

Resource Allocation Method (RAM) for Schools



2015-16



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Introduction

The Calgary Board of Education has a budget of over \$1.2 billion dollars and is anticipating enrolment of 116,955 student and employing over 13,000 staff in 2015-16. The way resources are spent are carefully determined each year and is based on the CBE mission and values, Alberta Education's *Inspiring Education* and our Three-Year Education Plan.

The entire organization supports student learning. Some specific school and instruction supports are administered on behalf of schools, rather than directly by schools, as it is more efficient and effective to provide these at a system level rather than to duplicate these at individual schools. However the majority of funds are allocated directly to schools. Please refer to the School Information Handbook 2015-16.

Schools are provided resources through the Resource Allocation Method (RAM) to meet student learning outcomes. The Resource Allocation Method is designed to allocate resources equitably while providing choice in the assignment and deployment of those resources to meet the unique needs of students within their schools. The translation of identified fiscal resources into human resources requires a thoughtful, balanced approach that address the needs of students and has respectful consideration of staff, as resource decisions contribute to positive attraction and retention. The RAM, which first was introduced for the 2003-04 school year, takes advantage of the flexibility offered within Alberta Education's Funding Framework.

RAM highlights

For the 2015-16 school year, the basic per-student funding provided by the provincial government has decreased again, for the fourth year in a row. In addition, new restrictions have been imposed on how reserves may be accessed to balance the budget.

The CBE will be requesting the use of reserves from the province, in accordance with Board of Trustee direction. Spending reductions will be made in service units as well, to maximize resources directed to schools. These reductions will also be felt by schools as centrally provided services and supports are reduced.

The spring 2015-16 RAM has increased by over \$30 million from the fall of 2014-15. Rates have increased to fund salary rate increases and enrolment to maintain average class sizes.

Adjustments to RAM rates do not advantage or disadvantage any division over another. The rate change is consistent and maintains relative differences in the basic rates.

The RAM Book

The purpose of this document is to:

- Describe the 2015-16 Resource Allocation Method for CBE schools
- Describe what changes are being implemented in 2015-16
- Describe the allocations provided to schools and the accountabilities for those allocations (where specific accountabilities exist)
- Provide information to assist in the optimal deployment and management of human resources

Please refer to staff insite > manage your career > recruitment and staffing > spring staffing information where you will find the Roadmap to Staffing along with the Staffing Companion and the Spring Staffing Cycle to support principals throughout the spring staffing process.

https://portal.cbe.ab.ca/staffinsite/career/recruitment_staffing/spring_staffing_information/Pages/default.aspx

Contacts (REDACTED)

[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

Who	Phone/Email	What
[REDACTED]	[REDACTED]	[REDACTED]

What's new for 2015-16

- English Language Learners for years six and seven will continue to be funded at 100% of allocation rates, however RAM allocations will be discontinued in 2016-17. Transition strategies are planned for 2015-16 to position the CBE to continue to support these student in future years.
- Full-Day (Extended) Kindergarten program at 23.0 FTE teachers is retained for 2015-16, however is planned to be discontinued in 2016-17.
- The aboriginal student allocation will be restricted to critical masses of more than 10 students per school. The per student allocation rate has increased to reflect the redistribution to provide significant, meaningful supports.
- International fees have increased resulting in an increase of allocation rates to schools that include international students.
- The allocation for Learning and literacy (L&L) classes is being reduced from 2.0 FTE teachers to 1.75 FTE per class. When the staffing allocation was changed for the L&L classes to 2.0 FTE teachers, it was at the same time that the one to one student laptop capital project was underway and it was determined that classes would need the additional support to help with the integration of technology into programming. However, since that time, technology integration is now more universally understood and implemented. Additionally, we need to increase our focus on improving literacy programming . Part of the teacher allocation (0.5) for two classes will be targeting literacy programming. Where there is only one class in a school, this teacher allocation(0.25 /class) may be shared between two nearby schools. More details on the role of the teacher supporting literacy programming will be available in the fall.
- A new policy for the carry forward of decentralized funds will become effective for the 2015-16 year (i.e. the year ending August 31, 2016). This policy allows an automatic carryforward of up to 10% of the school's decentralized reference point, without application. Requests for amounts beyond the threshold will continue to require Area Director approval.
- Alberta Education requires that the number of school-based teaching positions be maintained at least at 2014-15 levels. The RAM rates have increased to not only allow the CBE to maintain these levels, but increase as well to address enrolment growth.
- The CBE will not be receiving additional funding for any incremental students attending our schools in September 2015 beyond the current enrolment projections. The CBE will maintain, to the extent possible, funding rates per student provided to schools in the fall of 2015, following Sept. 30 enrolment counts.

- CBe-Learn reduction of \$0.3 million to be facilitated through the enhancement and integration of program and services.
- Please note there is an ability and a process to share staff where staffing need is less than the minimum requirement. Adjust RAM amounts using the Transfer between schools line on the Per School tab.

With the objective of providing increased flexibility for school deployment so that resources can be more strategically deployed, there are further changes in place for 2015-16.

- The minimum 0.0857 FTE allocation and minimum staffing requirement for technology support is eliminated. An on-demand client technology support model will be introduced to provide technology services to these schools in 2015-16. Schools may continue to purchase their own designated support, if they choose to.
- The career practitioner position allocation for junior/senior and senior high schools has been rolled into the flexible support staff allocation. The career practitioner staffing requirement has also been eliminated.
- The secretary/office assistant position allocation of 0.5 FTE for junior/senior and small secondary schools has been rolled into the flexible support staff allocation. The staffing requirement for this position has also been eliminated.

Fall deadline dates

Please note that the RAM close date for the beginning of the new school year is set for early September 2015. This may be earlier than last year in order to comply with Operational Expectation 6, that all employees are paid accurately and on time. Further details on the Fall RAM process will be provided as soon as it is available.

Also, the Fall Allocation RAM dates will vary depending on the school calendar; RAM open dates for traditional calendar schools will be Oct. 12 - 23, 2015 and RAM open dates for modified calendar schools will be Oct. 19 - 30, 2015.

2015-16 Resource Allocation Method schedule

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

Apr. 2015	Area Workshops for RAM 101 and HR and SSR Staffing Process
Apr. 14 Apr. 15 & 22	Budget assumptions report to Board of Trustees Budget presentation to system leadership
Apr. 24	RAM – emailed to school principals
Apr. 24	Adjustable RAM emailed to principals' accounts
May 7 – May 14	RAM reconciliation workshops.
May 14	Deadline for principals to submit completed RAM to finance and business service specialists. RAM closed for changes
May 15	2015-16 RAM Change Request Form (Excel version) available in Staff Insite
May 20	Spring projection RAM summary provided to area directors
Aug. 12	RAM open for changes for modified calendar schools only - PCR/RCR on-line in PeopleSoft upgrade
Aug. 27	RAM open for changes for all schools
Sept. 4	RAM closed until finalization of fall allocation
Sept. 30	Official enrolment count date
Oct. 2	Deadline for submission of the number of junior high (Grade 7-9) only bus eligible students from schools
Oct. 7	September 30 th enrolments available from Student Accommodation & Planning department
Oct. 13	Fall allocation RAM emailed to principals at traditional calendar schools
Oct. 13-23	RAM open for changes for traditional calendar schools
Oct. 19	Fall allocation RAM emailed to principals at modified calendar schools
Oct. 19 – 30	RAM open for changes for modified calendar schools
Nov. 9	Fall allocation RAM summary provided to area directors for review of principals' deployment decisions
Nov. 13	October Oracle reports will reflect 2015-16 fall RAM assignment of resources

Per-school allocations

Per-school allocations are based on school characteristics including:

School type

- Elementary schools
- Elementary/junior high and middle schools
- Junior high schools
- Junior/senior schools
- Senior high schools
- Small secondary schools – junior/senior grades & fewer than 226 students
- Unique schools/programs
- School/program complexity
- Specialized classes - Top up

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

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

Regular allocation

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

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

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

	Elementary		Elementary/ junior high & middle		Junior high		Junior/ senior high		Senior high		Small secondary	
	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$	FTE	\$
Principal	1.0		1.0		1.0		1.0		1.0		1.0	
Assistant principal							1.0		1.0			
	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$
Administrative secretary 10 month	35		35		35						35	
Administrative secretary 12 month							35		35			
Library assistant	15		15		15		15		15		15	
Business manager							35		35			
School technology support specialist	-		7(F)		7(F)		17.5(G)		17.5(G)		7(F)	

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

In addition, the following allocations are provided

	Elementary		Elementary/ junior high & middle		Junior high		Junior/ senior high		Senior high		Small secondary	
	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$
Flexible support staff		15,272		15,272		2,000		104,301		76,633		29,668
Decentralized		1,413		2,734		2,734		5,460		5,460		5,460
School furniture & equipment		1,000		1,000		1,000		1,000		1,000		1,000

Administrative positions and allowances (Lines 9-11)

Principal allocation

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

- All schools will receive a principal allocation.
- Where a school has fewer than 226 students, a review may be initiated by the area director to determine the principal allocation.
- Any recommended deviation from the base line principal allocation would be initiated by the Area Director using defined guiding criteria and supported by the Deputy Chief Superintendent.
- All recommended adjustments must be facilitated within the current area budget, in consultation with and support from the Deputy Chief Superintendent, the Director, Talent Management, and the Director, School Financial Management.
- Adjustments to the allocation would require approval from the Area Director and the Deputy Chief Superintendent.

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

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

In accordance with the accommodation plan, effective September, 2015, Juno Beach Academy of Canadian Studies will operate with Lord Beaverbrook High School, creating a Campus Concept. This plan supports a single principal responsible for both schools, with an administrator on site. As such, for the 2015-16 year, Juno Beach will receive an assistant principal allocation, as reviewed and approved by the area director.

Administrative allowance allocation formulae

Elementary schools

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

Certificated staff FTE (excluding Principal)	Assistant Principal allowance	Learning Leader allowance
Up to 9.999	\$0	\$0
10.000 -16.999	\$19,575	\$0
17.000+	\$19,575	\$5,776

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

Student enrolment	Learning Leader allowance
Up to 500	\$0
501 - 650	\$2,888
651+	\$5,776

Elementary/Junior/Middle and Junior High Schools

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

Certificated Staff FTE (excluding Principal)	Assistant Principal allowance
Up to 9.999	\$0
10.000+	\$19,575

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

Student enrolment	Learning Leaders allowance
Up to 350	\$ 5,776
351 - 500	\$11,552
501 - 650	\$17,328
651 - 800	\$23,104
801+	\$28,880

Elementary/junior/middle schools receive an additional allocation of \$2,888 for one learning leader allowance.

Junior/senior and senior high schools

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

Certificated Staff FTE (excluding Principal)	Assistant Principal allowance
Up to 9.999	\$0
10.000 - 35.999	\$19,575
36.000 - 70.999	\$39,150
71.000 - 105.999	\$58,725
106.000+	\$78,300

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

Student enrolment	Learning Leaders allowance
Up to 1,200	\$28,880
1,201 - 1,500	\$34,656
1,501 - 1,800	\$40,432
1,801 - 2,100	\$46,208
2,101 - 2,400	\$51,984
2,401+	\$57,760

Small secondary / unique settings / special situations

School	Assistant Principal allowance	Learning Leader allowance
Alternative High	same as senior high	\$5,776
Juno Beach Academy	same as senior high	\$5,776
Louise Dean	same as senior high	\$5,776
National Sport School	same as senior high	\$5,776
CBe-learn *	\$-	\$-
Children's Village	same as elementary	same as elementary
Christine Meikle	same as elementary	same as elementary
Dr. Gordon Townsend	same as elementary	same as elementary
Dr. Oakley	same as elementary	\$5,776
Discovering Choices	\$19,575	\$5,776
Emily Follensbee	same as elementary	same as elementary
Nexus Trust/Treatment	\$-	\$2,888
West View	\$19,575	\$5,776
William Roper Hull	\$19,575	\$5,776
Woods Homes	\$19,575	\$8,664

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

Spring projection

Spring projection of administrative allowances for assistant principals and learning leaders is based on the current school year's actual certificated FTE and the 2015-16 spring projection enrolment, to derive the administrative allowance allocation. For new schools, the projection of administrative allowances is based on the projected total certificated staff FTE and the projected student enrolment.

Fall allocation

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

Flexibility for administrative allocations

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

Administrative positions

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

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

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

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

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

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

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

Contract absences

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

Resources to support short-term contract absences for both certificated and support staff are allocated to schools within the RAM. This allocation is restricted for short-term contract absences, and as such, transfers to other accounts are not permitted. This provides schools with resources in a timely fashion and allows for flexibility in decision-making at the school level. Longer-term absence costs are provided for centrally. Schools have full flexibility and accountability and are expected to balance their budgets as with all other components of the RAM. It should be noted that there are no further adjustments to contract absence allocations following the October 30, 2015 closing of RAM spreadsheets.

Certificated staff – short-term contract absences

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

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

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

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

Support staff – short-term contract absences

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

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

Short-term contract absences allocation methodology

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

School type	Certificated staff	Support staff
Senior high	1.40 per cent	1.35 per cent
All other schools	1.50 per cent	1.45 per cent

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

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

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

Noon supervision absence relief is funded centrally.

Examples:

Contract absence for certificated staff

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

Contract absence for support staff

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

Contract absence surplus

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

Example:

School A

Certificated contract absence surplus at July 31, 2015	\$6,000
Support staff contract absence surplus at July 31, 2015	<u>\$2,000</u>
Total school surplus	\$8,000
Maximum school contribution based on system needs (40 per cent)	<u>\$3,200</u>
Remainder: net surplus to be included in school carry-forward review	\$4,800

Full-year temporary teachers - FYTT

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

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

Decentralized supply budgets (line 27)

There are no changes to the amount allocated for the decentralized supply budget.

Basic per school allocation	Elementary	Elementary/ junior high / middle	Junior high	Junior/ senior high	Senior high	Small secondary school
2015-16	\$1,413	\$2,734	\$2,734	\$5,460	\$5,460	\$5,460

Client technology services (lines 22, 23)

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

New in 2015-16, the requirement for elementary schools and unique settings to purchase the minimum technology support of 0.0857 FTE has been eliminated. Technology support for these schools will be provided using an “on-demand” help model. Further details of this model will roll out prior to the start of the school year.

Schools who wish to continue to purchase their own dedicated technology support may do so, however the allocation has been eliminated in order to fund the on-demand model.

	Elementary		Elementary/ junior high & middle		Junior high		Junior/ senior high		Senior high		Small secondary	
	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$	Hrs/wk	\$
School technology support specialist	0(F)		7(F)		7(F)		17.5(G)		17.5(G)		7(F)	

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

This base allocation may not meet all of the need for technical support in some schools. Schools can examine their need for technology support and consider purchases of additional support to meet their individual needs. This additional support must be purchased either in any amount to create a 1.0 FTE position or in an amount to create the following part-time positions:

- 0.1 FTE
- 0.2 FTE
- 0.4 FTE
- 0.5 FTE
- 0.6 FTE
- 0.8 FTE

These restrictions support the complex scheduling required with technical staff supporting multiple schools.

All schools should consult the decision support tool for assistance with support calculations:

<https://portal.cbe.ab.ca/service/CATS/>

Changes to technical support hours will only be allowed during the period Oct.13 - 30, 2015 to be effective November 23. This is intended to reduce the disruption to schools because a change to technical support hours at one school can impact up to 10 other schools that share the same technical support specialist.

These staff are recruited and report to Finance / Technology Services. Their regular/daily work tasks are assigned by the principal or designate. Client Technology Services provides the scheduling of all technical support staff on behalf of the system.

Base school furniture and equipment (Line 26)

Schools will be provided with an allocation for school furniture and equipment.

The base allocation will be provided at \$1,000 per school, plus an additional per student allocation. The per-student amount may change slightly for the fall allocation given the total budget allocation for this initiative is \$1 million.

All schools are eligible for this allocation excluding the following: Nexus/Trust Treatment, West View School, William Roper Hull School, Wood's Homes School/Young Adult Program, Dr. Gordon Townsend and CBe-learn.

Specialized classes

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

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

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

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

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

The actual class profile, based on Sept. 30 enrolments, will be used to calculate the top-up for the fall allocation. Information to determine the Sept.30 profile will be obtained from SIRS. **Please ensure that you have entered the “Special Education Program” field on the government screen in SIRS 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 Reconciliation. This will automatically populate the Noon Supervision tab (if applicable) to help in the completion of that tab.

Specialized classes staffing allocations

Name	Certificated staff	Uncertificated staff
Adapted learning program	1.0 FTE	45 hours/wk (1.2857 FTE) education assistant Contracted services ALP IV (centrally managed)
ACCESS	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant (Div III) 60 hours/wk (1.7142 FTE) education assistant (Div IV) 10 hours/wk (0.2857 FTE) lunch supervisor Contracted services ACCESS IV (centrally managed)
Bridges	1.0 FTE	30 hours/wk (0.8571 FTE) Bridges support worker 10 hours/wk (0.2857 FTE) lunch supervisor
Communication, sensory and social interaction	1.0 FTE	60 hours/wk (1.7142 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor
TASC	1.0 FTE	60 hours/wk (1.7142 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor
Deaf & hard of hearing	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant \$72,575 for interpreting services DHH I/II total comm. \$169,350 for interpreting services DHH III/IV 30 hours/wk (0.8571 FTE) intervener (As required) 10 hours/wk (0.2857 FTE) lunch supervisor (I/II only)
Learning and literacy	1.75 FTE	
Mental health	1.0 FTE	35 hours/wk (1.0 FTE) behaviour support worker
Paced learning program	1.0 FTE	45 hours/wk (1.2857 FTE) education assistant (Div I, II, III) 60 hours/wk (1.7142 FTE) education assistant (Div IV) 10 hours/wk (0.2857 FTE) lunch supervisor (Div I, II) Contracted services PLP IV (centrally managed)
ASD cluster	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor (for Division I-III only)
SKILL	1.0 FTE	30 hours/wk (0.8571 FTE) education assistant 10 hours/wk (0.2857 FTE) lunch supervisor
HERA	1.0 FTE	35 hours/week (1.0 FTE) behaviour support worker
The class	1.0 FTE	35 hours/wk (1.0 FTE) behaviour support worker
AIM	1.0 FTE	35 hours/wk (1.0 FTE) behaviour support worker
GATE	1.0 FTE	
LEAD	1.0 FTE	30 hours/wk (0.8571 FTE) ELL assistant

Purchase of psychological services

Schools will have access to psychological services through their specific area learning team (ALT) process. Services accessed through the ALT are not reflected on the RAM. A principal may choose to purchase additional psychological services to meet their individual school's needs. The need for specialized consultation, assessment and program planning as well as other services such as counseling, small group intervention, staff/ parent workshops, etc. may guide principal decision making. FTEs must be purchased in increments of 0.05 FTE on Line 165 of the *I.-III. Reconciliation* tab of the RAM spreadsheet. Due to the small increments of FTE that are often purchased, and the difficulty of staffing new positions during the course of the year, requests after the spring allocation will only be possible if current staffing assignments permit. Collective agreement expectations must be met before contracting purchasing services can be considered. Schools should contact [REDACTED] to discuss these requests.

School / program complexity allocations

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

- Science lab instructors
- Autobody/automotive instructors
- Cosmetology instructors
- Instructional cafeteria support staff
- Piitoayis Family School – 1.7142 FTE aboriginal cultural instructors, 2.0 FTE teachers, and \$10,000 decentralized allotment
- National Sports School - \$500,000
- Louise Dean School – 2.5 FTE teachers, a support worker and a food services supervisor
- Year-round calendars – 1.0 FTE teacher for Louise Dean School
- Alternative High School – 3.0 FTE teachers
- Juno Beach Academy of Canadian Studies – 1.0 FTE teacher
- New school transition – assistant principal for two years in schools with alternative programs new to the CBE, and as approved by the Superintendents' Team
- International Baccalaureate – school registration fee
- Multi-track junior high french immersion schools – 0.5 FTE teacher each
- Small school equipment replacement decentralized dollars
- CBE Equity Allocations – base amount
- Music Instrument Registration Fee Waivers
- Other Twelve Hours Program – Catherine Nichols Gunn School
- Sir John A. MacDonald School
- Unique Settings
- Medical Needs of Students
- Education Assistant - Braille (student funding adjustment)
- Contracted Services, as required (Therapeutic services, Home Support)
- AADAC – resources to meet AADAC contract
- Full-Day Kindergarten (centrally supported)

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

Alternative language programs – basic decentralized (Line 105)

Alternative Language Programs receive an additional decentralized budget allocation in recognition of the increased cost of instructional resources in languages other than English:

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

The funding allocations for Alternative Language Programs are as follows:

	Kindergarten	Elementary	Elementary/ junior high / middle	Junior high	Junior high/ senior high	Senior high	Small secondary school
Basic per program allocation	N/A	\$500	\$1,000	\$1,000	\$1,500	\$1,500	\$1,500
Basic per pupil allocation	\$31.74	\$63.47	\$63.47 / \$67.53	\$67.53	\$67.53 / \$82.72	\$82.72	\$67.53 / \$82.72

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

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

	Kindergarten	Elementary	Elementary/ junior high / middle	Junior high	Junior high/ senior high	Senior high	Small secondary school
Incremental flat rate elementary school allocation – equipment replacement	n/a	\$900	n/a	n/a	n/a	n/a	n/a

Equity – base amount (Line 108)

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

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

Transitional equity (Line 109)

Schools that were eligible for an Equity Allocation last year, and not this year will receive a Transitional Allocation, of 50% of their actual allocation from last year.

Music instrument registration fee waivers (Line 110)

Funding for Music Instrument Registration Fee waivers will be based on the school's profile from 2014-15 with respect to waivers approved.

Waivers approved in 2015-16 will determine waiver funding for 2016-17. Accordingly, it is still important for schools to monitor the submission of waivers in 2015-16 in order to ensure the appropriate funding in the following year.

Full-day/extended kindergarten (Line 90)

This allocation applies only to programs that are supported centrally.

Schools that qualify for the FDK program are identified using weighted criteria. The factor weighted the highest is a significant number of students who live in poverty (those schools defined as eligible for an Equity Allocation).

Additional criteria, are as follows:

- a significant number of kindergarten children who are identified as English Language Learners in SIRS
- a significant number of kindergarten children who are identified as Aboriginal in SIRS
- a significant number of kindergarten children identified as having some or significant difficulties through the fall Early Years Evaluation Teacher Assessment (EYE-TA).

Should more information be required in determining a school for FDK, an additional factor is considered based on the percentage of Kindergarten children identified with a severe special education code in SIRS.

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

For the 2015-16 school year, eligible schools will be allocated a 0.5 FTE teacher for each Full Day Kindergarten program placed in a school. This allocation, combined with other allocations from the RAM, is to be used to provide a Full Day Kindergarten program for all children enrolled in Kindergarten. Changes in fall enrolment will be reviewed on a school-by-school basis in consultation with the appropriate Area Director.

Distributed learning strategy allotment (Line 92)

Continuing for 2015-16, an allocation totaling 23.0 FTE teachers will be distributed proportionately in each of the qualifying schools to focus on improving and increasing the distributed learning strategy across all high schools.

The following is a list of qualifying schools:

- Alternative High
- Bowness High
- Centennial High
- Central Memorial High
- Crescent Heights High
- Discovering Choices at 64 per cent
- Dr. E P Scarlett High
- Ernest Manning High
- Forest Lawn High
- Henry Wise Wood High
- Jack James High
- James Fowler High
- John G Diefenbaker High
- Juno Beach Academy of Canadian Studies
- Lester B. Pearson High
- Lord Beaverbrook High
- Louise Dean School
- National Sport School
- Queen Elizabeth High
- Robert Thirsk High
- Sir Winston Churchill High
- Western Canada High
- William Aberhart High
- Wood's Homes School/Young Adult Program

Allocation for medical needs of students (Line 113)

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

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

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

Schools are no longer required to purchase these positions on the RAM but are provided the necessary services if they have a student requiring Braille support. Schools will receive the Per-Student Special Education funding for students who are blind or visually impaired and, for those specifically identified Braille users, will be required to contribute this funding to partially offset the cost of the service provided by the Education Assistant – Braille/Braille Assistant. The transfer of this funding to the central staffing account will show on the RAM as a negative amount.

Other funding sources

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

Allocation for Breakfast Program (Fuel for Schools) (line 134) staff will be included in the “Other Funding Sources” section, “Breakfast Program 10 month - A” line for certain schools only.

Noon Supervision (Line 132-133)

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

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

The fee allocation rates indicated in the RAM are consistent with 2014-15 rates to cover the costs of noon supervision staff at schools. This is irrespective of any central decision to change fee rates charged to parents in order to cover system-level costs associated with the program.

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

Kindergarten to Grade 6

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

All Grade 1-6 students, including students in system special education classes and in unique settings (excluding Dr. Gordon Townsend) will be charged Noon Supervision fees. The 2015-16 fee allocation rates are:

Description	5 day	4 day	4/5 day
Non-bus eligible/bused students - Fee	\$220.00	\$200.00	\$215.00

Only the direct costs related to noon supervision can be allocated to noon supervision. The RAM template has been automated to allocate staff costs based on student count and program type.

Administrative tasks related to Noon Supervision

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

- Assisting with the distribution of Noon Supervision registration forms.
- Running the SIRS *Lunch Attendance Report (Grid) Attendance report at least monthly and sending revisions to Finance (scan and email to [REDACTED]). If you have any questions regarding the Lunch Attendance report please contact SIRS Support ([REDACTED]).
- Accepting payments for noon supervision (cash, cheque, Point of Sale) and forwarding to Noon Supervision with the appropriate paperwork.
- Distributing child care tax receipts – these will be online before the statutory deadline of Feb. 28. However, paper copies will be distributed before this date.

The allocation of staff to administrative functions has been automated in the RAM template. For information, this work is typically completed by Lead Lunchroom Supervisors. Additionally, schools may charge a portion of a C Secretary or School Administrative Secretary to Noon Supervision. The rates are in the template as follows:

Number of students for noon supervision	Estimated hours of administrative tasks per week (averaged over the school year)	FTE
< 100	2	0.0571
100 - 250	4	0.1143
250 – 500	6	0.1714
501 +	8	0.2286

Mid-Year reallocation

A mid-year reconciliation will be performed in February 2016 to accomplish the following:

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

A threshold for the reallocation of resources will be used. In 2014-15, the threshold was a variance of \$5,000 or greater and/or 10% of the total noon supervision budget.

The 2015-16 school calendar has 184 instructional days. The definition of the noon supervision program depends on the number of days noon supervision is provided, as follows:

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

Bus eligible - Junior High

Schools with Grades 7 to 9 bus eligible students receive a RAM allocation of \$91.22 per student that must be used to provide for noon supervision services. The allocations are found in the Per Student tab of the RAM spreadsheet.

Elective incidental activity fees - funds retained at school

Schools may charge up to \$10 annually for an “Elective Incidental Activity Fee for Students at Lunchtime” to full-day kindergarten children and students in Grades 1 to 6. Drop-in fees continue to be at the discretion of the school. These funds will remain in schools in 2015-16.

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

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

Program unit funding (Line 125)

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

Based upon recommendations by the Early Learning Team, classroom support provided by an Education Assistant or Early Childhood Practitioner may be provided to some children for either a short term or an extended term. If the support is required for an extended

period of time, this allocation will be added on the *V. Per School* tab in the “School/Program Complexity” section.

The Early Childhood Practitioner (ECP) is a relatively new position. An ECP has a strong background in early childhood development and developmentally appropriate practice. This position is particularly beneficial for Early Development Centre programs. **Consider this position ONLY if you have a vacancy.** The detailed position description is available on Staff Insite. Please contact [REDACTED] if you are considering this position for a vacancy.

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

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

- Funding to schools is based on CEUs for courses offered in Semesters 1 and 2 for the 2013-14 school year
- Applies to CTS course codes with prefixes identified in the Alberta Education Funding Manual for School Authorities for Tiers 2 and 3 courses only
- Total allocation of \$2.3 million for 2015-16
- Unique settings are not included since part of their funding structure already includes support for smaller class sizes. Unique Settings excluded from the allocation:
 - CBe-learn
 - Children's Village School
 - Christine Meikle School
 - Discovering Choices (including all Outreach programs)
 - Dr. Gordon Townsend School
 - Dr. Oakley School
 - Emily Follensbee School
 - Nexus/Trust Treatment Centre
 - West View School
 - William Roper Hull School
 - Wood's Homes School/Young Adult Program

Transfer between schools (Line 140)

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

Per-student allocations

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

Basic	2015-16	2014-15
Kindergarten	\$2,270.48	\$2,209.20
Grades 1 – 3	\$4,217.03	\$4,103.37
Grades 4 – 6	\$4,068.21	\$3,958.64
Grades 7 – 9	\$4,178.90	\$4,066.42
Grades 10 – 12	\$3,830.44	\$3,728.35
Kindergarten to Grade 12 (> 225 students)	\$242.89	\$243.40

ELL	2015-16	2014-15
Kindergarten	\$461.74	\$452.94
Elementary plus Kindergarten Refugee	\$923.45	\$905.85
Elementary Refugee	\$1,846.91	\$1,811.71
Junior High	\$1,017.44	\$994.93
Junior High Refugee	\$2,034.89	\$1,989.87
Senior High	\$1,481.63	\$1,447.83
Senior High Refugee	\$2,965.82	\$2,898.21

Special Education	2015-16	2014-15
Mild/Gifted and Talented (53,55,56,57,80)	\$2,460.65	\$2,396.51
Moderate A (54,58,59)	\$2,851.18	\$2,790.08
Moderate B (51,52)	\$3,706.53	\$3,627.10
Severe A (42,45,46)	\$10,628.03	\$10,617.71
Severe B (43,44)	\$10,948.15	\$10,992.71
Severe C (41)	\$11,342.28	\$11,388.45

Class Size Funding	2015-16	2014-15
Kindergarten	\$732.23	\$738.08
Division I	\$1,465.85	\$1,477.78

Other	2015-16	2014-15
Equity factor	\$87.40	\$81.83
Aboriginal Students - Kindergarten	\$124.20	\$112.19
Aboriginal Students - Grades 1-12	\$248.42	\$224.38
Knowledge & Employability students – Senior High	\$1,113.56	\$1,085.58
School Furniture and Equipment	\$7.27	\$7.47
Small Schools – Elementary	\$25.00	\$25.00
Small Schools – Junior High	\$30.00	\$30.00
Small Schools – Bilingual Elementary	\$18.00	\$18.00
Small Schools – Bilingual Junior High	\$22.00	\$22.00

Other	2015-16	2014-15
Alternative Language Program – Kindergarten	\$31.74	\$31.74
Alternative Language Program – Elementary	\$63.47	\$63.47
Alternative Language Program – Junior High	\$67.53	\$67.53
Alternative Language Program – Senior High	\$82.72	\$82.72
International Students – Elementary	\$7,245.00	\$6,930.00
International Students – Junior High	\$7,245.00	\$6,930.00
International Students – Senior High	\$7,245.00	\$6,930.00
International - 1st Sem. Only-Elem	\$3,622.50	\$3,465.00
International - 1st Sem. Only-Junior	\$3,622.50	\$3,465.00
International - 1st Sem. Only-Senior	\$3,622.50	\$3,465.00
CTS – Junior High	\$9.52	\$9.76
CTS – Senior High	\$6.73	\$7.61
School Assistant (Bussing)	\$46,404.00	\$46,492.00

Basic per student (Lines 8-13)

Schools receive a basic allocation of resources based on their student enrolment.

English Language Learning (ELL) resources (Lines 17-23)

Resources are allocated to schools for all students coded ESL 301, and 303 excluding those students identified as International Students, and those students for whom seven years of funding has been received.

Enhanced resources are allocated for students identified as a Refugee (Code 640). While many of these students are in LEAD classes, some are in their community school. Students who are coded ESL (301, 302 and 303) and 640 will only receive the Refugee allocation.

Special education resources (Lines 27-32)

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

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

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

The CBE will receive approximately \$49.3 million in class size funding, which is allocated to kindergarten to Grade 3 on a per student basis. The CBE is encouraged to retain classroom teachers in kindergarten to Grade 3, in order to support addressing the Alberta Commission on Learning (ACOL) Guidelines. The table below provides the ACOL Guidelines (for information purposes only) for average class size ratios:

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

Consistent with previous years, schools or programs that receive enhanced allocations elsewhere in the Resource Allocation Method, or that are not resourced on a per pupil basis, do not receive an additional Class Size Allocation. These include:

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

Equity (Line 44)

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

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

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

- Mother's level of education (2006 Census data, linked to students' postal codes in 2014)
- Percentage below low income cut-off (LICO, 2012 Tax Filer database, linked to students' postal codes in 2014)
- Percentage in lone parent families (2012 Tax Filer database, linked to students' postal codes in 2014)
- Student mobility (number of new registrations plus number of de-registrations between Oct. 1, 2013 and June 30, 2014, divided by Sept. 30th student count)
- Instructional Supplies and Materials (ISM) Fee waivers as of March 2015 for the 2014-15 school year.

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

A cutoff of "10" was used to determine which schools would be eligible for an Equity Allocation. This resulted in 48 schools being eligible for an Equity Allocation in 2015-16 (there were 44 in 2014-15). Note that some schools will receive a lower Equity Allocation in 2015-16, based on changes in ranking. In no case will this amount be less than 50 per cent of the school's 2014-15 Equity Allocation.

Number of schools	Total score	Per school allocation*	Per student allocation 2015-16	Per student allocation 2014-15
18	10,11,12	\$10,000	\$ 87.40	\$ 81.83
12	13,14,15	\$15,000	\$116.50	\$109.08
14	16,17,18	\$20,000	\$145.67	\$136.33
4	19,20	\$25,000	\$174.80	\$163.66
Total = 48				
3	Transitional	50 per cent of 2014-15 allocation	n/a	n/a

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

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

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

- Full-day or Junior Kindergarten
- Early and/or late literacy skills
- Subsidized noon supervision
- Subsidized field trips
- Subsidized classroom supplies
- Supplement funding received for waivers or unpaid Board-mandated fees

Aboriginal education resources (Lines 45, 46)

Aboriginal Education resources are allocated to schools based on the number of their self-identified Aboriginal (First Nations, Métis and Inuit) students for totals of more than 10. The allocation rate per student has been increased accordingly to allow for the provision of significant resources based on critical mass. This incremental funding is provided as an enhancement to the basic allocation to support the personalization of instruction.

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

Schools will receive a Per Student Allocation for Grades 10 to 12 students registered in Knowledge and Employability Course(s).

School furniture and equipment initiative (Line 48)

Schools will be provided with an allocation for School Furniture and Equipment.

The base allocation will be provided at \$1,000 per school, plus an additional Per Student Allocation. The per student amount may change slightly for the fall allocation given the total budget allocation for this initiative will be \$1 million.

All schools are eligible for this allocation excluding the following: Nexus/Trust Treatment, West View, William Roper Hull, Wood's Homes School/Young Adult Program, Dr. Gordon Townsend , and CBe-learn.

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

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

	Kindergarten	Elementary	Elementary/ junior high/ middle	Junior high	Junior high/ senior high	Senior high	Small secondary school
Incremental flat rate elementary school allocation – equipment replacement	n/a	\$900	n/a	n/a	n/a	n/a	n/a
School size adjustment per pupil rate (applies to a maximum of 125 pupils)	n/a	\$25	\$25 / \$30	\$30	n/a	n/a	n/a
Alternative Language programs incremental size adjustment* - (applies to a maximum of 125 pupils)	n/a	\$18	\$18 / \$22	\$22	n/a	n/a	n/a

* Only applies to students enrolled in the Alternative Language Program.

The school size adjustment is calculated as follows:

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

Two examples:

$$225 - 120 \text{ students} = 105 \times \$25 = \$2,625$$

$$225 - 90 \text{ students} = 135$$

$$\text{Maximum} = 125 \times \$25 = \$3,125$$

Kindergarten children are not included in the calculation.

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

Approved Alternative Language Programs receive an additional decentralized budget allocation in recognition of the increased cost of instructional resources in languages other than English:

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

The funding amounts for Alternative Language Programs are as follows:

	Kindergarten	Elementary	Elementary/ junior high/ middle	Junior high	Junior high/ senior high	Senior high	Small secondary school
Basic per alternative language program allocation	N/A	\$500	\$1,000	\$1,000	\$1,500	\$1,500	\$1,500
Basic per pupil alternative language allocation	\$31.74	\$63.47	\$63.47/ \$67.53	\$67.53	\$67.53/ \$82.72	\$82.72	\$67.53 / \$82.72

Note that there is also an incremental School Size Adjustment factor for eligible Alternative Language Programs, which is identified in the previous section.

International students (Lines 57-62)

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

International students who are enrolled as of Sept. 30 are included in the student enrolment count. However, they are excluded for the Basic, Class Size and Enrolment > 225 allocations. Also, they are not included in the Special Education, ELL or other resource allocation formulae applicable to schools. International students are not funded based on these allocations; they are funded based on their paid tuition fee resulting in an amount that is greater than the basic student amount. If you have international students who are not included in the Sept. 30 count, you will receive allocated dollars for them which will be calculated as per Scenario 3 below.

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

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

Tuition for 2015-16 school year:

- \$11,500 per school year
- \$5,750 per high school semester

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

Amount Received: \$7,245.00 per student

	Elementary	Junior	Senior
Basic, & >225 Student Allocation (from tuition paid; no government funding is received)	\$4,311.10	\$4,421.79	\$4,073.33
Incremental Allocation	\$2,933.90	\$2,823.21	\$3,171.67
Total International Student Allocation	\$7,245.00	\$7,245.00	\$7,245.00

Here is what you will see on your RAM:

4	VI. PER STUDENT ALLOCATIONS					
5		Alloc Factor	Alloc'n Rate	Profile - Per Student Excl. Int'l	Dollars	Program
57	International Students - Elementary		\$ 7,245.00	-	\$ -	Regular
58	International Students - Junior High		\$ 7,245.00	-	\$ -	Regular
59	International Students - Senior High		\$ 7,245.00	-	\$ -	Regular

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

Amount Received: \$724.50 per month x 5 months = \$3,622.50 per student

Here is what you will see on your RAM:

4	VI. PER STUDENT ALLOCATIONS					
5		Alloc Factor	Alloc'n Rate	Profile - Per Student Excl. Int'l	Dollars	Program
60		International - 1st Sem. Only-Elem	\$ 3,622.50	-	\$ -	Regular
61		International - 1st Sem. Only-Junior	\$ 3,622.50	-	\$ -	Regular
62		International - 1st Sem. Only-Senior	\$ 3,622.50	-	\$ -	Regular

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

Amount received: \$724.50 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. These amounts are transferred to your school via budget transfer in the same month that the student is confirmed (enrolled, registered, paid in full) by Global Learning.

Here is what you will see on your RAM:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	0															
2	0															
3	0						School Type:	0								
4	V. PER SCHOOL ALLOCATIONS															
5							Certificated Staff		Uncertificated Staff		Decentralized	Total	Program			
6							Salary & Benefits	FTE	Alloc Factor	Salary & Benefits	FTE	\$	\$			
137							Other Revenue-Children&Youth with Complex Needs (CYCN)					\$ -		Other funding		
138							Area Funding					\$ -		Other funding		
139							International Students - after Sept. 30					\$ -		Other funding		
140							Transfer between schools					\$ -		Other funding		
143							SUBTOTAL	\$ -	-	\$ -	-	\$ -	\$ -			
144																
147							TOTAL PER SCHOOL ALLOCATION	\$ -	-	\$ -	-	\$ -	\$ -			

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

Allocations for eligible Career & Technology Studies modules will be made in the following ways:

- Junior high – Based on Sept. 30, 2014 enrolment of qualifying schools.
- Senior high students – Based on CTS credits earned in the first semester of 2014-15.

CTS allocations are provided from a fixed budget amount that is divided among the eligible (equipment intensive CTS courses) junior high enrolments and senior high credits earned. (This is the reason the rate fluctuates year to year.)

Allocations for school assistants (Line 67)

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

Bused (K-6)	School assistants	\$
Up to 50	0.000	0
51 to 150	15 Hrs./wk (0.4286 FTE)	19,889
151 or more	30 Hrs./wk (0.8571 FTE)	39,773

The spring projection for school assistant allocation is based on the schools' current numbers of bused students registered in SIRS as of March 16, 2015. The fall allocation for school assistants will be based on the numbers registered in SIRS as of September 30, 2015.

Reconciliation

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

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

This Reconciliation Tab consists of three sections to purchase staff:

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

When completing this tab, consideration must first be given to positions which were provided in the RAM for specific purposes (i.e. staff for specialized classes, LEAD classes, Noon Supervision services or specific positions identified in Program Complexity). These positions should be entered prior to making any other staffing decisions in the school. Next, schools should consider any other incremental funding (i.e. Special Education, ELL, Aboriginal, etc.) that was provided for services and support to ensure that the learning needs of identified students are being addressed through this incremental funding.

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

Support staff position FTE with four decimals

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

Assignment of staff FTEs by program

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

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

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

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

Also, for schools that share positions (such as a bookkeeper), the purchasing school will request the full FTE and be charged for the position (100%). The sharing school will reimburse using line 140 on the Per School tab; deduct the cost of the appropriate portion of the shared position from the sharing school and add the same amount on the same line of the purchasing school.

Teaching staff for Early Development Centres (EDC)

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

Decentralized reference point

A “reference point” or “benchmark” for the decentralized supplies budget is displayed at the top of the *I-III. Reconciliation* tab. If the amount remaining in decentralized is less than 85 per cent of this amount, the box will turn red; or if greater than 135 per cent of this amount, the box will turn red.

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

The Decentralized Reference Point is calculated as follows:

	Kindergarten	Elementary	Elementary/ junior high/ middle	Junior high	Junior high/ senior high	Senior high	Small secondary school
Per School	n/a	\$1,413	\$2,734	\$2,734	\$5,460	\$5,460	\$5,460
Per student (by division)	\$42.35	\$84.70	\$42.35/ \$84.70/ \$89.60	\$89.60	\$89.60/ \$118.71	\$118.71	\$89.60/ \$118.71
Plus: music loan waivers, alternative language program allocations (per school and per student), small school equipment replacement, small school adjustments, CTS allocations, decentralized portion of knowledge & employability course allocations, other specific decentralized amounts.							

RAM changes

RAM updates (May to mid-August)

Changes to RAM are only going to be initiated by Human Resources or Learning Services. Principals will then be notified to complete both the 2015-16 RAM Change Request (Excel version will be posted in Staff Insite) and Post Reconciliation Adjustment forms and forward to the designated Finance Specialist who will update the RAM. The Finance Specialist will forward the changes to the appropriate department for further processing. In addition, principals are required to provide all necessary HR/staffing forms to your staffing consultant.

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

Once the school year is started, the PCR/RCR online process in PeopleSoft will be used, starting in mid-August. RAM is frozen for the 2015-16 school year on October 30, 2015. Principals must complete the on-line RAM Change Request (RCR) Form and Position Change Request (PCR) Form in PeopleSoft when requesting any position changes (such as additions, reductions, increases, decreases, etc) to their current FTE. The RAM Change Request Form allows principals to calculate the cost of the change contemplated and contains information required to process the staff change. If you are unsure whether or not Staffing will permit a change, contact your staffing consultant.

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

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

Criteria for opening RAM on or after Oct. 30

The following circumstances were determined to warrant opening a school's RAM spreadsheet on or after October 30, 2015:

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

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

Appendix 1 Accountabilities

Accountabilities and flexibilities for resources allocated to schools

The Resource Allocation Method provides principals with flexibility to assign resources to meet student needs. A thoughtful, rational allocation method, coupled with flexibility at the school level for the deployment of these resources, will help principals meet their accountabilities for both students and staff. Principals will be accountable for ensuring the resources requested and assigned do not exceed the resource allocation provided and must work within their budgeted allocations. In order to assist principals in meeting these accountabilities, assistance and support will be provided by area directors and other system personnel. However, accountabilities for all decisions made at the school level will reside at the school level and over-expenditures will not be ameliorated by the system.

Schools are expected to provide the learning resources and materials students need to meet the Alberta Program of Studies requirements. Schools must also charge the Board-mandated Instructional Supplies and Materials Fee (ISM), in accordance with Administrative Regulation 7005 (Student Fees):

<http://www.cbe.ab.ca/GovernancePolicies/AR7005.pdf>

No additional fundraising or charges to students or parents are permitted for instructional resources, except as permitted under the provisions of Administrative Regulation 7005.

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

- Maintaining alignment with their School Development Plan.
- Ensuring all staffing decisions (administrators, teachers and support staff) are compliant with the following:
 - Staffing guidelines as outlined in the Staffing Companion for Our Schools 2015-164-2015 located in Staff Insite
 - Collective Agreement between the Calgary Board of Education and the Alberta Teachers' Association
 - Collective Agreement between the Calgary Board of Education and the Staff Association
 - CBE Governance Policies and Administrative Regulations
 - School Act
- Procurement and Contracts (previously known as Supply Chain Services) provides goods and services in accordance with system standards and protocols, as documented in AR 7001 and the Supply Chain Services Handbook, found in Staff Insite, Finance & Supply Chain Services.
- Procurement and Contracts also facilitates services provided in accordance with "Independent Contractor Guidelines and Procedures," found in Staff Insite, Finance & Supply Chain Services.

Principals may assign resources as they wish to meet students' learning outcomes while ensuring alignment with their School Development Plan. There is, however, a "reference point" for the decentralized budget. The formula for the reference point is found in the Reconciliation section of this document. The purpose of the reference point is to highlight

to principals and area directors where a school may not have enough decentralized resources left to support its program or may be overly cautious in holding back resources.

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

Class size funding (K-Grade 3; Career and Technology Studies (CTS) tier 2 and 3 courses)

The Small Class Size Funding has specifically been provided for kindergarten and Division 1 students and high school Tier 2 and Tier 3 CTS courses. For transparency purposes, the CBE is continuing to allocate this funding to schools on a separate funding line. For 2015-16, Small Class Size Funding will only be provided to those schools which provide services to students in K-3 to focus on early learning. High schools that offer CTS Tier 2 and Tier 3 courses will receive a per school Certificated FTE allocation to reduce class size. No funding allocation will be provided for Division 2 or Division 3 students.

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

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

Accountabilities for English Language Learning outcomes

Expectations for services and programming for English Language Learners are outlined in Alberta Education Policy 1.5.1, the Alberta Education High School ESL Program of Study, the K-9 and High School Guides to Implementation, the Alberta ESL K-12 Language Proficiency Benchmarks, as well as CBE Administrative Regulation 3086. The CBE Three-Year Plan identifies strategies and actions to improve the academic success of ELL students. Models for programming at the different divisions can be found in the administrator's Standards of Practice guide to programming on Staff Insite

Incremental funding is provided as an additional enhancement to the basic per student grant to “assist students who require additional English language supports and instruction to achieve grade level expectations. School jurisdictions that claim ELL funding must provide services to students that:

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

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

- Ensuring the appropriate funding code (301,302,303,640), and language proficiency (LP) level is entered in SIRS and that appropriate intake, orientation, placement and transition processes are in place for English Language Learners.
- Using the Alberta K-12 ESL Proficiency Benchmarks; annual assessment tools for oral, reading, and writing skills; the English Language Learning Progress Report (K-9); the High School ELL Benchmarks Progress Report; the Calgary Board of Education Locally Developed Courses (7-12); and the ESL Program of Studies (10-12) to assess, set learning outcomes, track progress, and report to parents.
- Facilitating collaboration among staff and various service providers in support of immigrant and refugee families.
- Planning and implementing appropriate comprehensive programming which includes:

- 1 | Explicit English language instruction, i.e. the intentional teaching of language form, function and vocabulary, especially as required in academic subjects; the intentional design of learning activities that address language and conceptual understandings unique to English Language Learners.
- 2 | Differentiation and modification to enable students to access curriculum, i.e. attention to the outcomes outlined in the Alberta Programs of Study with an alteration of materials, assessment tasks, learner tasks or teaching strategies to reflect the unique needs of English Language Learners.
- 3 | Cultural competence, i.e. a pedagogical approach that incorporates and honours diverse cultural perspectives and ways of learning; an organizational approach that reflects diversity in everything from hiring practice, philosophy and development plans, to instructional content and materials selection.

Comprehensive programming is the responsibility of certificated staff. ELL Assistants work under their direction, as per Position Description 1367. A reduction in class size is, in itself, not considered sufficient programming, nor are isolated irregular “pull-out” or “drop-in” models of support. The *Standards of Practice for English Language Learners, K-12* (2011) on Staff Insite-English Language Learners - offers additional guidance for programming.

Accountabilities for special education outcomes

Alberta Education has provided a document, “Standards for Special Education”, amended June 2004, which is still in effect and outlines the requirements for school boards regarding

the delivery of education programs and services to students with special needs in Grades 1-12. This document can be found at the Alberta Education website:

<http://education.alberta.ca/admin/supportingstudent/schoolleaders/legislation.aspx>

Please refer to Specialized Classes & Unique Settings on student profiles and placement processes which can be found in the Staff Insite. Forward any questions to the appropriate Learning Specialist and/or Area Strategist.

Accountabilities for Aboriginal education outcomes

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

- Ensuring parents/caregivers are properly informed about what it means to identify as Aboriginal when registering.
- Ensuring the appropriate First Nations (Status/Non-status), Métis or Intuit funding code (330, 331, 332, 333 or 334) is entered into SIRS.
- Identifying and reducing barriers preventing Aboriginal learner success.
- Developing strategies for creating a more welcoming and supportive school environment for Aboriginal learners and their families.
- Create opportunities for Aboriginal parents, families and community to engage with the school
- Including Aboriginal knowledge and experiences into the existing Program of Studies.
- Building working relationships that enhance learning opportunities for Aboriginal learners.
- Recruiting and retaining Aboriginal teachers and support staff, when possible, when there is a high Aboriginal student population.
- Planning and implementing school-based Aboriginal Education programs.
- Introducing and including into academic programs Aboriginal Studies 10, 20, 30; as well as First Nations, Métis and Intuit Studies 7, 8, 9 and Native Arts 15, 25, 35.
- Introducing and including into language programs Aboriginal language instruction (e.g. Blackfoot, Cree, Mechif) .
- Facilitating capacity building for school staff by supporting their attendance at workshops and conferences inclusive of Aboriginal Education knowledge.
- Providing access to school resources and support for meaningful implementation of Aboriginal Education programs.
- Employing appropriate Aboriginal community protocols when working with Aboriginal individuals, families and communities.
- Facilitating collaboration among all staff, students, parents/guardians and service providers in support of inclusive Aboriginal Education programming.

The Aboriginal Education Team is available to assist CBE leaders and staff in the development and implementation of programming to increase academic success for Aboriginal learners. Schools can contact their Area office for more information.

Accountabilities – Career and Technology allocations

This allocation is based on a balancing formula that takes into account CEUs earned in specific strands (or pathways) of CTS by school and supports learning in those specific

areas. This allocation assists with the additional repair, maintenance and upgrade/replacement costs placed on schools that offer such specialized CTS courses. The CTS courses affected use costly, major and specialized technical equipment. For example: Communication Technology, Design Studies, Fabrication, Foods, Construction, Electro-technologies, Fashion Studies, Mechanics, and Career Transitions (project courses) are CTS areas that have these special requirements. The intended purpose of these funds is the maintenance and acquisition of equipment in support of these specific strands.

Accountabilities – client technology services

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

Accountabilities – noon supervision obligations

Noon supervision school obligations

1. Supervision

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

2. Attendance

Noon supervision programs are to be accountable for all students registered by taking attendance at lunch (for tracking and safety purposes).

3. Supervision Plan

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

https://portal.cbe.ab.ca/staffinsite/system_tools/student_supports/noon_supervision/Documents/Noon-Supervision-Best-Practices-Administrators-Top-5-Need-Know.pdf)

Appendix 2 – Junior high (Grade 7-9) students only

Using SIRS reports to assist in completing bus eligibility information

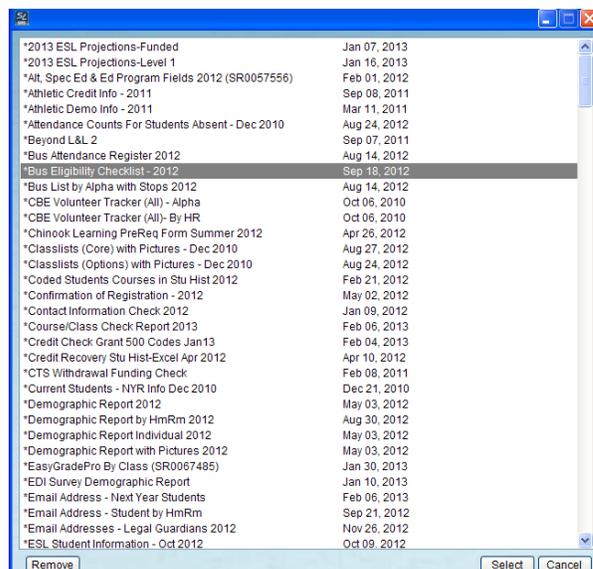
Transportation information is now available in SIRS on the Bus/Lunch tab. As a result, the process for determining Bus Eligible students has been simplified and is only required for grade 7-9 students.

On September 30, 2015 a system file will be run for each school to determine Bus Eligible students based on information in SIRS at that time. This system file will contain students in Grades 7-9 with any type of bus contract.

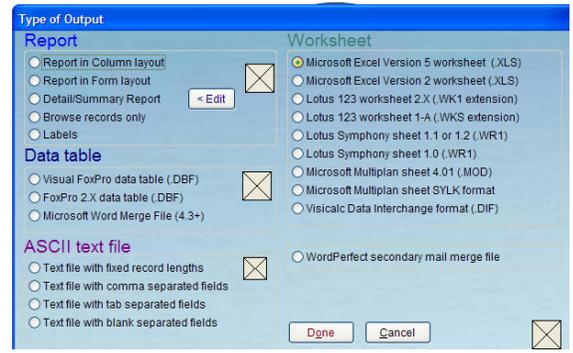
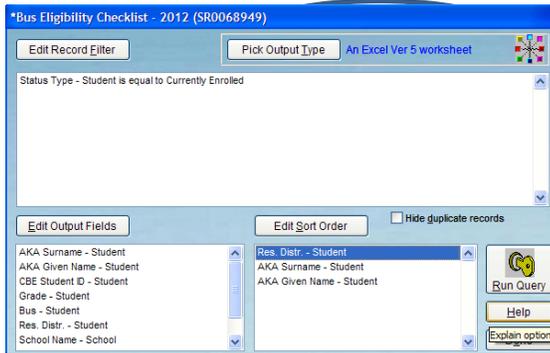
Schools should use the process below to verify and update this information.

In SIRS, go to Student User Defined Reports

Retrieve the User Defined Report “**Bus Eligibility Checklist – 2015**” into an area of your choice. This report contains transportation information.

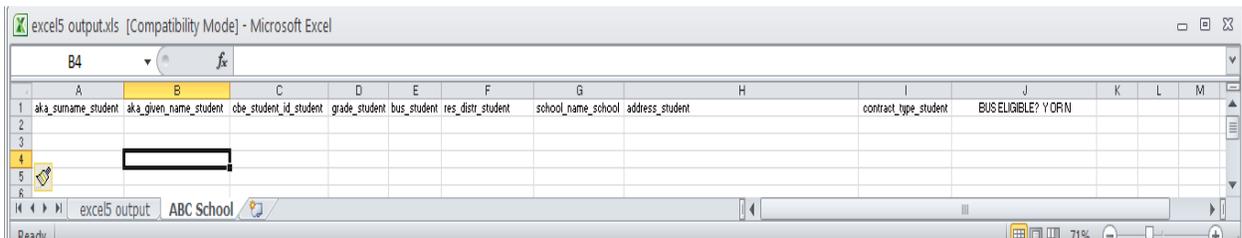


On September 30, 2015 run this report and keep a copy for your records. Please be sure to change the Pick Output Type button to be An Excel Version 5 worksheet.



Save the file to a location where you can find it and open it; review the report and determine any eligible students who do not have a bus contract on this day (e.g.: there is no information or there are “0”s in the Contract Type area – column I). Add the heading **BUS ELIGIBLE? Y or N** to column J; check the Residential District and street address on the SIRS report to determine if:

- (a) eligible (and not riding the bus) – code them YES, or
- (b) not eligible for busing – code them NO.



Save the spreadsheet; forward it to [REDACTED] by **October 2nd, 2015**.