

PURPOSE

This funding provides for instruction that meets the learner expectations of students in core programs, complementary programs, and programs for **students with special needs** and students who are gifted and talented.

CONDITIONS

1. Basic instruction funds are provided for each **funded student**. Basic instruction funding includes funds to support programs for students with mild and moderate special needs and students who are gifted and talented. The level of funding included in the Basic Instruction funding amount for students with mild and moderate special needs and students who are gifted and talented, is the minimum amount that boards are expected to pool for the provision of programs to these students. It is expected that school boards will pool special education funding and re-allocate it to schools for special education programs as needed.
2. All individuals age 5 years and 6 months or greater, but less than 6 years are counted under the instruction block if they are eligible to enter grade 1 under the school entrance policy of a **school jurisdiction**.

The exceptions to this condition are:

- a) **children** who have spent less than the number of years in the program for which they are eligible for funding, e.g. receiving less than three years Program Unit funding; or
- b) **children** who are not enrolled in an **Early Childhood Services Program** until this age; or
- c) **children** who have been assessed as **developmentally immature**.

In these circumstances when, in the opinion of the **school jurisdiction** and the **parent**, an **Early Childhood Services Program** is appropriate, the individual is counted as a **child** under Early Childhood Services.

3. All individuals 6 years or older, but less than 7 years, are counted as students for instructional funding, except for individuals who are **developmentally immature**, and children entering an **ECS** program for the first time and who are counted as **children** under Early Childhood Services.
 - a) Under no circumstances can an individual be counted as both a **funded student** and as a **child** in the same school year.
 - b) If the individual is both **developmentally immature** and has special needs, then the special needs take precedence over the immaturity and the individual is counted as a student for instructional funding.

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4. The following conditions apply for students with mild or moderate special needs who are attending a **Designated Special Education Private School (DSEPS)**.

REVISED a) A **school jurisdiction** that directs a student to a **Designated Special Education Private School** will pay all program costs which are not covered by funding provided by Alberta Learning to the **DSEPS**.

NEW b) The **Designated Special Education Private School** must advise parents of the need to discuss their **child's** mild or moderate special needs eligibility and placement options with their resident board prior to enrollment in the **DSEPS**. After consulting with the resident school jurisdiction about a special education program for their child, parents may make an informed decision on the most appropriate placement for the child. If parents then choose to send their child to the **DSEPS**, full funding will be paid directly to the **DSEPS**, with no cost to the **school jurisdiction**. These students will be coded by the **DSEPS** using the 110 code with the 50's code (mild/moderate) and the 500 funding code.

NEW If a parent enrolls their child in a **Designated Special Education Private School** without consulting with the resident board on the child's eligibility for a special education program, the **DSEPS** will only be eligible for basic support funding of \$5,115 (rather than full funding of \$8,330) for these students. Included in the Basic support funding rate is funding for basic instruction, transportation and plant operation and maintenance. The 110 code cannot be used for these students.

REVISED The **Designated Special Education Private School** will report all students enrolled in their schools to the Learning Information Exchange Services (LIES). **Designated Special Education Private Schools** will also notify **school jurisdictions**, in writing, of their resident students who registered at the **DSEPS**. The **school jurisdiction** will then forward a copy of this notification to the Director of School Finance, Alberta Learning confirming the students listed.

REVISED c) For students enrolled on September 30 transferring from a **school jurisdiction** to a **designated special education private school** after September 30 in a school year (or vice versa), funding will be transferred on a pro-rata basis. The funding transferred would be paid for the months remaining in the school year. However, if the student returns to the **school jurisdiction**, the funding would then be returned by the **private school** on a pro-rated basis. No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.

d) For students with severe disabilities attending a **designated special education private school**, basic support funding and severe disabilities funding will be provided to the **DSEPS**.

5. **Course Completions in Grades 10 to 12**

a) Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.

CONDITIONS (CONTD.)

- b) a course is considered completed for funding purposes when student:
- REVISÉD
- i) has received a passing mark of 50 percent or more in a course, or in the case of a diploma examination course, on the **school** awarded mark for the course; or
 - ii) has received a mid-term mark, and has earned a mark of 25 percent or better in the course according to the student evaluation policies of the **school, school authority** and Alberta Learning, and has:
 - responded to instruction in at least 50 per cent of the course content, or
 - attended at least 50 percent of the classes in the course.
- c) A one credit CTS course is considered completed for funding purposes when it is demonstrated that the student has responded to instruction in at least 50 per cent of the course content. If a student withdraws after responding to 50 per cent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.
- REVISÉD
- d) Courses delivered to students on-line or by distance learning do not require students to attend classes and therefore, the attendance funding criteria would not be applicable. Funding will be provided when the requirement that the student has completed 50 per cent of the course content is met.
- NEW
- e) Schools are required to maintain and retain records required to substantiate funding claims as follows:
- NEW
- i) for regular (non-CTS) courses schools must maintain records of course withdrawal, student attendance, mid-term and final marks. In cases where a student has NOT attended at least 50 per cent of the offered classes, the school must maintain course outlines and assessment records for student work in the course.
 - ii) for CTS courses, schools must maintain course outlines and assessment records for student work in the course that demonstrate the student has completed at least 50 per cent of the course content as described in the module/general learner expectations.
- f) The basic instruction rate will be paid for **funded students** attending school in another province with which the **school jurisdiction** has an agreement under Section 46 (2) (a) (iii) of the *School Act*.
- g) Students are not restricted in the number of credits they can complete in a school year.
- h) Students who complete a CTS course but cannot be given a passing mark should be reported as incomplete but eligible for funding.

CONDITIONS (CONTD.)**6. Payment Provided for Funded Students in Grades 10 to 12**

Basic instruction funding for senior high school students is provided:

- a) For credits in senior high school courses completed during regular daytime hours, weekends, evenings and the summer months;
- b) For senior high school courses with a credit value of 3, funding based on 2.5 CEUs;
- c) For all CTS courses, funding is based on one CEU per course.
- d) For credits in senior high school courses completed during weekends, evenings, and the summer months if instruction is provided for a minimum of:
 - 80 hours for a five credit course; and
 - 48 hours for a three credit course.

If a student completes grade 9 in June of a school year and takes a grade 10 course in the summer months, the student will be eligible for funding.

- e) For credits in Alberta Distance Learning Centre (ADLC) courses paid by a **school jurisdiction** for students whose marks are reported by the ADLC.
- f) For RAP, Work Experience, Special Projects and other credit courses involving substantial off-campus instruction;
- g) For repeated courses as long as instruction is provided in accordance with the same requirements as for first time courses;
- h) For high school credit courses completed that may not otherwise be counted towards a high school diploma (e.g. ESL 1125);
- i) For credits earned through locally developed senior high school credit courses, where instruction is provided;
- j) For credit-bearing religious education courses, where instruction is provided;
- k) For credits in Special Projects 10 - 20 - 30 courses;
- l) For students in senior high school who take full year junior high school courses; 5 credits are paid for each course completed (form 01AL1.A.1a);
- m) For full-time students with special needs who are 15 years of age or older on September 1 and classified as senior high students with special needs, at the basic instruction rate per student. This funding is provided for students in **Outreach Programs** when they are identified as students with special needs and not coded as Outreach students.
- n) For each credit bearing an Integrated Occupational Program (IOP) number at 5/3 the rate for each credit completed;

CONDITIONS (CONTD.)

- o) For each funded student identified as being enrolled in ESL 1120, 1121, 1122, 1123 or 1125, at the rate of 17.5 credits per student for each term or 35 credits for full term. No additional funding is provided for courses completed;
- p) For credits granted through **Challenge Assessments** at 20 per cent of the credits for the courses completed;
- q) For credits in only one course when two French as a Second Language courses are taken concurrently;
- r) For hospital and institutional programs where students are enrolled in the programs on September 30 at the basic instruction rate;
- s) For courses with variable credits that are completed but failed by students, on the basis of the number of credits for which the courses were taken;
- t) For each Alberta **funded student** who is on a **reciprocal exchange program** approved by Alberta Learning, at the basic instruction rate;
- u) For each Alberta **funded student** who is attending a Lloydminster School Division high school on September 30, at the basic instruction rate.

7. Payment Not Provided for Funded Students in Grades 10 to 12

Basic instruction funding for students in grades 10 to 12 is **not** provided for:

- a) waived or retroactive credits;
 - b) maturity credits;
 - c) courses completed by non-resident students and **First Nations students** as defined in the Glossary of Terms;
 - d) high school credits taken by junior high school students (except for summer courses); this includes CTS courses completed by students in junior high school and Heritage Language high school credit courses;
 - e) post-secondary courses, including those that have been approved as locally developed courses;
 - f) credits granted through evaluation of out-of-province courses;
 - g) extra-curricular or co-curricular activities, such as competing on an athletic team;
8. When a **student** meets the criteria of a **funded student** and is attending a school in Canada that is providing both an academic and **activity program**, and a comparable program is not available in Alberta, and the **student** has been selected by **audition** to be part of the program he or she may be funded depending on individual circumstances. The **resident board** would be required to have an approved tuition agreement under section 46(2) of the *School Act*. The tuition agreement must be

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approved by the **Minister** and should be submitted to the Assistant Deputy Minister of Corporate Services. Once a tuition agreement is approved, students would be eligible for funding under this section only.

NEW

9. **Schools** may integrate CTS courses with non-CTS courses when the integration provides opportunities to apply the course content in a practical and career-related context.

(a) When **schools** integrate a CTS course with a non-CTS course the following shall apply:

- ii) the teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course
- iii) prior to registration, schools provide information to parents and students about the philosophy of each of the integrated courses, the outcomes of each of the integrated courses and how student learning will be assessed in each of the integrated courses
- iv) information and counselling services make clear that registration in an integrated course is optional
- v) students have access to a minimum of 25 hours of instruction per credit
- vi) teachers offer each of the integrated courses in accordance with the approved programs of study
- vii) students meet the standards specified in the 1-credit CTS course for all outcomes within that 1-credit course in order for a teacher to provide a passing grade in the CTS component
- viii) the CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately
- ix) if a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first
- x) a student who has already gained credit in the integrated 1-credit CTS course is not eligible to earn another credit for the same 1-credit CTS course.

(b) An “incomplete” status occurs when a student is registered throughout a course yet does not complete all of the learner expectations. An incomplete completion status has no associated mark(s). A course completion status of INC (incomplete) may only be used for CTS courses. No mark is submitted when a course completion status of INC is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met.

(c) A “withdrawal” status occurs when a student chooses not to complete a course and the school wishes to officially remove that course from the student record. A course completion status of WDR (withdrawal) may be used for all courses. No mark is submitted when a course completion status of WDR is used. Place a Y (yes) in the fund flag field if the criteria for funding have been met. The “withdrawal” status with the funding flag set to (Y) should only be used when it has been determined that the student will not be returning in the following term to complete the course.

REQUIREMENTS

- 1) Basic instruction funding is based on:
 - a) Student registration information in grades 1 to 9 as of September 30 that is reported to Learning Information Exchange Services by October 4;
 - b) Course completion information for students in grades 10 to 12 as follows:
 - i) Student Information System for specific enrolment;
 - ii) Student Records System / Course Information Database System (CIDS) for course marks;
 - iii) **Schools** are required to maintain and retain for a period of 7 years, records of student attendance, mid-term and final marks, and course withdrawal for students in grades 10 to 12. Where a student accesses instruction in a manner other than classroom instruction, schools must maintain course outlines and assessment records for student work for the learner expectations of the course.
 - c) Student information on Form 01AL1.A.1b for students attending First Nations schools.
2. Basic instruction funding for a **school jurisdiction** is calculated for:
 - a) grades 1 to 9 by multiplying the number of **funded students** on the **count date** by the basic instruction rate; and
 - b) grades 10 to 12 by multiplying the completed Credit Enrolment Units by the CEU rate.
3.
 - a) If an adjustment is required to the enrolment data reported to Learning Information Exchange Services on September 30, please make the changes to your modification file.
 - b) After receiving your first RACERS data, any modification required can be submitted electronically using the Add Change Delete Form (Form 01AL1.A.1c).
4. Basic instruction funding for students attending **school** in another province will be based on:
 - a) a copy of the agreement under Section 46(2)(a)(iii) of the *School Act*; and
 - b) a letter indicating the student's name, birthdate and grade.
5. Basic instruction funding for students that are attending a First Nations school will be based on:
 - a) a copy of an agreement under Section 46 (2) of the *School Act*; and
 - b) form 01AL1.A.1b.

CONSIDERATIONS

1. When a student transfers from one high school to another during a term in which a course is offered, the **school authority** that provided the majority of instructional minutes may request the funding from Alberta Learning.
2. Alberta Learning has an agreement with the Canadian Copyright Licensing Agency (Cancopy). Most schools in the province are covered in the license. Alberta Learning makes the payment for the license on behalf of all participating **school jurisdictions and charter schools**. The cost of the license, plus GST, is recovered from **school jurisdictions and charter schools** on a full-time equivalent student basis.
3. Edulink, a new multi-function data exchange software tool has been created to help **school jurisdictions and charter schools** and Alberta Learning simplify current data management and exchange processes.

The Council of Alberta School Superintendents (CASS) and Association of School Business Officials of Alberta (ASBOA) have agreed their membership will provide the necessary funds to support Edulink for a three-year period. Alberta Learning will deduct 35¢ plus GST per **funded student** and **ECS child** on behalf of all participating **school jurisdictions and charter schools**. This deduction will be made in September and based on the prior year frozen **funded student** and **ECS child** count. The deduction will be reflected on the October funding statement. It is up to the individual **school jurisdictions and charter schools** to apply for any GST rebate from the Government of Canada.

Alberta Learning will forward the maintenance fee of \$195,000 to Edmonton Catholic Schools, the host **board**. This funding will provide for the annual maintenance budget but is not sufficient to pay for significant changes to the software.