cbe.ab.ca

Resource Allocation Method 2025-26

Book for Schools

1221 - 8 Street S.W.
Calgary, AB T2R 0L4

Calgary Board of Education

Table of Contents

Introduction 4

Mission *4*
Values *4*
Guiding Frameworks *4*
Resource Allocation Method (RAM) *6*
The RAM Book *6*
What's New for 2025-26 ..... *7*
Timeline *8*
2025-26 Resource Allocation Method (RAM) Schedule 8
Fall Deadline Dates 9
Before Getting Started 9
RAM Changes *10*
RAM Updates (May to July) 10
Request to Update RAM (Mid-August to End of School Year) 10
Criteria for Opening RAM on or After October 31 11
Spring RAM vs Adjustable RAM 18
Where to Start *19*

Tabs 19

Annual Factors Tab *20*
Messaging Tab *20*
Key Messages for Sharing School Budget Information 20
Staff Reconciliation Tab *21*
Legend & Definition 21
Filling out FTE requests 21
Assignment of Staff FTEs by Program 22
Decentralized Reference Point 22
Steps to Complete This Tab 23
Purchase of Psychological Services (Line 167) 24
Per School Tab *25*
Regular Allocation (Lines 9-23) 25
Administrative Positions and Allowances (Lines 9-11) 26
Spring Projection 27
Fall Allocation 27
Administrative Positions 27
Support Staff Allocations (Lines 14-23) 28
Contract Absences (Lines 12, 13) 29
Full-Year Temporary Teachers (FYTT) 31
Client Technology Services (Lines 22, 23) 31
Specialized Classes (Lines 27-49) 32
Full-Day/Extended Kindergarten (Line 48) 34
Focussed Program Allocation (Line 53) 34
CTS Allocations (Lines 54-63) 34
Off-campus Coordinators (Lines 64) 34
School / Program Complexity Allocations (Lines 65-71) 35
Discretionary Kindergarten Supports (Line 72) 35
Small Enrolment (Line 73) 35
Large Enrolment (Line 74) 36
Duty to Accommodate (Line 75) 36

Criteria Based Response Funding (Line 76) 36
International Students short-term; after Sept. 29 (Line 77) 36
Transfer Between Schools (Line 78) 36
ISSP for Patrick Airlie (Line 79) 36
School Nutrition Program – Breakfast Supervisor (Line 80) 37
Other Allocations – describe (Line 81) 37
Per-Student Tab *39*
Basic Per Student (Lines 8-12) 39
International Students (Lines 17-22) 40
Lunch Supervision (Line 25) 42
Lunch Supervision Activity Fee – Elementary Grades (Line 89) 43
Mid-Year Reallocation 43
Noon Hour Activity Fee for Gr 7-9 43
Weighted Equity Index Allocation (Line 29-84) 43
Career & Technology Foundations (CTF) Gr 7-9 (Line 88) 47
Lunch Supervision Tab *49*
Steps to Complete This Tab 49
Specialized Classes Tab *50*
Steps to Complete This Tab in the Adjustable RAM 50
Rate Table Tab *50*
Account Coding Tab *50*
Teachers Tab *50*
10-month Tab *50*
12-month Tab *50*
Contacts 51
Appendices 53
Appendix 1: Accountabilities *53*
Accountabilities and Flexibilities for Resources Allocated to Schools 53
Accountabilities for English Language Learning Outcomes 54
Accountabilities for Special Education Outcomes 55
Accountabilities for Indigenous Education Outcomes 55
Accountabilities for Client Technology Services 56
Accountabilities for Lunch Supervision Obligations 56

Introduction

The Calgary Board of Education (CBE) is recognized as the largest school district in western Canada. Metro school jurisdictions, including CBE, typically receive about 90 per cent of their total funding from Alberta Education. CBE anticipates managing an operating budget of about $1.6 billion dollars to provide the best education programming and support for over 146,000 students in the 2025-26 school year.

Calgary Board of Education's (CBE) work is guided by its 3-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."

CBE considers each individual student and their learning needs 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

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.

Guiding Frameworks

The CBE's work is guided by its Education Plan and Board of Trustee priorities: Student Achievement, Equity and Well-Being.

Decisions are also guided by:

- Education Act
- Ministerial Order on Student Learning Assurance Framework

Equity

Within CBE, equity means that each student, irrespective of personal circumstance, has equitable opportunities that consider their race, gender, ethnicity, socioeconomic status, disability, family background and other components to "…complete high school with a foundation of learning necessary to thrive in life, work and continued learning" (CBE Mission).

In the context of school division accountability and assurance, equitable resourcing considers the following question:

> How do the staff in schools, Areas and service units, accept responsibility and hold each other accountable and responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full range of learning opportunities and appropriate support for learning so that every student can learn to their full potential?

In support of the overarching objective, the CBE's Equity Index data within schools' resource allocation considers a range of variables that have been statistically determined to be predictors of student achievement in CBE.

For parents, CBE is committed to ensuring fees remain as reasonable and affordable as practicable, consistent with the good or service being provided.

CBE has established an internal Fees Committee with the express mandate of carefully managing school and system fees in a responsible manner. As part of its work, the committee will seek and consider public input. As well, 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.

System RAM Allocation to Schools			
Base Equal across schools. It is comprised of Per School and Per Student allocations that support resource allocation for items common to all schools. 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.	**Equity** Different across schools. This allocation is intended to address inequities that are impacting students' ability to access grade level curriculum. Students who have gaps in their learning need additional support to address these gaps. To close gaps, we need to resource equitably. When determining what is funded under Equity, consider the factors that impede students' ability in or access to the grade specific programs of study.	**Program** The allocation in this fund is specific to particular programming needs. 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.	**Other** The allocation in this fund are those components connected to RAM that do not fall into one of the other three funds.

Resource Allocation Method (RAM)

Schools are provided financial resources through the RAM to meet student learning outcomes. It is designed to allocate funding equitably although not equally, 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 school type, 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
2025-26 Draft RAM Book for Schools	April 4, 2025
2025-26 Final RAM Book for Schools	April 9, 2025
2025-26 Spring Projection RAM	April 10, 2025
2025-26 Adjustable RAM workbook	April 10, 2025

The RAM Book

The purpose of this document is to:

- Describe the 2025-26 RAM for CBE schools
- Clarify the content for each tab on the RAM spreadsheet
- Describe changes implemented for the next school year
- Provide strategies and considerations to assist in the optimal deployment and management of human resources
- 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.

NOTE

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

What's New for 2025-26

- Corporate Financial Services is continuing with the Area 5 centralized bookkeepers pilot project for the 2025-26 school year. If you are at an Area 5 school, please do not request Bookkeeper FTE through your RAM. For non-Area 5 schools, principals may decide to use RAM allocations for Bookkeeper FTE support at their school. This practice is consistent with prior years.

- Area 5 Schools Bookkeeper Pilot Project continuing for 2025-26; School Financial Management (SFM) support includes backfill for missed days due to Bookkeeper staff absences (i.e., unplanned sick days, vacation, or extended medical leaves) on a best-efforts basis. Another SFM Bookkeeper may be assigned to support the school during such absences.

- Continuation of strategic resourcing and deployment sharing of plans to address programming and instructional supports that improve education outcomes for Indigenous students; include 2-3 bullet points on the Indigenous Education tab.

- The Managed Print Services cost per page for schools and service units, through WBM Technologies LP, is increasing from $0.02261 to $0.02333 for the 2025-26 school year.

- Client Technology Services has provided updates for support options to meet technology and program needs; please take note of the options available for your school type.

- Documentation of RAM refund guidelines; process flowcharts for frequent RAM refund situations are now included in the RAM book for schools.

- Lunch Supervision allocation from Fees has been increased to reflect average salary and benefits cost increases along with updates to simplify the completion of the lunch supervision tab.

- The Weighted Equity Index RAM Allocation information section has been updated to provide further context and historical information along with the 2025-26 changes to data variables and weights, plus explicit explanations of the calculations in determining the school RAM allocation amount. A sample school example has been included to assist in this understanding.

- System Classes – Additional classes added in 2025-26 with some minor staff allocation changes to ACCESS, ALP, and PLP III. (See Specialized Classes Staff Allocation table below)

- Nutrition Programs – School Nutrition Program and Fuel For School allocations are now combined into one row on the per school tab with the description "Breakfast Supervisor Cafeteria/Food Services Supervisor and Food Provision".

- The Digital Futures Pathway Collegiate Model supports programming for students across the CBE. Programming for students in grade 10 began in the 2024-25 school year and will expand to grade 11 in the 2025-26 school year.

Timeline

2025-26 Resource Allocation Method (RAM) Schedule

Date	What
Apr. 7-8	RAM 101 and New Principal sessions
Apr. 10	Adjustable RAM – emailed to Principals
Apr. 10	Spring Projection RAM – available on SharePoint
Apr. 14 - 25	Mandatory RAM Working Sessions
Apr. 28 – May 6	RAM Reconciliation Meetings
May 6	▪ Deadline for Principals to submit completed RAM to Finance Specialists ▪ RAM closed for changes
May 6	*2025-26 RAM Change Request Form* (Excel version) available in Insite
Fall dates below are preliminary. Changes will be communicated to schools via email and on the Insite page: Roadmap Phases & Key Dates.	
Aug. 1	Spring RAM open for changes (all schools) – use PCR/RCR on-line in PeopleSoft.
Sep. 5	▪ Deadline – Adjust employee/position FTE (1) ▪ Deadline – Buy new positions (2) ▪ Deadline – Backfill temporary contract positions for leaves of absence ▪ End of Day – Spring RAM closed to meet payroll-related schedule and for internal processes (1) *If surplus transfer is done after September 11, 2025 there may be a delay in IT access at the new school (PowerSchool, Iris, Distribution List) due to payroll cut-off freeze* (2) *you may wait until October 14, 2025 for confirmed student enrolment numbers to buy new positions if required – these positions may be used for Fall Surplus employees*
Sep. 29	Student Official enrolment count date
Oct. 7	September 29 enrolments available from Student Accommodation & Planning department
Sep. 8-Oct.14	Establish hiring decisions in consultation with Finance Specialist and Education Director
Oct. 14	Fall Allocation RAM – available on SharePoint
Oct. 14-29	Fall Allocation RAM – open for changes (PCR/RCR)
Nov. 4	Fall Allocation RAM – summary to Education Directors for review of Principals' deployment decisions
Nov. 10	Oracle Reports – October reports will reflect 2025-26 Fall RAM budget assignment

Fall Deadline Dates

- Staffing processes continue throughout the year, however the majority of transactions (requests for transfers, hires, FTE changes, etc.) should be submitted **by September 5, 2025** via PCR/RCR to allow internal departments to make changes in time for the payroll cut-off of September 11, and ensuring that all employees are paid accurately and on time.
- All **teacher surplus decisions** must be confirmed and submitted to Teacher Staffing (with signed paperwork) **by September 5, 2025** to ensure employees are paid accurately and on time. In most cases, teachers will remain in their current location until September 30. Teacher Staffing will try to facilitate moves sooner where possible, but this is dependent on the availability of suitable positions in other locations.
- Until October 14, 2025, you will still be making staffing decisions based on your Spring Projection RAM and Adjustable RAM; from Oct 14-29 your Fall Allocation RAM will be open and based on the September 29 student enrolment count.
- Until October 14, 2025, you will need to consult with your Finance Specialist and Education Direction to confirm you have approval to purchase new teaching positions.

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

Goals

- **If your plan is changing, so should your resources to align with where the focus and priority are.**
- Vivian Robinson tells us "*When clear goals are in place, leaders can be strategic about allocating and organizing money, time, and staffing in ways that increase the chance of success*

Plan

- **Finances are really the resources you have to enact your plan and your goals for your school.**
- There is a need to be strategically as strong with your resources as you are in leadership.

Spring Start

- **Ebbs & flows: A plan starts in the spring, but will change over the year**
- What are the priority outcomes and strategies for students?
- What supplies, resources and equipment is required to support learning goals?
- Does school need to invest in professional development or mentoring?

Plan for the Future

- **Having a plan helps to understand how funds can be spent if some become available or helps smooth planned purchases over time.**
- It is important to know what you have now, what you are forecasting to the end of the year and what your back-up plan may be

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:

<table>
<tr><th></th><th>May</th><th>June</th><th>July</th><th>Aug</th><th>After Sept 29 Enrolment count</th><th>End of Year</th></tr>
<tr><td rowspan="2">RAM workbooks</td><td colspan="4">Spring Projection RAM</td><td colspan="2">Fall RAM</td></tr>
<tr><td colspan="4">Adjustable RAM</td><td colspan="2"></td></tr>
<tr><td>Change form</td><td colspan="3">RCR PRA via Excel doc</td><td colspan="3">PCR/ RCR online in PeopleSoft</td></tr>
</table>

RAM Updates (May to July)

Most RAM staffing changes should be postponed until August 1 when PCR/RCR in PeopleSoft are available.

Exceptions: New positions (with Education Director approval), job shares, or System Classes movement will follow the workflow:

- Initiated by Human Resources or School Improvement team
- Principals will then be notified to complete and send:
  - RAM Change Request (RCR) form (excel version)
  - Post Reconciliation Adjustment (PRA) form (PDF)
  - All necessary HR/Staffing forms

  See: Insite > Career > Leaders > Hiring & Position Adjustments > Forms & Resources
- RCR and PRA forms should then be sent to postrecforms@cbe.ab.ca for updating the RAM

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 require 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 2025-26 school year is **June 12, 2026**

NOTE: Schools will be expected to absorb the cost of the notice period for any staff reductions according to the applicable Collective Bargaining Agreement. There 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 30

The following circumstances were determined to warrant opening a school's RAM spreadsheet on or after Oct. 30, 2025:

- Adjustment of RAM to match actual staffing
- Distribution of Criteria Based Response Funds (CBRF)
- Need to address unanticipated fluctuations in lunch 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.

Guidelines

Principals must ensure there is an appropriate balance between predictability and continuity of employment for staff and the availability of skills and expertise to meet student and program needs. Deployment decisions shall be made by Principals in consultation and collaboration with their staff regarding the total school program and the way in which the school will be organized, including curricular, co-curricular, and extra-curricular programs. Staff Involvement in School Decisions

As such, when positions are requested through the RAM budget process (during Spring Staffing, the post-reconciliation period, and PeopleSoft PCRs & RCRs), the resources are identified as required to deliver the programs and therefore best efforts would be expected to encumber or back-fill these positions to meet the teaching and learning needs.

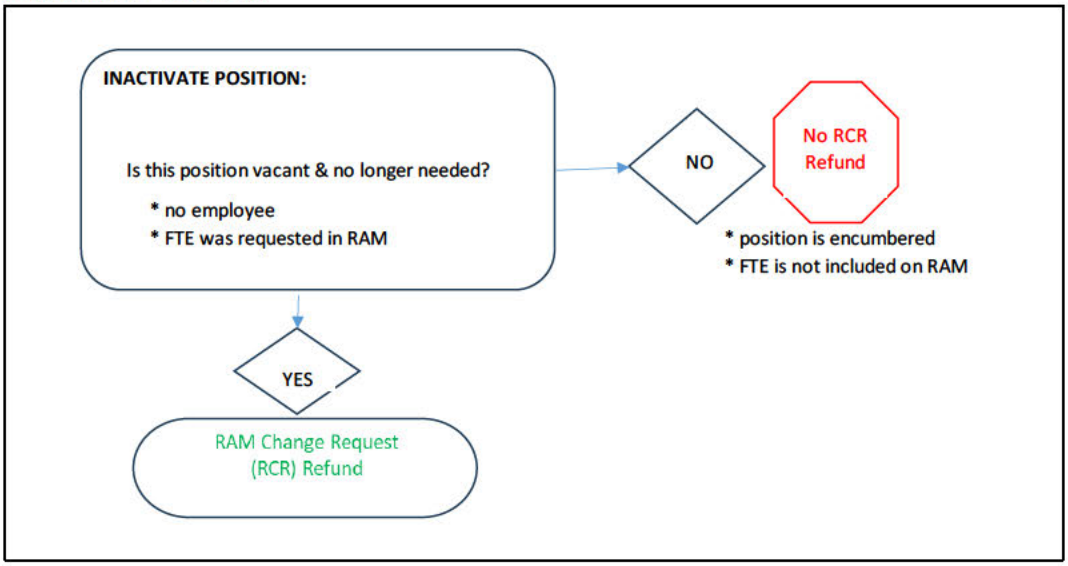
Considerations including SmartFind Express (SFE) and Timeliness of Submissions

RAM refunds are processed based on exceeding one week (> 5 days) and > $1,000+ Timely submission is encouraged to allow for understanding of resources available and effective financial stewardship.

Process Flowcharts for frequent RAM refund situations:

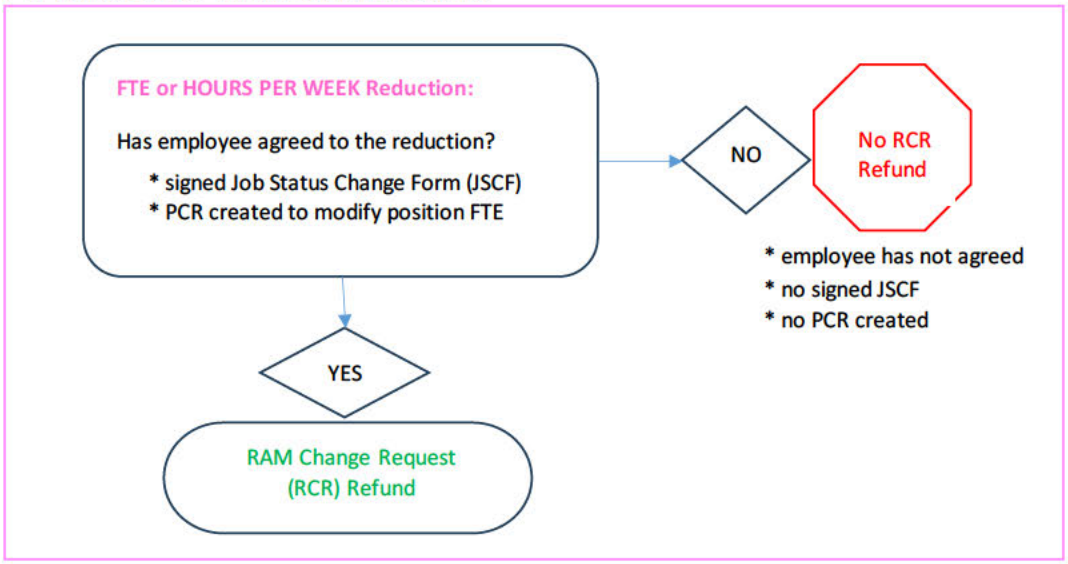
Inactivate Position	FTE or Hours per Week Reductions
Delayed Start: New or Vacancy Fill	Absences (1 week or less)
LEAVES	Pending Unassigned Duties

Inactivate Position:



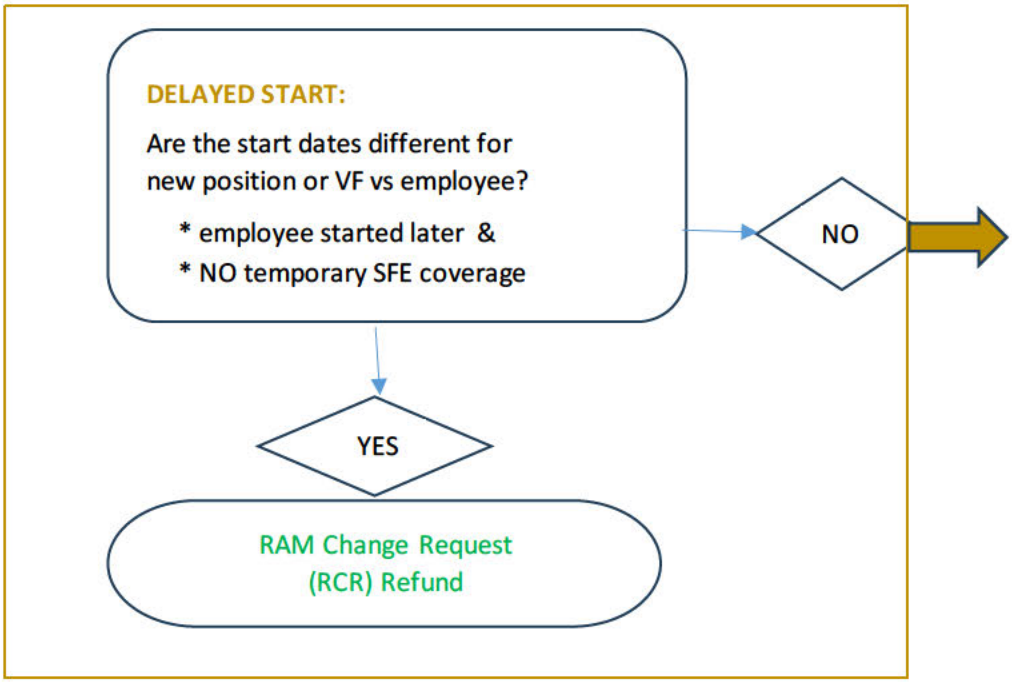
Example:	**Result**:
Education Assistant retires March 1st and the decision is made to **not** fill the vacancy created by this support staff departure	PCR to inactivate position, Vacant No Fill (VNF) and RCR is allowed.
Vacant position is noticed on your PCR dashboard and after reconciliation to the RAM FTE, it is realized this cost was not included / not requested on RAM	No RCR refund is allowed.

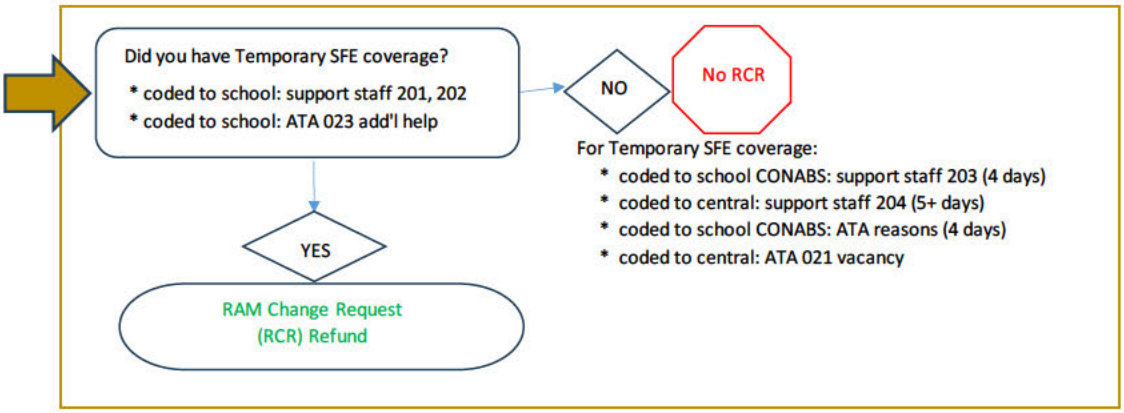
FTE or Hours Per Week Reduction:



Example:	Result:
Teacher is currently at 0.8 FTE and requested a reduction to 0.5 FTE effective February 1st, for family reasons, and has signed the Job Status Change Form	PCR to modify the position and RCR is allowed for the 0.3 FTE from Feb1 – June30th
Education Assistant to be adjusted from 25 hours per week to 15 hours per week but there is no signed JSCF	No RCR refund is allowed

Delayed Start:

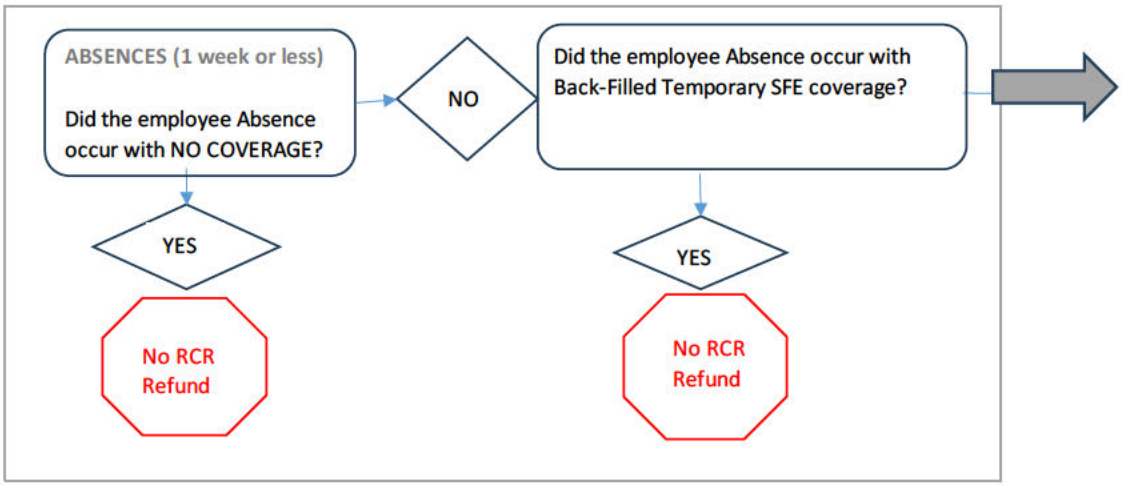


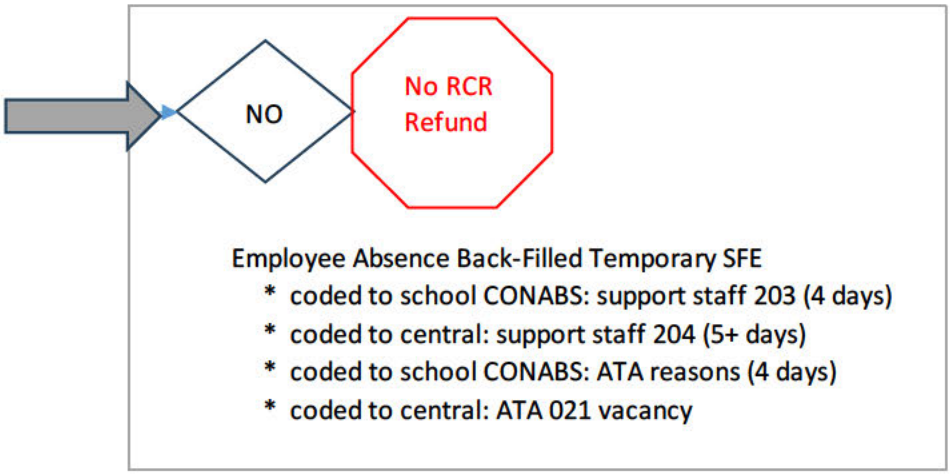


Example:	Result:
New Teacher position added effective November 1st but the actual employee starts on December 1st	No SFE coverage OR SFE coverage charged to school = RCR is allowed

Absences (1 week or less):

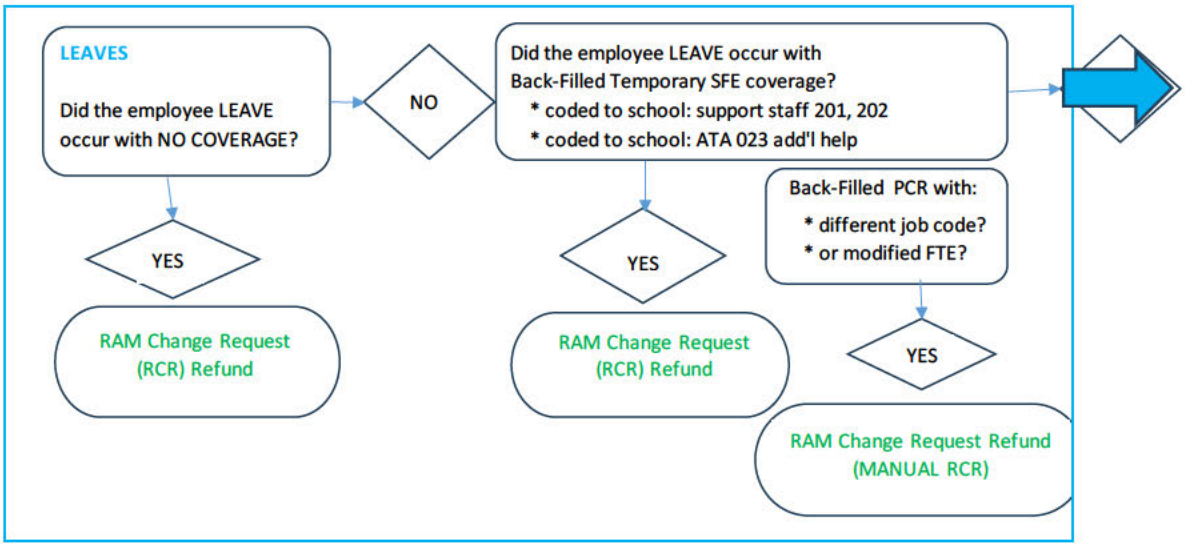
For short-term medical absences, vacations approved, etc. best efforts would be expected to temporarily back-fill these positions to meet the teaching and learning needs for students at your school.

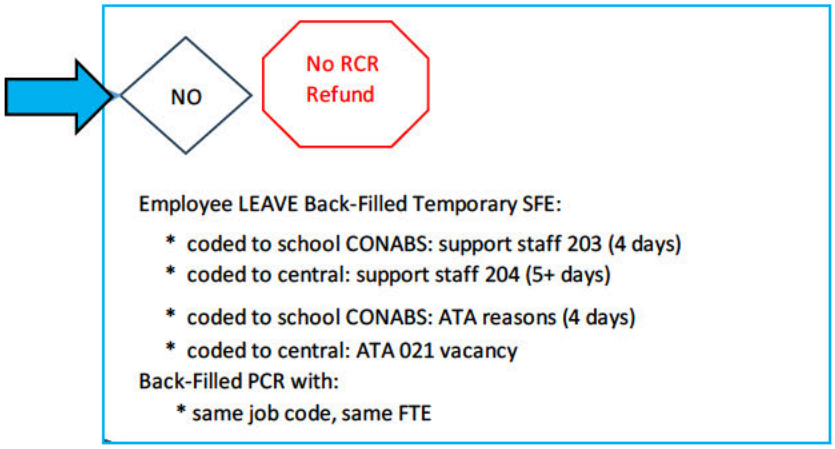




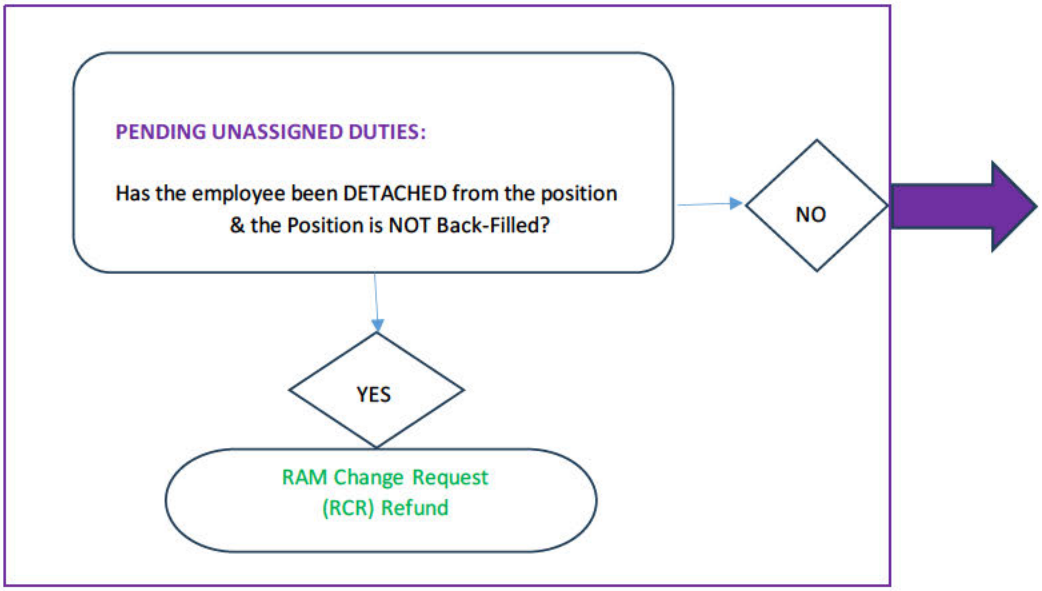
LEAVES

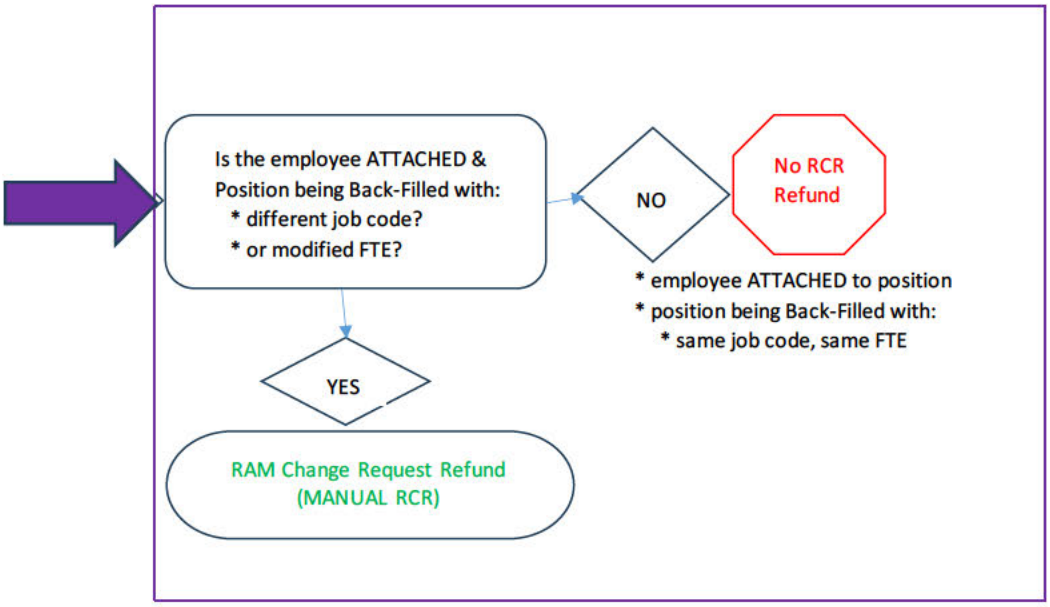
For long-term medical absences, general approved leaves, etc. best efforts would be expected to back-fill these positions to meet the teaching and learning needs for students at your school.





Pending Unassigned Duties:





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 resides on SharePoint. "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 ▪ **Submit staffing request FTE to HR** ▪ **Input FTE requests for Finance**	Adjust for anticipated changes and consequently reflects the expected amount of funds to be received in Fall RAM after the Sept 29 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 Lunch Supervision.

Important Reminders

- Lunch Supervision tab – required completion
- Staff Reconciliation tab – required completion
  – 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	✓	✓	
Indigenous Education	Share concise information about staff deployment plans, to address programming and instructional supports, aimed to improve education outcomes relevant to Indigenous students.	✓	✓	
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	-	✓	
Lunch Supervision	Where lunch supervision planning and staff deployment is completed	✓	✓	
Specialized Classes	Where specialized classes are listed. Update this to reflect what you predict 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

Annual factors are values that are used to calculate staff average Salary and Benefits over the course of the school year (for 10 month staff) and over the fiscal year (for 12 month staff). These factors are used to calculate the adjustments when staff are hired at a later date after the school year has started and thus will impact staffing cost and RAM changes.

- For example, an individual was hired to start on October 13. Instead of using a 1.0 FTE, the annual factor of 0.850 FTE (line 8, column E) will be applied.

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, Lunch 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 be communicated across our school communities.

Indigenous Education Tab

Expectations for services and supports for Indigenous Education are outlined in the Alberta Education Assurance Framework and Funding Manual. Funding is allocated to assist CBE in providing system, program and instructional supports that improve education outcomes for First Nations, Métis and Inuit students.

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. 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 Education Plan includes a key outcome and actions to improve well-being and achievement for students who self-identify as Indigenous.

Using the blue text box on this tab, share concise information (2-3 bullet points) about staff deployment plans relevant to Column O: Gr 1-12 Indigenous & how these staffing requests will address programming and instructional supports that improve education outcomes for Indigenous students.

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 CBE uses its funding
- Indicate FTE assigned as Resource Teacher(s) and Teacher Librarian(s)
- Provide the teacher's name and FTE of the Off-campus Coordinator (OCC)
- 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 lunch supervision tab
staffing may be required
unbalanced/negative/requirement

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 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 as an Additional Language
- 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 for non-Area5 schools, the purchasing school will request the full FTE Bookkeeper (cell E121) and be charged for the position (100%).
  - The sharing school will reimburse the purchasing school using line 78 on the Per School tab. The sharing school should 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 budget remaining for operating expenses is displayed at the top of the Staff Reconciliation tab (cell J7).

- The decentralized budget remaining amount, to provide for operating expenses, should be between 70 and 100 percent of the reference point/benchmark. If it falls outside this range, the % in cell K7 at the top of the Staff Reconciliation tab will turn red.
- If the reference point/benchmark falls outside the range 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
E25	Learning Leader
E26	Teacher
E73-165	Support Staffing

3 | Once you have the total number of staff for the above categories, allocate their FTE into their 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 - EAL
▪ K-EAL	▪ Gr 1-12 - Indigenous

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)
6 | In cells C35 and E35, if applicable, enter the name and FTE for the Off-Campus Co-ordinator, respectively.

These FTEs are to be included in E26 as well and rows 33, 34 and 35 are for information purposes

7 | The CTS section (Row 36-68) applies to both CTF and CTS courses. This must be completed for WCB purposes
8 | 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 0.05 FTE increments (equivalent to half a day every two weeks) on Line 167 of the Staff Reconciliation tab of the RAM spreadsheet.
- Services can be used for mental health intervention/assessment or assessments (2 for every 0.05 FTE purchased)
- Principals should email one of the Managers Psychological Services, and c.c. Manager of Business Administration, School Improvement 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 start of the school year. The start date for purchases made on 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 allocations.

RAM Spreadsheet	Adjustable RAM
NO changes on the pre-populated information	Can only update ▪ Other Allocations (describe) ▪ Enrolment driven formulas

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 CBE schools, along with school type, is provided on CBE's 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
Student Enrollment	**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
Student Enrollment	**$**	**$**	**$**	**$**	**$**	**$**
1-400	$3,127	$9,381		$12,508	$6,254	$3,127
401-600	$6,254	$12,508		$12,508	$6,254	$6,254
601-1000	$9,381	$12,508	$12,508	$12,508		$6,254
1001-1800			$15,635	$15,635		
1801-2200				$18,762		

Learning Leaders maximum deployment	Elementary	Elementary/ Junior High & Middle and Junior High	Junior/ Senior High	Senior High	Small Secondary	Unique Settings
Student Enrollment	**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 RAM

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 RAM

The allocation of Assistant Principals and administrative allowances will be updated in the fall allocation RAM based on the September 29th enrolment and the certificated staff FTE assigned as of September 29th, as applicable.

Administrative Positions

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

For adding additional administrative positions beyond the Collective Agreement and administrative allowance allocation, approval must be granted by the Educational Director and that the position can be sustained for at least two years. If the position is to be surplus within the two-year period, the school will be responsible for the cost of the administrative allowance.

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 5. 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.

Support Staff Allocations (Lines 14-23)

Support Staff by school type	Administrative secretary 10 month	Administrative secretary 12 month	C Secretary 10 month	C Library Assistant 10 month	D SIS Assistant 10 month	Business Manager 12 month	School technology support specialist
	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk	Hrs/wk		Hrs/wk
Elementary	35		35 (at 275+ enrolment)	15			
Elementary/ Junior High & Middle	35						(F) 7
Junior High	35						(F) 7
Junior/ Senior High		35			35	35	(G) 17.5
Senior High		35			35	35	(G) 17.5
Small Secondary	35 (Alternative High)	35 (Louise Dean)					(F) 7
Unique Settings	35					35 (CBeLearn, Chinook Learning)	(G) 17.5 (CBeLearn, Chinook Learning)

Grade 10-12 Enrolment	Science Technician 10 month E
	Hrs/wk
0-1200	30.0
1201-1800	45.0
1801-2400	60.0
2401+	75.0

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. 30, 2025 closing of RAM spreadsheets.

Certificated Staff – Short-Term Contract Absences

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 day of sub coverage, 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 first four days of replacements for support staff absent four consecutive days (or longer) for reasons of illness or reasons as described in specific articles of the Collective Agreement between CBE and the Staff Association. On the fifth consecutive day of coverage, 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	1.70 %	2.05 %
All Other Schools	1.80 %	2.15 %

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
- lunch 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		1.80%		$27,666

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 support staff (not high school)	=	Short term contract absence replacement dollars
$194,895		($14,250)		$180,645		2.15%		$3,884

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, 2025	$6,000
Support staff contract absence surplus at June 30, 2025	+$2,000
Total school surplus	$8,000
Maximum school contribution based percentage	x 40%
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 SmartFindExpress (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 and will be reflected on the Detail Transaction Report.
- 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)

For the 2025-26 School Year, Client Technology Services is offering two different support options.

- **Scheduled Tech Support:** A School Technology Support Specialist (or "specialist") is assigned specific days each week. Support requests are handled during their next scheduled visit. For example, if a specialist is at your school every Wednesday, an issue reported on Monday will be addressed on Wednesday.

  Note: If a specialist is absent on their scheduled day, routine issues will be addressed during their next visit. In these events Client Technology Services will attempt to find a replacement tech to address only critical issues.

- **Unscheduled Tech Support:** Support requests are logged through the Service Desk and prioritized based on impact and urgency. The next available support technologist is dispatched to address. Outages and work stoppages are usually addressed by the next business day, and routine issues are usually resolved within 1 week.

Important information before choosing a support model:

- Schools choose their support options for the next school year during the Spring RAM. Changes can only be made during the Fall RAM adjustment period.
- Schools must select a support model that meets their technology and program needs.
- School technology staff hiring is managed centrally, with staff reporting to the Client Technology Services Manager of On-Site Support.

Contact your On-Site Supervisor if you require assistance with your RAM support calculations or if you have questions regarding the available support models for your school.

Each school must select one support option based upon their school type:

Elementary schools (K-6) or
Unique setting schools

Select **one** of the following:

Option	Support Type	RAM Charge to School
1	Unscheduled Tech Support	No charge
2	Scheduled Tech Support | 1 day a week	**0.2 FTE** Grade Level F (10 Months)
3	Scheduled Tech Support | 2 days a week	**0.4 FTE** Grade Level F (10 Months)

Elementary with a middle school component School (K-9) or Middle / Junior High Schools

Select **one** of the following:

Option	Support Type	RAM Charge
1	Scheduled Tech Support | 1 day a week	**0.2 FTE** Grade Level F (10 Months)
2	Scheduled Tech Support | 2 days a week	**0.4 FTE** Grade Level F (10 Months)

High Schools

Select **one** of the following:

Option	Support Type	RAM Charge
1	Scheduled Tech Support | 5 days a week (includes summer setup, technology preparation, and support)	**1.0 FTE** Grade Level G (12 Months)
2	Scheduled Tech Support | 5 days a week (no summer services)	**1.0 FTE** Grade Level G (10 Months)

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 with their Education Director and receive approval from the Director of Inclusive Education 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 Sep 29 count date enrolments, will be used to calculate the fall allocation. Information to determine the Sep 29 count date 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 Lunch 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	▪ 60 hours/wk (1.7142 FTE) education assistant
Attitude, Community Competence, Elements of Academic Curriculum (ACCESS)	1.0	▪ 60 hours/wk (1.7142 FTE) education assistant
Bridges	1.0	▪ 30 hours/wk (0.8571 FTE) Bridges support worker ▪ 10 hours/wk (0.2857 FTE) lunch supervisor
CASA	1.0	▪ none
Communication, Sensory and Social Interaction (CSSI)	1.0	▪ 60 hours/wk (1.7142 FTE) education assistant ▪ 10 hours/wk (0.2857 FTE) lunch supervisor
Deaf & Hard of Hearing (DHH)	1.0	▪ 30 hours/wk (0.8571 FTE) education assistant ▪ $65,036 for interpreting services DHH I/II ▪ $182,098 for interpreting services DHH III/IV ▪ 10 hours/wk (0.2857 FTE) lunch supervisor (I/II only)
Enhanced Education Supports (EES)	1.0	▪ 60 hours/wk (1.7142 FTE) education assistant ▪ 10 hours/wk (0.2857 FTE) lunch supervisor Schools with 1 class will receive an additional 20 hours/week (0.5714 FTE) Schools with 2 or more classes will receive an additional 15 hours/week (0.4286 FTE) per class
Gifted and Talented Education (GATE)	1.0	▪ none
Learning and Literacy (L&L)	1.75	▪ none
Literacy, English & Academic Development (LEAD)	1.0	▪ 30 hours/wk (0.8571 FTE) EAL assistant
Mental Health (The Class/Rise)	1.0	▪ 35 hours/wk (1.0 FTE) behaviour support worker
Nexus	1.0	▪ 35 hours/wk (1.0 FTE) behaviour support worker
Paced Learning Program (PLP)	1.0	▪ 45 hours/wk (1.2857 FTE) education assistant (Elementary) ▪ 60 hours/wk (1.7142 FTE) education assistant (Div III, IV) ▪ 10 hours/wk (0.2857 FTE) lunch supervisor (Elementary)
Teaching of Attitude, Social Skills and Communication (TASC)	1.0	▪ 60 hours/wk (1.7142 FTE) education assistant ▪ 10 hours/wk (0.2857 FTE) lunch supervisor

Full-Day/Extended Kindergarten (FDK) (Line 48)

- This allocation applies only to programs that are supported centrally.
- For the 2025-26 school year, full-day kindergarten programs are remaining in the same schools as were identified for 2024-25.
- Children who are not designated to schools identified for FDK will not be considered for enrolment as an Out of Designated Attendance Area registration.
- 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 350 or fewer students and included in the top 20 Weighted Equity index scores (determined as >140.0 for 2025-26) receive their pro-rata share of $1.75 million provision of resources. The formula used to determine the pro-rata share is consistent with the per student Weighted Equity Index allocation, based on data variables, index relative ranking 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 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 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.

Off-campus Coordinators (Lines 64)

The Off-campus Coordinator (OCC) is the certificated teacher assigned the responsibility of monitoring and assessing students in an Off-campus Education program, including but not limited to: Work Study, Career Internship 10, Work Experience 15, 25 and 35, and Registered Apprenticeship Program (RAP). The OCC works in collaboration with the Unique Pathways team to promote Unique Pathways programming (Dual Credit, Exploratory, Internships) within their home school(s), supports students with application preparation and submission, facilitates schedule adjustments and Barrier Removal confirmation with the guidance team, and supports struggling students in programs on an as-needed basis.

Off-campus Coordinator Staffing and Deployment Recommendations:

- Minimum requirement of a 0.5 FTE Off-campus Coordinator, however, schools may purchase more FTE through RAM depending on student need and demand.
- Two schools may share one staff member to support both locations in a full time Off-campus capacity (0.5 + 0.5 = 1.0) as a full time OCC.

- If a 1.0 FTE is taking on 0.5 OCC, it is recommended that teaching obligations are scheduled in the morning to support the 0.5 FTE allotment of the Off-campus Coordinator in the afternoon (see below for reasoning).
- Expectation is that Off-campus Coordinators are available for weekly afternoon meetings, including mandatory attendance at monthly full day Off-campus PLC meetings (held in person on Fridays).
- The Off-campus Coordinator will work with school administration/guidance regarding Unique Pathways programming (Dual Credit, Exploratory, etc.), including application support/submission and timetable adjustments.
- Off-campus Education criteria will be set by the individual schools, however, must include supporting students placed by our partners at CAREERS: the Next Generation and students working towards an - *Alberta High School Certificate of Achievement.*

School / Program Complexity Allocations (Lines 65-71)

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

- Unique settings top-ups including contracted services
- Official Languages in Educational Programs funding
- Jordan's Principle funding for approved students
- Concurrent registration funding for CBe-Learn
- Summer school funding for CBe-Learn, Chinook Learning, Dr. Gordon Townsend and Wood's Homes.
- Home Education funding at 50% of the regular per student rate (allocated on CBe-Learn RAM)

Unique settings top-ups, including contracted services funding, is established for the Spring RAM based upon an estimated student count. For the Fall RAM, schools may see this funding decrease if other funding has increased (e.g. student enrolment increase). This ensures a level of assurance in funding stability. Unique Schools will not receive an adjustable RAM as they will work directly with their Finance Specialist and School Improvement.

Discretionary Kindergarten Supports (Line 72)

Kindergarten children identified with severe/complex 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 (8-12 weeks) to support critical need through the kindergarten discretionary process. Approved funding is to be used towards purchasing additional support (EA, BSW or ECP). Schools can book temporary support through SmartFindExpress using reason code "202 – Casual Additional Help."

Small Enrolment (Line 73)

Small enrolment is defined at 350 students or less. Student counts are determined with Kindergarten children included as 0.5 (Full-Day Kindergarten children are included as 1.0).

- Small enrolment schools with **no** Assistant Principal allocation will receive $130,000.
- Schools with enrolment counts of 225 or fewer students, and **with** the Assistant Principal allocation, will receive $75,000.
- Schools with enrolment counts in the range of 226-350 students, and **with** the Assistant Principal allocation, will receive $50,000.

Large Enrolment (Line 74)

- Schools with enrolment counts of 750-1249 students, receive $130,000.
- Schools with enrolment counts of 1250-1749, receive $260,000.
- Schools with enrolment counts of 1750+, receive $390,000.
- This provision allows for flexibility related to administrative staff requirements.

Duty to Accommodate (Line 75)

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

Criteria Based Response Funding (Line 76)

The Criteria Based Response Fund (CBRF) will address emergent student programming needs or staffing requirements which would be extremely challenging to manage with current resources. Schools will discuss needs with their Education Director who will, in consultation with the Finance Specialist, determine the need for a request or not. All requests are reviewed by a committee comprised of Education Directors and considered in the context of needs across the system. Superintendents of School Improvement make the final determination of the level of support.

For the 2025-26 school year, additional funding was added to CBRF equivalent to 6.0 FTE teacher positions to support English as an Additional Language (EAL) learners. Support will be provided to six schools (1.0 FTE each). The schools will be determined in alignment with the CBE Education Plan, EAL school-based data and consultation with Education Directors. These teachers will work closely with the EAL team.

International Students short-term; after Sept. 29 (Line 77)

Allocations for international students attending for less than 5 months and second semester enrolments are included on line 77. If international student enrolment covers two school years, the amount will be allocated separately over the two fiscal years. In most cases, budget transfers to schools are made in the same month that the student is confirmed (enrolled, registered and paid in full).

Transfer Between Schools (Line 78)

For schools that choose to share positions, one Principal must request the position on the RAM (charged 100%) and the sharing school must reimburse the purchasing school. Line 78 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.

All other transfers between school request, besides the sharing of staff positions, will require approval from your Education Director.

Integrated School Support Program (ISSP) (Line 79)

The Integrated School Support Program (ISSP) is a prevention-based initiative with designated funding from the Calgary Police Foundation to provide for resources at Patrick Airlie (Learning Leader and Psychologist) and Radisson Park (Psychologist) schools. 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.

Nutrition Program – Breakfast Supervisor, Cafeteria/Food Services Supervisor, and Food Provision (Line 80)

Pre-determined schools were chosen to participate in the Nutrition Program.

Those chosen for the breakfast program receive funding to support a 10 hour/week Breakfast Supervisor and a nutritious breakfast per school day. Funding for the Breakfast Supervisor position is dependent on the size of the breakfast program.

- Schools feeding 25 or more students will receive a full 10-hour/week position.
- Schools feeding more than 75 students daily - it is recommended to increase program staffing through using teacher assignable time to help support the program operation needs/delivery.
- Smaller programs with less than 25 students do not receive funding, and use teacher assignable time to staff and operate the program, unless the school elects to fund a 10-hour Breakfast Supervisor from RAM.

Middle/Jr high schools chosen for cafeteria support will receive funding to staff a 15-hour/week Food Services Supervisor position. These same schools will receive funding to help support food costs for a maximum of two years of operation of the cafeteria.

For all Foodservice Programs (Breakfast Programs, Cafeteria/Serveries Programs, Agency-provided supports and School Pantries), Principals are asked to ensure that programs are staffed appropriately to provide duty of care/compliance of operation to align with provincial foodservice standards.

Staffing requirements:

- Breakfast Programs, as noted above
- Cafeterias and Serveries as Food Services Supervisor
- Agency Supports and School Pantries, based on program delivery model. Check with the Nutrition Team for further specifics

For further information on Foodservice Programs, food safe handling and food safety training requirements See:

Insite > Health & Security > Student Safety & Well-Being > Food & Nutrition
Insite > School > Central Services > Lunch Supervision Service

Other Allocations – describe (Line 81)

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

Digital Futures Pathway Collegiate Model (Lines 83 and 84)

The Digital Futures Pathway Collegiate supports programming for students across the CBE and began programming for students in grade 10 in the 2024-25 school year. Staffing allocations included in this initiative will be supported annually as encompassed in the Collegiate grant, with the addition of new learning spaces.

For the 2025-26 school year, allocations will be provided to Sir Winston Churchill, Central Memorial and CBe-Learn.

A Project Promoting healthy Living for Everyone in schools (APPLE) (Line 85)

A Project Promoting healthy Living for Everyone in schools (APPLE) is an innovative school-focused health promotion initiative which empowers school communities to lead, choose and be healthy. This funding allows each APPLE School to appoint a teacher on staff who will dedicate half of the day to leading and supporting the health and well-being goals set by the school. Each APPLE School is also provided a School Health Facilitator (SHF) trained in nutrition, physical activity, and community development. The SHF works with students, parents, school staff, and community members to develop a school action plan to meet the specific needs of their school.

Funding from APPLE provides a 0.5 FTE for two schools (Rundle and Douglas Harkness – 2024) for two consecutive years, with currently a 0.2FTE for these two schools in Year 3.

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.
- These allocations are provided to all schools and programs.
- Outreach programs and Chinook Learning Services will be funded at 64 per cent of per student allocations.

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.

Basic	2025-26	2024-25
Kindergarten	$2,917.99	$2,891.69
Division I (Grades 1-3)	$5,449.25	$5,400.65
Division II (Grades 4-6)	$5,130.74	$5,085.44
Division III (Grades 7-9)	$4,836.03	$4,793.93
Division IV (Grades 10-12)	$4,538.43	$4,499.69

- We recognize that schools organize classes based on enrolment and school context. For example, there may be 72 students in a school's Div. II. At first glance this appears to be 24 students for each of grade 4, 5, 6. However, there are in fact 20 grade 4 students, 27 grade 5 students and 25 grade 6 students. Whether the school runs straight grades or not depends on their context.
- Ensuring we have the most accurate count possible as of September 29 and that students are accessing an education program is vital. The September count is used for Fall RAM adjustments, future enrolment projections for schools and overall system budgeting include reduce funding clawbacks. The SIS (Student Information System), Finance, School Improvement and Planning Teams have been working diligently together the past several years, to understand how student enrolment flows to Alberta Education for funding. Please prepare for actions required at the end of September, beginning of October, to validate enrolment as we request your assistance to investigate specific students, relating to assignment to classes and attendance/absences.

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 end of September count date 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 end of September count date, you will receive a lump sum allocation 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 EAL 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.

- In order to achieve the overarching Mission and Outcomes of the CBE Education Plan, at the end of each school year, data on how schools used the funds received from International Student RAM allocation will be gathered by Global Learning. All schools who have received funds from the International Student RAM allocation will be expected to complete and submit the form. School Principals will receive the form from Global Learning for completion in late spring.

Tuition Fees for the 2025-26 school year:

- $13,000 per school year
- $6,500 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: $8,505.00 per student

	Elementary	Junior	Senior
Basic per Student Allocation (from tuition paid; no government funding is received)	$5,130.74	$4,836.03	$4,538.43
Incremental Allocation	$3,374.26	$3,668.97	$3,966.57
Total International Student Allocation	**$8,505.00**	**$8,505.00**	**$8,505.00**

Here is what you will see on your RAM:

PER STUDENT & EQUITY INDEX ALLOCATIONS

	Alloc'n Rate	# of Students Spring Projection	Less: Specialized Classes & International & Home Education students	ADJUSTED # of Students	$'s
Other					
International Students - Gr 1-6	$ 8,505.00	-			$ -
International Students - Gr 7-9	$ 8,505.00	-			$ -
International Students - Gr 10-12	$ 8,505.00	-			$ -
SUBTOTAL		**-**			**$ -**

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: $850.50 per month x 5 months = $4,252.50 per student

Here is what you will see on your RAM:

PER STUDENT & EQUITY INDEX ALLOCATIONS

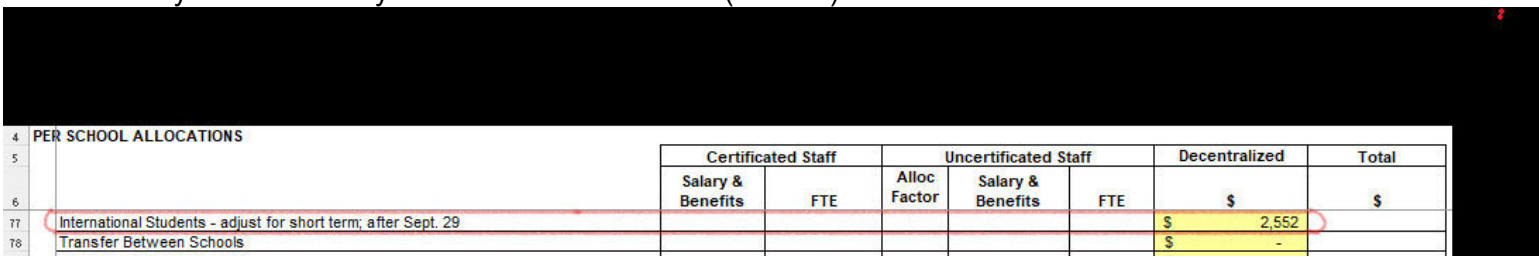
	Alloc'n Rate	# of Students Spring Projection	Less: Specialized Classes & International & Home Education students	ADJUSTED # of Students	$'s
Other					
International - 1st Semester Only - Gr 1-6	$ 4,252.50	-			$ -
International - 1st Semester Only - Gr 7-9	$ 4,252.50	-			$ -
International - 1st Semester Only - Gr 10-12	$ 4,252.50	-			$ -
SUBTOTAL		**-**			**$ -**

Example 3

The student is not included in the Fall RAM.
Amount received: $850.50 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. In most cases, budget transfers to schools are made 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 Tab (Line 77):



PER SCHOOL ALLOCATIONS

	Certificated Staff		Uncertificated Staff			Decentralized	Total
	Salary & Benefits	FTE	Alloc Factor	Salary & Benefits	FTE	$	$
International Students - adjust for short term; after Sept. 29						$ 2,552	
Transfer Between Schools						$ -	

Lunch Supervision (Line 25)

- Lunch supervision allocation is the portion of fees representing school-based salary and benefits costs distributed to schools through the RAM.
- Lunch supervision fees are determined centrally where 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 direct lunch supervision only, and all costs of supervising students at lunch must be captured in Oracle financials.
- Teachers cannot be charged to lunch 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 Lunch Supervision tab in the RAM spreadsheet to purchase staff and assign them to Lunch Supervision.
- The fee allocation rates indicated in the RAM have been increased to cover the costs of lunch supervision staff at schools. This is irrespective of any central decision to change fee rates charged to parents to cover system-level costs associated with the program.
- The short-term absence relief allocation does not apply to lunch supervision staff. Instead, the charge for absence relief is booked to a central provision through SmartFind Express.
- For 2025-26, Lunch Supervision allocation from Fees has been increased to reflect average salary and benefits cost increases along with updates to simplify the completion of the lunch supervision tab.

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 lunch supervision fees. The 2025-26 fee allocation RAM rates are:

Description	LSS	Alt-K
Lunch Supervision Fee	$226	$120.00

- Only the direct costs related to lunch supervision can be allocated to lunch supervision. The RAM template has been automated to allocate staff costs based on student count, whereby the administration component of the Lunch Supervisors is reflected (Lunch Supervision tab, line 30).
- Drop-in fees are set at $5.00 for all schools offering lunch supervision. These funds will be directed to the central lunch supervision budget to offset expenses. See "*Adding Lunch Drop In To a Student Account*" How To guide link for how to administer the fee at the school level. Any questions should be directed to the Accounts Receivable and Fees Team through the Service Desk portal.

Administrative Tasks Related To Lunch Supervision

The purpose of centralizing lunch 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 lunch supervision fees. Administrative tasks remaining in schools include:

- Guiding parents to CBE online registration and payment for lunch supervision service.
- Running lunch supervision attendance report as per instructions provided by Accounts Receivable and Fees, and update attendance on a timely basis through the Service Desk using "Lunch Supervision Student Attendance Reporting" tile and Lunch Supervision Registration Report file.

See Insite > School > Finance > Student Fees & Waivers > Lunch Supervision Fees

- Child care tax receipts – support parents in retrieving these receipts from their parent account in Rycor.
- RAM funding will be increased or decreased based on your actual (average) lunch registration student counts, which is reconciled in February each year.
- The allocation of staff, typically the Lead Lunchroom Supervisor, to administrative functions has been automated in the RAM template.

Lunch Supervision Activity Fee – Elementary Grades (Line 89)

- A $10 lunch activity fee is included in the lunch supervision student fee and will be flowed through to schools on a per student basis.
- This allocation will be based upon the FALL RAM registered lunch supervision student count and will not be adjusted in February/March as part of the mid-year reconciliation process
- The fee is to be used specifically and exclusively for the benefit of students in the lunch supervision program.
- Examples of acceptable uses are games, activities, sports equipment (lunch activity exclusively), supplies for the activity cart, Emergency pantry food (individually pre-packaged, ready-to-eat shelf-stable), table replacement, chairs, and lunchroom amenities.
- Staff and non-related goods are not permitted to be purchased with this fee.

Mid-Year Lunch Reallocation

A mid-year reconciliation will be performed in February 2026 to accomplish the following:

1 | Where schools have underestimated the number of students registered for lunch supervision, resources will be allocated based on the average Rycor registrations.
2 | Where schools have overestimated the number of students registered for lunch supervision, resources will be removed from their RAM based on the average Rycor registrations.

A threshold for the reallocation of resources will be used. In 2024-25, the threshold was a variance of $1,000 or greater.

Noon Hour Activity Fee for Gr 7-9

- For students in grades 7 to 9, the Noon Hour Activity Fee is an optional school fee
- If charged, the school fee will have a range of $10 - $30, dependant upon the school's expected needs and expenditures for this purpose.
- 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 cannot be used to purchase staff or non-related goods.
- This fee is part of the common fee list.

Weighted Equity Index Allocation (Line 29-84)

The Calgary Board of Education remains committed to advancing equity in public education. When considering an equity factor in the RAM, the work started with the question "what variables impact student achievement and predict the requirements of extra supports?" The end goal is to have a robust weighted equity index that considers a range of variables that have been statistically determined to be predictors of student achievement. When applied to RAM, this results in a wider system view of equity based on a set of data that describes our student population with depth and breadth.

The Equity Index | Backgrounder Insite document Equity-Index-Backgrounder is updated annually by the CBE Research and Strategy department and serves to provide an overview, with historical phases, along with information about, and application of, Student, School and Census variables.

The weighted equity index RAM allocations are based on 2 important factors:

- weighted equity index
- enrolment student counts
    - Spring projections
    - Fall actual enrollment
    -

Historical Information and Determining the Weighted Equity Index RAM Allocation

Where we have come from...

- In earlier RAM models, equity funds were allocated on relative ranking of only five factors and funding was provided only to schools that were above the average for each factor, alongside funding for students with an ELL, Refugee, Special Education (SPED) or Indigenous codes. In 2019-20, equity allocations were distributed to 62 schools, with all other schools receiving funds based on student codes. In 2020-21, the model shifted to allocate funds more broadly, with all schools receiving a share of equity funding, based solely on a school's equity index, regardless of enrollment size. This approach, however, led to concerns about class sizes in average-sized schools, prompting a full review in 2021-22. The revised model aligned funding with the Alberta Commission on Learning guidelines, ensuring equitable funding while maintaining manageable class sizes through a more standardized base rate for all schools.

Where we are now...

- The current RAM funding model takes the full allocation of funding received from Alberta Education and allocates the largest portion of student directed funding to a Base amount for each school. The model recognizes that the Base level funding schools receive is to provide programming and support to all students, including students with learning complexities. From the remaining funds, a portion is allocated to Equity Allocations, recognizing that the levels of complexity, and the different ways that complexity can look in schools, is not equitably distributed across the CBE. Finally, the remaining portions are allocated between Programming Allocations (Special Education / LEAD classes / Unique Settings, international students, Career & Technology Studies, Focused Program Equity, OLEP) and Other

The Weighted Equity Index Data Variables

For the 16 School & Student variables (rows 31-54) and 24 Census variables (rows 58-83), the DATA (column D), WEIGHT % weight of the variable (column E), and INDEX school's index / relative ranking for each variable (column F) are revisited and updated on an annual basis, which considers current research, feedback from schools and Education Directors, and analysis of data.

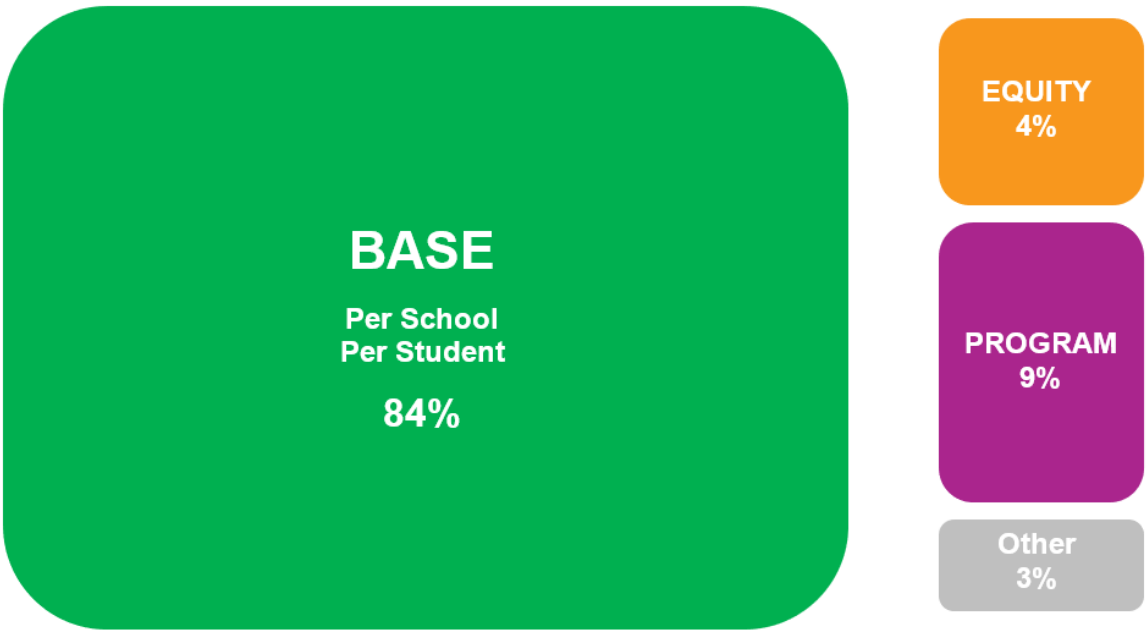
Changes from 2024-25 to 2025-26

Then: For the 2024-25 year, the EYE_RTI2 & SPED (code 50s) data variable was updated to reflect AFRS & SPED (code 50s) data, applied with a weight of 10.75%.

Now: For the 2025-26 year, this data variable has reverted to the EYE_RTI2 & SPED (code 50s) data, applied with 5.25% weight, and the addition of Early Years Assessment including LP1 and LP2 data, applied with 5.50% weight. AFRS has been removed as it is no longer used.

The Weighted Equity Index calculated for each school is found on the Per Student tab, cell F84, which is the sum of the product of WEIGHT % and INDEX; in other words, for each data variable, the WEIGHT % is applied to the INDEX (relative ranking) to determine a value; that value is determined for all 40 data variables, and then summed together to get the Weighted Equity Index for your school.

RAM Overview



For the 2025-26 school year, the Weighted Equity Index RAM Allocation of $42.0m represents approximately 4.2% of the overall allocation of RAM funds to schools. This amount is distributed in two components:

- Focused Equity of $4.7m for 33% of schools (approximately 83 schools) with high Weighted Equity Index determinations, using the Focused Equity Rate
- Balance of $37.3m as Weighted Equity Index using the Equity Rate

Determining the Weighted Equity Index One-Third Schools & Focused Equity Rate

The Focused Equity Rate (column H) is derived as the $4.7m component share from the Weighted Equity Index RAM Allocation divided by the total of the Weighted Equity Index Enrolments of the 33% highest Weighted Equity Index (approximately 83 schools).

For the 2025-26 school year, for schools having a determined weighted equity index of 140.0 and higher, the Focused Equity Rate of **$0.58750** has been applied and the calculated share of this focused equity is included in the amount displayed in cell G84.

Determining the Equity Rate for Each Data Variable

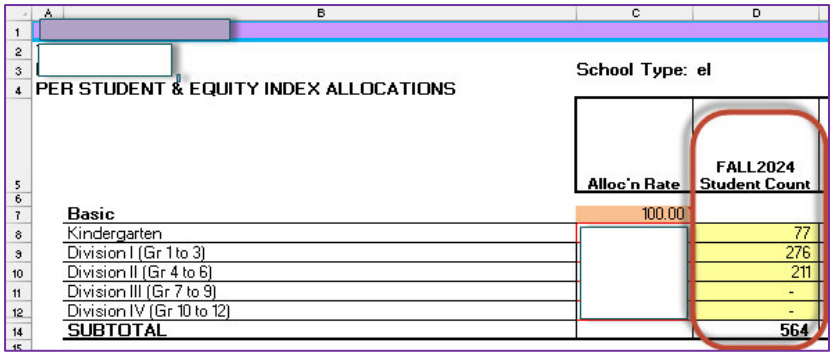
The Equity Rate (column C) is derived as the remaining balance of $37.3m divided by the total of the Weighted Equity Index Enrolment for all schools. A school with a Weighted Equity Index of 121.1550 and student count of 439 will produce 53,187.0450 of Weighted Equity Index Enrolment (using the formula 121.1550 x 439 = 53,187.0450). The total of all school Weighted Equity Index Enrolments divided into this component share of the Weighted Equity Index RAM Allocation ($37.3m) results in the Equity Rate per data variable of **$2.13519**.

Sample of Weighted Equity Index RAM Allocation Calculation

For each data variable line, using the WEIGHT % and INDEX / relative ranking, along with the Equity Rate (column C), Focused Equity Rate (column H), and enrolment student counts, the school's Weighted Equity Index ALLOCATION (column G and specifically cell G84) is determined. Enrolment student counts include Kindergarten children at 0.5 (except for schools where Full-Day Kindergarten programs exist, in which case they are included as 1.0).

In this sample school, the Weighted Equity Index is higher than 140.0 and hence will attract the Focused Equity share using the Focused Equity rate.

In this sample school, there is no Full-Day Kindergarten program so the kindergarten children are counted at 0.5.



School Type: el

PER STUDENT & EQUITY INDEX ALLOCATIONS

	Alloc'n Rate	FALL2024 Student Count
Basic	100.00	
Kindergarten		77
Division I (Gr 1 to 3)		276
Division II (Gr 4 to 6)		211
Division III (Gr 7 to 9)		-
Division IV (Gr 10 to 12)		-
SUBTOTAL		564

Enrolment for the Weighted Equity Index RAM Allocation with Kindergarten counted at 0.5 (77 x 0.5 = 38.5) is 525.5 in this sample school (38.5 + 276 + 211 = 525.5).

Tip: this is also displayed in cell J14 on the Per Student tab of the RAM.

Each data variable line includes the school's INDEX / relative ranking for that data variable as well as the RAM allocation amount. This will allow schools to determine the focus/foci of the Weighted Equity Index RAM Allocation resources.

For each data variable line, the formula to determine the ALLOCATION (column G) is calculated as:

Data Variable WEIGHT% x Rates (as per column C & H) x INDEX x Enrolment = $$$

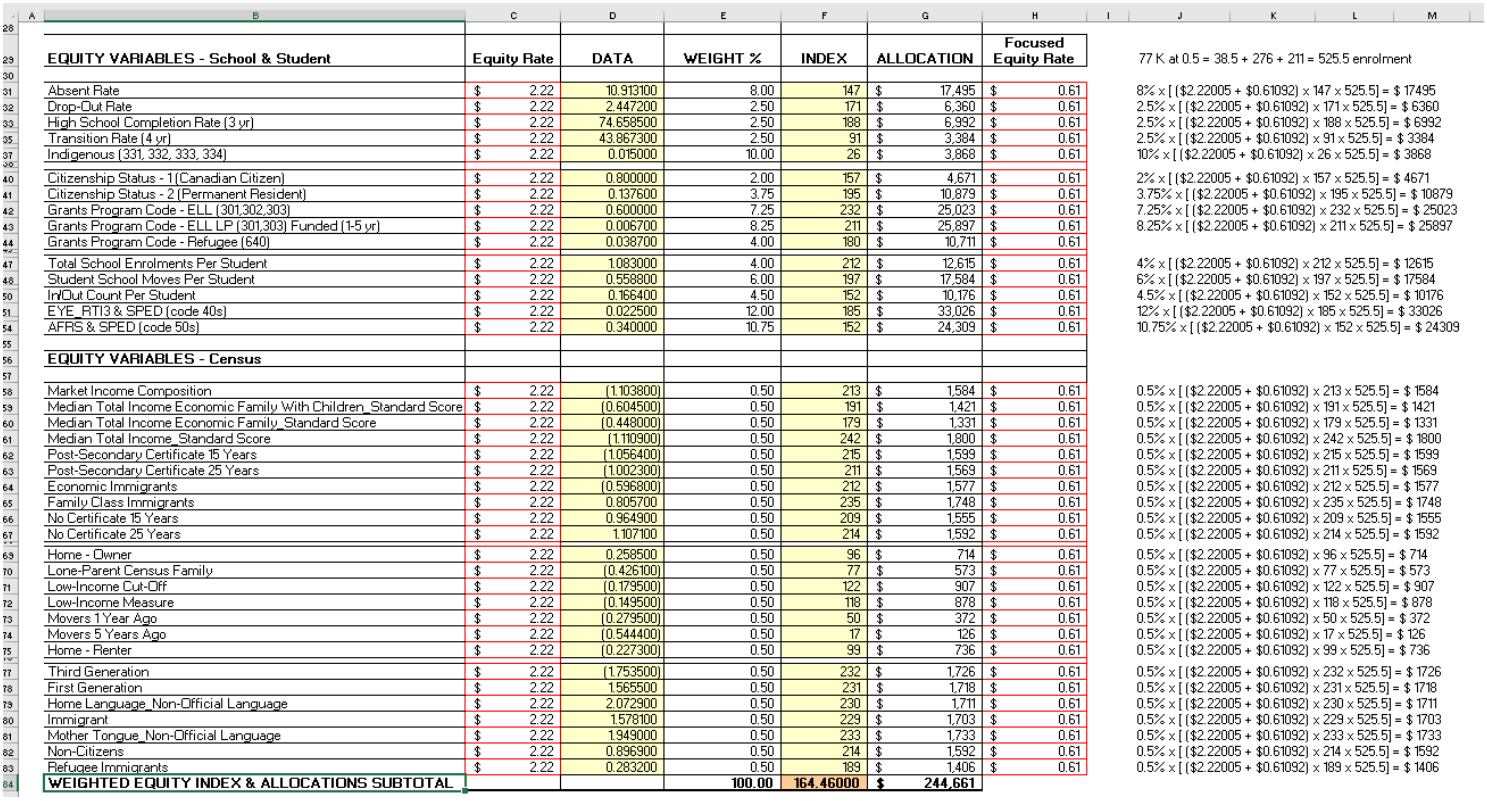
Let's take a close look at the first line:

EQUITY VARIABLES - School & Student	Equity Rate	DATA	WEIGHT %	INDEX	Focused Equity Rate
Absent Rate	$ 2.22	10.913100	8.00	147	$ 0.61

8% x [($2.22005 + $0.61092) x 147 x 525.5] = $ 17495

Apply the same formula to all 40 data variable lines:

Sample school final table per student tab Weighted Equity Index RAM Allocations



EQUITY VARIABLES - School & Student	Equity Rate	DATA	WEIGHT %	INDEX	ALLOCATION	Focused Equity Rate	
							77 K at 0.5 = 38.5 + 276 + 211 = 525.5 enrolment
Absent Rate	$ 2.22	10.913100	8.00	147	$ 17,495	$ 0.61	8% x [($2.22005 + $0.61092) x 147 x 525.5] = $ 17495
Drop-Out Rate	$ 2.22	2.447200	2.50	171	$ 6,360	$ 0.61	2.5% x [($2.22005 + $0.61092) x 171 x 525.5] = $ 6360
High School Completion Rate (3 yr)	$ 2.22	74.658500	2.50	188	$ 6,992	$ 0.61	2.5% x [($2.22005 + $0.61092) x 188 x 525.5] = $ 6992
Transition Rate (4 yr)	$ 2.22	43.867300	2.50	91	$ 3,384	$ 0.61	2.5% x [($2.22005 + $0.61092) x 91 x 525.5] = $ 3384
Indigenous (331, 332, 333, 334)	$ 2.22	0.015000	10.00	26	$ 3,868	$ 0.61	10% x [($2.22005 + $0.61092) x 26 x 525.5] = $ 3868
Citizenship Status - 1 (Canadian Citizen)	$ 2.22	0.800000	2.00	157	$ 4,671	$ 0.61	2% x [($2.22005 + $0.61092) x 157 x 525.5] = $ 4671
Citizenship Status - 2 (Permanent Resident)	$ 2.22	0.137600	3.75	195	$ 10,879	$ 0.61	3.75% x [($2.22005 + $0.61092) x 195 x 525.5] = $ 10879
Grants Program Code - ELL (301,302,303)	$ 2.22	0.600000	7.25	232	$ 25,023	$ 0.61	7.25% x [($2.22005 + $0.61092) x 232 x 525.5] = $ 25023
Grants Program Code - ELL LP (301,303) Funded (1-5 yr)	$ 2.22	0.006700	8.25	211	$ 25,897	$ 0.61	8.25% x [($2.22005 + $0.61092) x 211 x 525.5] = $ 25897
Grants Program Code - Refugee (640)	$ 2.22	0.038700	4.00	180	$ 10,711	$ 0.61	
Total School Enrolments Per Student	$ 2.22	1.083000	4.00	212	$ 12,615	$ 0.61	4% x [($2.22005 + $0.61092) x 212 x 525.5] = $ 12615
Student School Moves Per Student	$ 2.22	0.558800	6.00	197	$ 17,584	$ 0.61	6% x [($2.22005 + $0.61092) x 197 x 525.5] = $ 17584
In/Out Count Per Student	$ 2.22	0.166400	4.50	152	$ 10,176	$ 0.61	4.5% x [($2.22005 + $0.61092) x 152 x 525.5] = $ 10176
EYE_RTI3 & SPED (code 40s)	$ 2.22	0.022500	12.00	185	$ 33,026	$ 0.61	12% x [($2.22005 + $0.61092) x 185 x 525.5] = $ 33026
AFRS & SPED (code 50s)	$ 2.22	0.340000	10.75	152	$ 24,309	$ 0.61	10.75% x [($2.22005 + $0.61092) x 152 x 525.5] = $ 24309
EQUITY VARIABLES - Census							
Market Income Composition	$ 2.22	(1.103800)	0.50	213	$ 1,584	$ 0.61	0.5% x [($2.22005 + $0.61092) x 213 x 525.5] = $ 1584
Median Total Income Economic Family With Children_Standard Score	$ 2.22	(0.604500)	0.50	191	$ 1,421	$ 0.61	0.5% x [($2.22005 + $0.61092) x 191 x 525.5] = $ 1421
Median Total Income Economic Family_Standard Score	$ 2.22	(0.448000)	0.50	179	$ 1,331	$ 0.61	0.5% x [($2.22005 + $0.61092) x 179 x 525.5] = $ 1331
Median Total Income_Standard Score	$ 2.22	(1.110900)	0.50	242	$ 1,800	$ 0.61	0.5% x [($2.22005 + $0.61092) x 242 x 525.5] = $ 1800
Post-Secondary Certificate 15 Years	$ 2.22	(1.056400)	0.50	215	$ 1,599	$ 0.61	0.5% x [($2.22005 + $0.61092) x 215 x 525.5] = $ 1599
Post-Secondary Certificate 25 Years	$ 2.22	(1.002300)	0.50	211	$ 1,569	$ 0.61	0.5% x [($2.22005 + $0.61092) x 211 x 525.5] = $ 1569
Economic Immigrants	$ 2.22	(0.596800)	0.50	212	$ 1,577	$ 0.61	0.5% x [($2.22005 + $0.61092) x 212 x 525.5] = $ 1577
Family Class Immigrants	$ 2.22	0.805700	0.50	235	$ 1,748	$ 0.61	0.5% x [($2.22005 + $0.61092) x 235 x 525.5] = $ 1748
No Certificate 15 Years	$ 2.22	0.964900	0.50	209	$ 1,555	$ 0.61	0.5% x [($2.22005 + $0.61092) x 209 x 525.5] = $ 1555
No Certificate 25 Years	$ 2.22	1.107100	0.50	214	$ 1,592	$ 0.61	0.5% x [($2.22005 + $0.61092) x 214 x 525.5] = $ 1592
Home - Owner	$ 2.22	0.258500	0.50	96	$ 714	$ 0.61	0.5% x [($2.22005 + $0.61092) x 96 x 525.5] = $ 714
Lone-Parent Census Family	$ 2.22	(0.426100)	0.50	77	$ 573	$ 0.61	0.5% x [($2.22005 + $0.61092) x 77 x 525.5] = $ 573
Low-Income Cut-Off	$ 2.22	(0.179500)	0.50	122	$ 907	$ 0.61	0.5% x [($2.22005 + $0.61092) x 122 x 525.5] = $ 907
Low-Income Measure	$ 2.22	(0.149500)	0.50	118	$ 878	$ 0.61	0.5% x [($2.22005 + $0.61092) x 118 x 525.5] = $ 878
Movers 1 Year Ago	$ 2.22	(0.279500)	0.50	50	$ 372	$ 0.61	0.5% x [($2.22005 + $0.61092) x 50 x 525.5] = $ 372
Movers 5 Years Ago	$ 2.22	(0.544400)	0.50	17	$ 126	$ 0.61	0.5% x [($2.22005 + $0.61092) x 17 x 525.5] = $ 126
Home - Renter	$ 2.22	(0.227300)	0.50	99	$ 736	$ 0.61	0.5% x [($2.22005 + $0.61092) x 99 x 525.5] = $ 736
Third Generation	$ 2.22	(1.753500)	0.50	232	$ 1,726	$ 0.61	0.5% x [($2.22005 + $0.61092) x 232 x 525.5] = $ 1726
First Generation	$ 2.22	1.565500	0.50	231	$ 1,718	$ 0.61	0.5% x [($2.22005 + $0.61092) x 231 x 525.5] = $ 1718
Home Language_Non-Official Language	$ 2.22	2.072900	0.50	230	$ 1,711	$ 0.61	0.5% x [($2.22005 + $0.61092) x 230 x 525.5] = $ 1711
Immigrant	$ 2.22	1.578100	0.50	229	$ 1,703	$ 0.61	0.5% x [($2.22005 + $0.61092) x 229 x 525.5] = $ 1703
Mother Tongue_Non-Official Language	$ 2.22	1.949000	0.50	233	$ 1,733	$ 0.61	0.5% x [($2.22005 + $0.61092) x 233 x 525.5] = $ 1733
Non-Citizens	$ 2.22	0.896900	0.50	214	$ 1,592	$ 0.61	0.5% x [($2.22005 + $0.61092) x 214 x 525.5] = $ 1592
Refugee Immigrants	$ 2.22	0.283200	0.50	189	$ 1,406	$ 0.61	0.5% x [($2.22005 + $0.61092) x 189 x 525.5] = $ 1406
WEIGHTED EQUITY INDEX & ALLOCATIONS SUBTOTAL			**100.00**	**164.46000**	**$ 244,661**		

Career & Technology Foundations (CTF) Gr 7-9 (Line 88)

Career and Technology Foundations (CTF) is a program of studies that asks students to explore personal connections to potential career pathways through challenge-based, hands-on learning. To support these challenge-based, integrative experiences, schools often must use a great deal of consumable supplies to support students as they interact with career related skills and technologies. Two of the most popular courses in CTF are Foods and Construction, both programs rely heavily on consumable items like dry food stuffs, perishable meats and produce, wood, glue and more. In addition, there are ongoing consumable materials like dust collection system maintenance and/or filters for air cleaning units and equipment like laser cutters and 3D printers. With rising costs of many of these listed items due to global market demand and nationwide inflation, these consumables are becoming difficult to support out of school budgets. To support student's equitability being able to engage in rich and authentic CTF programming, system supported fees will have massive impact on student learning and engagement.

The per student amount includes a base rate of $20 per grade 7-9 student, increasing to $30 when the Weighted Equity Index is 110 or higher.

Refugee Immigrants	$ 2.16	(0.357400)	0.50	59	$	363
WEIGHTED EQUITY INDEX & ALLOCATIONS SUBTOTAL			**100.00**	**62.14000**		**85,024**
Student Supplies - Kindergarten	$ 20.00				$	-
Student Supplies - Gr1-6	$ 40.00				$	-
Career & Technology Foundations (CTF) Gr7-9	$ 20.00				$	12,660
Lunch Supervision Activity - Gr 1-6, Full-Day K, Alt-K(at $5)	$ 10.00				$	-

WEIGHTED EQUITY INDEX & ALLOCATIONS SUBTOTAL			**100.00**	**188.28000**		**317,389**
Student Supplies - Kindergarten	$ 20.00				$	-
Student Supplies - Gr1-6	$ 40.00				$	-
Career & Technology Foundations (CTF) Gr7-9	$ 30.00				$	18,300
Lunch Supervision Activity - Gr 1-6, Full-Day K, Alt-K(at $5)	$ 10.00				$	-

Lunch Supervision Tab

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

See:

- Insite > Career > Leaders > Hiring & Position Adjustments > Forms & Resources
- RAM Lunch Supervision QRG

Steps to Complete This Tab

1 | In C9-C11, enter the applicable number of Lunch Supervision students; Grades 1-6, Full-day kindergarten and Alternating kindergarten children.

2 | 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-C28 and a “1.000” in E21-E28.

3 | If EAL 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.

4 | The goal with staffing is to have staffing costs (K70) be slightly higher than funding (K17). This way you will receive all the allocation from fees that were paid centrally for Lunch 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.

A salary amount and corresponding hours of work must be assigned to the position. 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.
Please also note that many services and issues can be addressed or resolved through the Service Desk: Insite > System > Support > Service Desk

What	Who	Phone Email
Basic instruction, administrative allowances, contract absence		
Equity Index – Variables for School, Student, Census; Equity Backgrounder for 2025-26	Education Director	Contact your Education Director for more in-depth understanding
Finance Specialist – Area 1		
Finance Specialist – Area 2		
Finance Specialist – Area 3		
Finance Specialist – Area 4		
Finance Specialist – Area 5		
Finance Specialist – Area 6		
Finance Specialist – Area 7		
Indigenous Education		
Unique Settings, Specialized Classes, OLEP, Jordan's Principle		
Student Fees for lunch supervision services	Service Desk Portal	Submit: Generic Service Request
Career & Technology Studies/Career & Technology Foundations (CTS/CTF)		
On-Site Support, Client Technology Services		
Position Management		
Global Learning - International Students		

Regular Student Enrolment		
School Nutrition Program/Fuel for School		
Extended Kindergarten, Discretionary Kindergarten Support		
Psychological Services		

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 are accountable for ensuring the resources requested and assigned do not exceed the resource allocation provided and are required to 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, support staff) are compliant with the following:

- staffing guidelines as outlined in the *Staffing Companion for CBE Schools 2025-26* located in Insite
- Collective Agreement between CBE and the Alberta Teachers' Association
- Collective Agreement between CBE and the Staff Association
- CBE Governance Policies and Administrative Regulations
- Education 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 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 Staff Reconciliation tab section of this document. The purpose of the reference point is to highlight to Principals and Education Directors situations 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, decentralized). They may contact schools with amounts left in decentralized budgets that are significantly different from the reference point for further explanation.

Accountabilities for English as an Additional Language Learning Outcomes

Expectations for programming and instructional supports for students who are learning English as an Additional Language (EAL) are outlined in the Guide to Education, the English as an Additional Language (K to 12) Program of Study and Organizing for EAL Instruction for Senior High Schools, English as an Additional Language Policy and the CBE K-12 ESL Proficiency Benchmarks. CBE's Education Plan identifies key outcomes, actions and measures to advance equity by personalizing learning for each student, including EAL students. Resources to assist administrators and teachers can be found under Student Supports in Insite.

School jurisdictions that identify students who are learning EAL must provide programming and instructional supports 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 EAL learner needs and taught by a qualified EAL teacher
- enable students who are EAL to access regular programming and become integrated in the school and community environment

English as an Additional Language Policy states:

> "To support children and students who are learning English as an additional language (EAL), school authorities shall provide appropriate English language instruction that meets students' diverse learning needs and develops language proficiency. Such programming is critical in helping EAL learners participate fully in Alberta's ECS to Grade 12 education system, complete high school and become productive and contributing members of Canadian society."

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 as an Additional Language Learners
- enrolling all EAL Learners (K to Grade 12) who require English language supports, regardless of funding eligibility, in the EAL 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 CBE K-12 ESL Proficiency Benchmarks, the K-9 or High School Report Card, and other applicable tools such as assessment tools for oral, reading, and writing skills, Calgary Board of Education Locally Developed Courses (7-12), and the English as a Second Language Program of Studies (10-12)
- entering LP Levels into the CBE ESL Proficiency Benchmarks Tracking tool in PowerSchool by September 27 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 EAL students and their 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. EAL Assistants work under the direction of the principal, 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 personalization to enable students to access curriculum, i.e., attention to the outcomes outlined in the Alberta Curriculum and Programs of Study with a personalized approach regarding teaching strategies, learner tasks and assessment tasks that reflect the unique needs of English as an Additional 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: standards-special-education-amended-june-2004.pdf

Accountabilities for Indigenous Education Outcomes

Expectations for services and supports for Indigenous Education are outlined in the Alberta Education Assurance Framework and Funding Manual. Funding is allocated to assist CBE in providing system, program and instructional supports that improve education outcomes for First Nations, Métis and Inuit students.

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 *Education Plan* includes a key outcome and actions to well-being and achievement for students who self-identify as Indigenous.

When assigning and deploying RAM funding specific to **incremental resources for Indigenous Education programming** within "Column O: Gr 1-12 Indigenous", Principal responsibilities include, but are not limited to ensuring:

- direct services and supports to improve Indigenous student well-being and achievement (in addition to regular and special education programming)
- collaborative leadership relevant to Indigenous student transitions, Indigenous student data collection including monitoring academic and attendance data, celebrations of learning, and family & community engagement
- collaborative leadership for planning teacher professional learning to ensure inclusion of Indigenous ways of being, belonging, doing and knowing for all students
- collaborative leadership to support meeting school TRC Commitment to Action
- consideration to offer the Grades 5-9 LDC Niihiyiyat or Aboriginal Studies 10/20/30

The CBE Indigenous Education Holistic Lifelong Learning Framework and supporting Indigenous Education resources on Insite will assist school leaders with their planning.

Accountabilities for Client Technology Services

Client Technology Services ensures that approved purchased technology is appropriately supported.

Support Specialists:

- On-site specialists are trained to support approved technologies used daily by students and staff.
- When remote service isn't possible, CTS specialists are dispatched based on priority.
- Schools must fund sufficient technical support hours for their needs.

Support Plans:

- **Scheduled Tech Support:** Provides a dedicated specialist who provides support on a dedicated support schedule.
- **Unscheduled Tech Support:** Shares a pool of specialists dispatched as needed based on priority.
- Your On-Site Supervisor can help evaluate your needs and recommend the best support model.

Accountabilities for Lunch Supervision Obligations

Lunch Supervision School Obligations

1 | Supervision
All schools that receive an allocation for lunch supervision (Kindergarten – Grade 6) are required to provide direct supervision of all students who are registered (and as per the Lunch Supervision 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). Current support staff with different designations would require a second designation (i.e. a library assistant would need an additional designation as a lunchroom supervisor). 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
Lunch supervision programs are to be accountable for all students registered by taking attendance at lunch (for tracking and safety purposes). The RAM allocation for lunch supervision will be adjusted (increased or decreased) based on the mid-year (reported monthly) reconciliation of registered student counts.

3 | Supervision Plan
Schools providing lunch supervision are required to submit a plan to the Education Director. (As per the Lunch Supervision Manual provide a minimum of 20 minutes for students to eat.) Please also reference Lunch Supervision in Insite for resources and support.