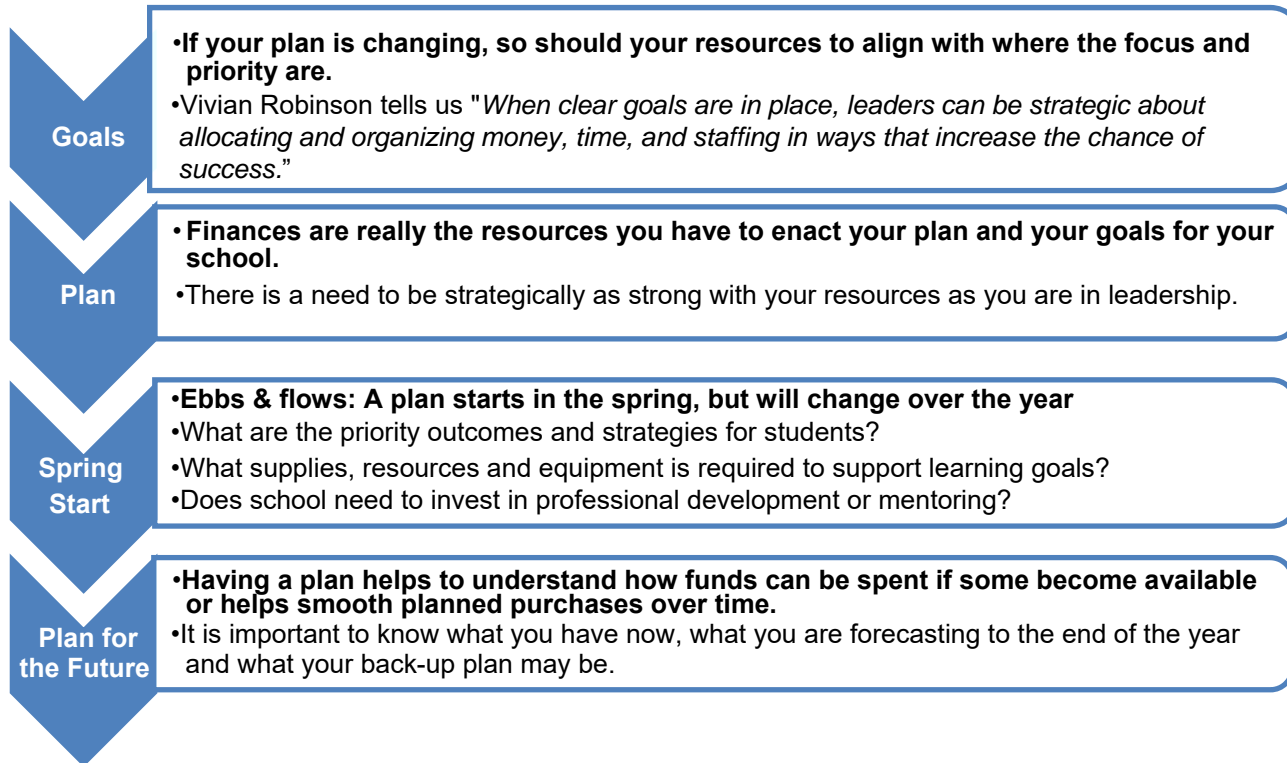


Before Getting Started

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](#).

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-12	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 of staff 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 any school year is Friday, June 14th.
- RAM is frozen for the 2020-21 school year on Oct. 27, 2020.

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 Oct. 27

The following circumstances were determined to warrant opening a school's RAM spreadsheet on or after Oct. 27, 2020:

- Adjustment of RAM to match actual staffing
- Distribution of Area 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 Program Unit Funding (PUF)

Any request to open a RAM (for reasons other than those listed above) must have the support 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 noncertificated 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. 12. 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](#).

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 – information is coming from another tab
data entry permitted
formula cell but has been unlocked and available for adjustments
formula cell that is locked
linked to noon supervision tab
minimum staffing requirement
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 used.

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 64 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 with minimum required 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 in (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 Decentralised 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], Supervisor 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 that you have no variances (red cells) in column V and**
- 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
- School/Program complexity
- Specialized classes

Note | A listing of all 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 – 20)

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

Schools are allocated the following positions 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	
	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
Administrative secretary 12 month				35	35	
Library assistant 10 month	15	15	15	15	15	15
Business manager 12 month				35	35	
School technology support specialist 10 month		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.

Administrative Positions and Allowances (Lines 9-11)

Principal Allocation

- All schools will receive a Principal allocation.
- Where a school has fewer than 226 students, a review may be initiated by the Education Director to determine the Principal allocation.

Criteria have been established to guide Principal allocations as well as the decommissioning of Principal positions:

- Any recommended deviation from the base line Principal allocation would be initiated by the Education Director using defined guiding criteria and supported by Superintendents' Team.
- All recommended adjustments must be facilitated within the current Area budget, in consultation with and support from the Superintendents' Team, the Education Director, Talent Management, and the Director, Corporate Finance.
- Adjustments to the allocation would require approval from the Education Director and Superintendents' Team.

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

- Ability to meet safety and security needs of students and staff
- In cases where a Principal will have two sites, there must be a suitable school available for twinning within a reasonable proximity

- Program complexities, such as multiple programs, number and severity of student needs (special education, ELL); and student academic success should not be compromised by the decision

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
Up to 9.999	\$0
10.000+	\$19,567

In addition to the allowance for Assistant Principal, student enrolment (all students enrolled at the school) will impact the administrative allowance allocation for Learning Leaders at elementary schools.

Student Enrolment	Learning Leader Allowance
Up to 400	\$2,910
401 - 600	\$5,820
601+	\$8,730

Middle and Junior High Schools

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+	\$19,567

In addition to the allowance for Assistant Principal, middle and junior high schools are allocated administrative allowances for Learning Leaders at the rate of 4 per school, equal to \$11,640.

Junior/Senior High

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	\$19,567
36.000 - 70.999	\$39,134
71.000 - 105.999	\$58,701
106.000+	\$78,268

In addition to the allowances for Assistant Principal, junior/senior high schools are allocated administrative allowances for Learning Leaders at the rate of 4 per school, equal to \$11,640.

Senior High Schools

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	\$19,567
36.000 - 70.999	\$39,134
71.000 - 105.999	\$58,701
106.000+	\$78,268

In addition to the allowances for Assistant Principals, senior high schools are allocated allowances for Learning Leaders based on student enrolment.

Student Enrolment	Learning Leaders Allowance
Up to 1,000	\$11,640
1,001 - 1,800	\$14,550
1,801+	\$17,460

Small Secondary / Unique Settings

School	Assistant Principal Allowance	Learning Leader Allowance
Alternative High School	same as senior high	\$5,820
CBe-Learn	\$19,567	\$5,820
Children's Village	same as elementary	\$2,910
Chinook Learning Services	\$19,567	\$5,820
Christine Meikle School	same as elementary	\$2,910
Discovering Choices	\$19,567	\$5,820
Dr. Gordon Townsend School	same as elementary	\$2,910
Dr. Oakley School	same as elementary	\$2,910

Emily Follensbee School	same as elementary	\$2,910
Louise Dean School	same as senior high	\$5,820
National Sport School	same as senior high	\$5,820
Nexus	\$ -	\$0
Niitsitapi Learning Centre	same as elementary	\$2,910
West View School	\$19,567	\$2,910
William Roper Hull School	\$19,567	\$2,910
Wood's Homes	\$19,567	\$2,910

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 2020-21 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 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 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 as follows:

staff insite > 

Schools may use their RAM resources or approved Area 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/Area 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. 11. 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 2020-21 school year will see a 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.

2020-21 Learning Leader allocations in the RAM are:

- reduced to align with the 2020-21 budget, and
- adjusted to narrow the variances in student-to-Learning Leader ratios across divisions. Currently, there is a large variance in the amount of Learning Leaders per student across divisions.

Standardized Learning Leader Allocations

- **All** schools will have Learning Leader funding allocated in the RAM.
- A Lead Teacher shall not be assigned the same roles and responsibilities as an allowed Learning Leader.
- Principals will determine the number of Learning Leaders within the pre-determined minimum and maximum numbers.
- Principals will decide how they will move forward with staffing the determined number of positions.
- Principals may choose to post all or some positions, and/or fill positions internally.

Adjusted Instructional Time

Standardized teaching assignments will support the maintenance or reduction in class size.

- High school Learning Leaders will have up to 6/8 blocks assigned instructional time.
- Middle/junior high school Learning Leaders will have assigned up to 5/6 or 6/7 blocks of instructional time.
- Elementary Learning Leaders have the same instructional time as the average teacher in the school.
- Any/all exceptions to this instructional time requires Education Director approval (exceptions might include Student Services/Resource, IB coordinator, Athletic Director)

More information on the rationale, historical and current context, change in allocations, hiring process and more can be found in the [2020-21 Learning Leader Standardization document](#).

Student enrollment	Elementary	EI/Jr/Middle	Junior High	Senior	Ssec	Unique Settings
0 - 400	1	4	4	4	2	1
401 - 500	2	4	4	4	2	2
501 - 600	2	4	4	4	2	2
601 - 1,000	3	4	4	4	2	2
1,001 - 1,200	3	4	4	5	2	2
1,201 - 1,500	3	4	4	5	2	2
1,801 - 2,100	3	4	4	6	2	2
2,101 - 2,400	3	4	4	6	2	2
2,401 - 3,000	3	4	4	6	2	2

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. 27, 2020 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.

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 or funds kept at school
- psychologist
- school technology support specialist I
- school technology support specialist II

Noon supervision absence relief is funded centrally.

Examples

Example 1

Contract absence for certificated staff

Certificated staff cost as shown on I.-III. 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 I.-III. Reconciliation tab	-	Meal/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 your year-end planning process.

Example

Certificated contract absence surplus at June 29, 2021	\$6,000
Support staff contract absence surplus at June 29, 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)

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 19, 20)

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 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
Service Delivery Model		On- Demand		On- Demand OR On-Site		On- Demand OR On-Site		On-Site		On-Site		On- Demand OR On-Site

Elementary (EI) & Unique setting (Us) schools

All (EI) elementary and (Us) unique settings schools are currently funded for client technology services support within the On-Demand service delivery model with no additional RAM allocation required. Schools wanting to replace the On-Demand service with a scheduled On-Site technician assigned to their school must purchase 0.2 FTE or more of client technology services via their RAM allocations.

Any (EI) Elementary and (Us) Unique settings school that purchases 0.2 FTE of Client Technology Services via their RAM allocation, for example, will receive one scheduled day of tech support per week from the same technician. This choice will require Education Director and Director, Client Technology Services approval by submitting a business case. The amount of client technology as well as any unique needs that fall under the responsibilities of Client Technology Services are factors that will be considered and compared to the services as provided at other similar school. 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.

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

All (El/Jr/Middle) and (Ssec) schools have an option to select either the On-Site or On-Demand support model. The On-Demand model allows for support to be requested at any time rather than on specific days but is subject to the availability of resources and prioritization across all On-Demand schools. If the On-Demand support model is chosen, the RAM allocation required is 0.2 FTE.

The On-Site model allows for a specific support technician to be assigned to provide support only on specific days. If the On-Site support model is chosen the MINIMUM RAM allocation 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 to select OnSite Support model and the minimum support allocation is 0.5 G either 10 or 12month.

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
- 0.4 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:

- 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 period Oct. 13 - 27, 2020 to be effective Nov. 23. 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) staff, both scheduled (On-Site) 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 ISM ticketing System [Redacted] Client Technology Services provides the assignment and scheduling of all technical support staff on behalf of the system.

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

Staff Absences/Sick Days

Scheduled (On-Site) 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 during staff absence on a best efforts basis.

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

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' 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 (Lines 24-45)

- 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. 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 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 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.
- 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 total comm. \$169,964 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)
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
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) Contracted services PLP IV (centrally managed)
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

Early Development Centre (EDC) Funding (Line 44)

- Starting in the 2020-21 all Early Development Centres will be funded centrally. As such, schools with EDC programs will not see any information in their RAM about the EDC program.

Full-Day/Extended Kindergarten (Line 45)

- 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 (ELL)
 - 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 2020-21 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 Education Director.

School / Program Complexity Allocations (Lines 48-67)

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 while others are for those offering certain types of programs. These incremental resources include:

Schools

- Central Memorial High School for operation of the CT Centre located at Lord Shaughnessy site

Programs

- Autobody/automotive instructors
- Cosmetology instructors
- Instructional cafeteria support staff
- Unique settings

Kindergarten Supports - Program Unit Funding (Line 59-60)

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

- In the absence of Program Unit Funding to support students with severe learning needs in kindergarten, the discretionary funds previously available for distribution to support specific students has been greatly reduced.
- 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.” Funding will be transferred to the school’s uncertified temporary salary account to cover these costs.

Transfer Between Schools (Line 64)

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 64 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.

Components & Variables Methodology 10% phase-in (line 65)

Many school divisions and organizations across the world use an equity index. The index is comprised of several variables defined by the organization in the consideration of equity. The end goal is to have a robust equity index that considers a range of variables that have been statistically determined to be predictors of student achievement in CBE. When applied to RAM this then results in a wider system view of equity based on a set of data that describes our student population with depth and breadth. This work has just begun.

The equity factor is but one part of the RAM. The inclusion of the equity variables in RAM will be phased in. What this means is that instead of weighting the equity factor portion of RAM 100% of the portion, as determined by Superintendents’ Team it will be phased in as follows:

Phase 1: 2020-21

10% of the total equity factor portion will be accounted for in RAM.

Phase 2: 2021-22

40% of the total equity factor portion will be accounted for in RAM.

Phase 3: 2022-23

100% of the total equity factor portion will be accounted for in RAM.

The phase-in is achieved by presenting the variables and components on the per student tab represented at 100% implementation, in conjunction with the per school phase-in line, representing the adjustment needed to achieve the phase-in rate. The amount being phased-in is the difference between the normal RAM, following the long-standing RAM rules, compared to the RAM calculated under the new methodology, using the equity factors.

For example:

School A normal, long-standing RAM rules for 2020/21:	\$3,000,000
School A RAM calculated under new method:	<u>\$3,500,000</u>
RAM amount increase under fully implemented new method:	\$ 500,000
Phase-in for 2020/21 at 10% - adjustment required	<u>(\$ 450,000)</u> - line 65
Net increase included on 2020/21 RAM:	<u>\$ 50,000</u>
Net School A RAM using new method with phase-in	\$3,050,000

For example:

School B normal, long-standing RAM rules for 2020/21:	\$3,000,000
School B RAM calculated under new method:	<u>\$2,800,000</u>
RAM amount decrease under fully implemented new method:	(\$ 200,000)
Phase-in for 2020/21 at 10% - adjustment required	<u>\$ 180,000</u> - line 65
Net decrease included on 2020/21 RAM:	<u>(\$ 20,000)</u>
Net School B RAM using new method with phase-in	\$2,980,000

RAM Methodology change Senior High adjustment (line 66)

To further ease the transition to the new model, for highly impacted schools, senior leadership decided to provide an additional allocation for Senior High schools to effectively allow for 0% phase-in for 2020/21.

For example:

School C normal, long-standing RAM rules for 2020/21:	\$8,000,000
School C RAM calculated under new method:	<u>\$7,000,000</u>
RAM amount decrease under fully implemented new method:	(\$1,000,000)
Phase-in for 2020/21 at 10% - adjustment required	\$ 900,000 – line 65
RAM method change for Senior High schools – adjustment	<u>\$ 100,000</u> – line 66
Net change for Senior High 2020/21 RAM:	<u>\$ 0</u>
Net School C RAM using new method with phase-in	\$8,000,000

Other Allocations – describe (line 67)

As the new RAM methodology is being considered and adjusted, the “Other Allocations – describe” allows for further refinement of RAM allocations. For example, if funding continues for Fuel for School for breakfast supervisor staff, that allocation would be added here and described accordingly.

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	2020-21	2019-20
Kindergarten	\$2,115.41	\$2,090.41
Grades 1-3	\$3,928.95	\$3,882.59
Grades 4-6	\$3,857.87	\$3,812.37
Grades 7-9	\$4,007.58	\$3,960.45
Grades 10-12	\$3,757.73	\$3,713.93
Kindergarten to Grade 12 (> 225 students)	\$237.64	\$237.64

Basic Per Student (Lines 8-13)

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 and Enrolment > 225 allocations. 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 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 2020-21 school year:

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

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

Examples

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)	\$4,095.51	\$4,245.22	\$3,995.37
Incremental Allocation	\$3,779.49	\$3,629.78	\$3,879.63
Total International Student Allocation	\$7,875.00	\$7,875.00	\$7,875.00

Here is what you will see on your RAM:

School Type: 0

Alloc'n Rate	Student Count - Spring Projections	Less: Specialized Classes & International	Adjusted Student Count	\$'s
Other				
International Students - Gr 1-6	\$ 7,875.00	-		\$ -
International Students - Gr 7-9	\$ 7,875.00	-		\$ -
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:

School Type: 0

Alloc'n Rate	Student Count - Spring Projections	Less: Specialized Classes & International	Adjusted Student Count	\$'s
International - 1st Semester Only - Gr 1-6				
International - 1st Semester Only - Gr 1-6	\$ 3,937.50	-		\$ -
International - 1st Semester Only - Gr 7-9				
International - 1st Semester Only - Gr 7-9	\$ 3,937.50	-		\$ -
International - 1st Semester Only - Gr 10-12				
International - 1st Semester Only - Gr 10-12	\$ 3,937.50	-		\$ -
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 63):

		Certificated Staff		Uncertificated Staff		Decentralized	Total
		Salary & Benefits	FTE	Alloc Factor	Salary & Benefits	FTE	
		\$			\$		\$
61	Duty to Accommodate	\$ -	0.000		\$ -		
62	Area Basic Discretionary Funding					\$ -	
63	International Students - adjust for short term; after Sept. 30					\$ -	
64	Transfer Between Schools					\$ -	
65	Components & Variables Methodology 10% phase-in					\$ -	
66	RAM Methodology change Senior High adjustment					\$ -	
67	Other Allocations - describe:					\$ -	
68							
69	SUBTOTAL	\$ -	-		\$ -	-	\$ -
70							
71							
72	TOTAL PER SCHOOL ALLOCATIONS						\$ -
73							

Noon Supervision (Line 25-26)

- 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 either (or both) Noon Supervision and Due From School.
- The fee allocation rates indicated in the RAM are unchanged from 2019-20 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 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 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 2020-21 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 remain with schools in 2020-21.

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 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 Student Fees [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.

Mid-Year Reallocation

A mid-year reconciliation will be performed in February 2021 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 2019-20, the threshold was a variance of \$1,000 or greater.

The 2020-21 school calendar has 184 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

Incidental Activity Fees - Funds Retained At School

- The Incidental Activity Fee was created to provide enhancements to the noon hour program that would include the purchase of board games, DVDs, gym equipment that could be used over the

noon-hour by students accessing the noon supervision program particularly during inclement weather when students are unable to go outside. The fee could also be used to purchase or replace lunch tables. The intent of the fee is to benefit all the students paying noon supervision fees.

- 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
 - \$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 FTE information in column H on the 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 26 of the Per Student tab.

Equity Factors (line 29-82) RAM and Equity Data

Please reference the Equity Backgrounder for more detailed information related to the new equity calculations.

The equity factor is but one part (~20%) of the RAM. The inclusion of the equity variables in RAM will be phased in, as determined by Superintendents’ Team. It will be phased in where 10% of the total equity factor portion will be accounted for in RAM in Phase One: 2020-21. The work completed during Phase Two: 2021-22 will determine the percentage of equity factor applied between 2021-22 and the final phase of 2023-24.

note | This does not mean that the equity factor will be 100% of RAM. RAM has many components, **one** of which is the equity factor.

Phasing in the equity data in RAM over a series of years allows schools time to transition to the new model

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 noon supervision program you have at your school from the drop down menu in F7.
- 2 | In C9, enter the number of Noon Supervision students.
- 3 | In C13, enter the average number of students who pay the drop-in fee per month.
- 4 | In C14, enter the number of elementary (K-6) students who pay the Incidental Activity Fee.
- 5 | In C15, enter the number of junior high (7-9) students who pay the Incidental Activity Fee.
- 6 | The Lunch Supervision Guide states “...each school will maintain a manageable student/supervisory ratio for supervision during lunch time, both indoors and outdoors, meeting the identified needs of the individual school community.” Enter the number of Lunch Supervisor - A in C21 and a “1.000” in E21. If you will be using any of the Funds Kept at School (I17) for staffing, note the FTE in column H of the staff position it would affect.

- 7 | If School, ELL or Education Assistants will be doing Lunch Supervision, enter the number of staff in the appropriate in column E and enter an annual factor of “1.000”. If you will be using any of the Funds Kept at School (I17) for staffing, note the FTE in column H of the staff position it would affect.
- 8 | The goal with staffing is to have the number in K70 be slightly more than the number in 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 has 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 10month 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. Find your Finance Specialist alphabetically by [Area and school](#)

What	Who	Phone Email
Finance Specialist	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Finance Specialist	[REDACTED]	[REDACTED]
Unique Settings, Specialized Classes, Enhanced Kindergarten, Kindergarten Supports, Chinook Learning High	[REDACTED]	[REDACTED]
Basic instruction, bused and bus eligible students, administrative allowances, contract absence, Equity allocation, CTS	[REDACTED]	[REDACTED]
Student Fees; Music instrument registration fee and waiver allocations, 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, Noon Supervision Program	[REDACTED]	[REDACTED]
Regular Student Enrolment, Alternative Language Programs	[REDACTED]	[REDACTED]
Fuel for Schools (Breakfast) Program, Nutrition Project	[REDACTED]	[REDACTED]
Extended Kindergarten, Kindergarten Supports	[REDACTED]	[REDACTED]
Psychological Services	[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 2020-21 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
- 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 the Supply Chain Services Handbook, found in staff insite, [REDACTED]
- ensuring consultation with Procurement and Contracts to facilitate services provided in accordance with "Independent Contractor Guidelines and Procedures," found in staff insite, [REDACTED]

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 Alberta Education Policy 1.5.1, the Alberta Education High School ESL Programs 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: [REDACTED]

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 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), 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
- ensuring all English Language Learners (K to Grade 12), regardless of funding eligibility, are enrolled in the ELL Language Proficiency course in PowerSchool that is appropriate to their grade level
- using the Alberta K-12 ESL Proficiency Benchmarks, annual assessment tools for oral, reading, and writing skills; the K-9 Report Card, the High School Report Card, the Calgary Board of Education Locally Developed Courses (7-12); and the ESL Programs of Study (10-12) to assess, set learning outcomes, track progress, and report to parents
- for Grades 1-12, ensuring entry proficiency data is entered into the ELL Language Proficiency fields in PowerSchool by Sept. 30. A copy is printed and placed in the Official Student Record
- facilitating collaboration among staff and various service providers in support of immigrant and refugee families; and
- planning and implementing appropriate comprehensive programming which 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 activities that address language and conceptual understandings unique to English Language Learners
 - 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 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://www.alberta.ca/diverse-learning-needs.aspx?utm_source=redirector

Accountabilities – 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 technology is functional from both 'fit for purpose' and 'fit for use' perspective and is contributing towards student learning outcomes.

Our On-site and On-demand specialists are trained to confidently support 'approved' technologies that students and staff rely and use on a daily basis.

Area 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.

Schools currently on Scheduled support are expected to acquire sufficient technical support for the technology and program needs at their school. Any 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 escalate any technology related issues, schools are asked to create ISM tickets using following link: [REDACTED] and selecting appropriate *urgency* level. CTS Dispatcher team will assess the *impact* and will assign appropriate priority level. Support requests will then be placed in queues and will be handled by appropriate teams based on published service levels:

- Priority 1 - 6 Days
- Priority 2 - 10 Days
- Priority 3 - 14 Days
- Priority 4 - 18 Days
- Priority 5 - 21 Days

For additional information on all the services offered by Client Technology Services team, please visit the following link: [REDACTED]

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; parent fees do not cover teacher time. 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 Education 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.