

PURPOSE

This funding provides for instruction that meets the learner expectations of students (grades 1 to 12) in core programs, complementary programs, and programs for **students with special needs** including students who are gifted and talented.

CONDITIONS

New

1. **School jurisdictions** must provide students with access to:

- Up to 950 hours of instruction for grade 1
- 950 hours of instruction for grades 2 to 9
- 1000 hours of instruction for grades 10 to 12

2. Basic instruction funds are provided for each **funded student in grades 1 to 12**. Basic instruction funding includes funds to support programs for students with mild and moderate special disabilities and students who are gifted and talented. The level of funding included in the Basic Instruction funding amount for students with mild and moderate disabilities and students who are gifted and talented is the minimum amount that boards are expected to pool and utilize for the provision of programs to these students. It is expected that school boards will pool special education funding and allocate it to schools to meet the needs of students with special needs.

New

3. All individuals who are between the ages of 6 years but less than 20 years old on September 1 may be eligible for this funding. See definition of **funded student** in the Glossary.

4. All individuals aged 5 years and 6 months or greater, but less than 6 years old on September 1 are counted as **funded students** 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, i.e. receiving less than three years of Program Unit funding (PUF); or
- b) children who are not enrolled in an **Early Childhood Services (ECS) 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 **ECS Program** is appropriate, the individual is counted as a **child** under **ECS**.

- Revised**
5. Individuals 6 years or older, but less than 7 years old, who are **developmentally immature**, or who are **children** entering an **ECS** program for the first time, may be 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 funded student for instructional funding.
 6. The following conditions apply for students with mild or moderate special needs who are attending a **Designated Special Education Private School (DSEPS)**.
 - a) A **school jurisdiction** that directs a student to a **DSEPS** will pay all program costs that are not covered by funding provided by Alberta Learning to the **DSEPS**.
 - b) The **DSEPS** 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 enrolment 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**, enhanced funding of \$8,555 will be paid directly to the **DSEPS**, with no cost to the **school jurisdiction**. These students must be coded by the **DSEPS** using the funding codes 110 and 500 with the applicable special needs 50s code (mild/moderate).
- Revised**
- If a parent enrolls their **child** in a **DSEPS** 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 \$5,243 (rather than enhanced funding of \$8,555) for these students. Included in the basic support funding rate is funding for basic instruction, transportation and plant operation and maintenance. These students must be coded by the **DSEPS** using the funding code 500 with the applicable special needs 50's code (mild/moderate). The 110 code cannot be used for these students.
- Revised**
- The **DSEPS** will report all students enrolled in their schools to the Learner Records & Data Exchange (LRDE). **DSEPS** will also notify **school jurisdictions**, in writing, of their **resident students** who registered at the **DSEPS**. The **DSEPS** will also forward a copy of this notification to the Director of School Finance, Alberta Learning, confirming which students' parents discussed placement options with their resident **school jurisdiction** and which did not. This confirmation will determine the basis of Alberta Learning's payment to the **DSEPS** (i.e., enhanced funding or basic support funding).

- Revised**
- c) For students enrolled with a **school jurisdiction** on September 30 who transfer to a **DSEPS** after September 30 (or vice versa), funding must be transferred on a pro-rated basis based on a 10-month program. The funding transferred would be based on the months remaining in the school year. For example, if a student transfers to a **DSEPS** on December 1, funding would be transferred as follows:
- i) If the **parent** consulted with the **resident board** on the student's special education program, \$5,988.50 would be transferred ($7/10 \times \$8,555$).
 - ii) If the **parent** did not consult with the **resident board** on the student's education program, \$3,670.10 would be transferred ($7/10 \times \$5,243$).
- New**
- If the student returns to the **school jurisdiction**, the funding must then be returned by the **DSEPS** to the **school jurisdiction** on a pro-rated basis based on a 10-month program.
- No pro-rated funding will be provided by Alberta Learning to the **DSEPS** for students enrolled after September 30.
7. For students in grades 1 to 10, funding provided is based on enrolments as of September 30.
8. **Course Completions for Students in Grades 10 to 12**
- Basic instruction funding for senior high school students is provided based on the principle that instructional services are provided and courses are completed.
- a) A regular course is considered completed for funding purposes when:
- Revised**
- i) a grade 10 student received a final mark of 25 percent or greater in a course; or **for a diploma examination course, the student received a school awarded mark of 25 percent or greater in the course; or**
 - ii) a grade 11 or 12 student received a final mark of 25 percent or greater in a course, **or for a diploma examination course, the student received a school awarded mark of 25 percent or greater in the course, and**
 - has attended at least 50 percent of the classes in the course; or
 - has responded to instruction in at least 50 percent of the course content.
- Revised**
- b) For courses delivered to students on-line or by distance learning, which do not require students to attend classes, the attendance funding criteria does not apply. Funding will be provided if the student has received a final mark of 25 percent or greater and has completed at least 50 percent of the course content.
- c) Schools are required to maintain and retain records required to substantiate all funding claims as follows:
- i) For all regular courses, with the exception of Career and Technology Study (CTS) courses, schools must maintain records of course outlines, detailed assessment records, records for student work in the course, records of student withdrawal, student attendance, mid-term and final marks.

Revised ii) For CTS courses, schools must maintain records of course outlines and detailed assessments for student work in the course

Revised d) Basic instruction funding will be provided for **funded students** in grades 10 (full-time program funding), and grades 11 or 12 who attend **school** in another province with which the **school jurisdiction** has an agreement under Section 62 (2)(a)(iii) of the *School Act*.

e) Students are not restricted in the number of credits they can take in a school year.

New 9. **Funding for Funded Students in Grades 10**

Basic instruction funding for grade 10 students is based on the following:

New a) Grade 10 students taking a full-time program will be funded at \$4,997 per student. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.

New b) Grade 10 students taking a partial program will be funded at \$2,498.50 per student. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.

New c) Funding is provided to the school authority where the **funded student** was enrolled on September 30. If a **funded student** is enrolled in two or more **school authorities** on September 30, the priority school authority will receive the applicable funding (i.e., full-time program or partial program). See Section 8.1 for School Authority Priority Conflict Resolution details.

New d) If a grade 10 **funded student** transfers to another school authority after the September 30 **count date**, and if the student did not earn any credits with the first school authority, the second school authority will receive the applicable funding (i.e., full-time program or partial program).

New e) All grade 10 course credits earned with the priority school authority from September to June, where instruction is provided, and including those earned during regular school hours, weekends or evenings, provided through schools off-school site instruction, **Outreach Programs**, and Alberta Distance Learning (ADL) courses, will be counted towards a full-time or partial program for funding purposes.

New f) For summer school course credits, which start and end during July and August, funding will be based on Credit Enrolment Units (CEUs). If a student completes grade 9 in June of a school year and takes a grade 10 course(s) in the following summer months, the courses will be paid for on a CEU basis and the credits will not count towards a full time or partial program for the September to June grade 10 school year. Instruction must be provided for a minimum of:

- 80 hours for a five credit course; or
- 48 hours for a three credit course.

the student taking the grade 10 summer course(s) must enter grade 10 in the September following the grade 9 year. If the student does not enroll in grade 10 in September, the CEU funding for the summer courses will be withdrawn.

- Revised** g) Full-time program funding (\$4,997) is provided for grade 10 students with special needs who are 15 years of age or older on September 1. This funding is also provided for students in **Outreach programs** who are coded as having special needs.
- Revised** h) Grade 10 **funded students** enrolled in at least one of the following English as a Second Language (ESL) courses: ESL 1120, 1121, 1122, 1123, or 1125, will be funded at 17.5 credits per student per term (\$2,498.50) or 35 credits per student for a full term (\$4,997). The credits earned in another term during the grade 10 school year will be added to the 17.5 credits for the ESL term. If the credits for the two terms total 31 or more, full-time program funding of \$4,997 will be provided.
- Revised** i) When two French as a Second Language (FSL) courses are taken in grade 10 in the same term, only one course will be counted for credit to determine full-time or partial program eligibility.
- Revised** j) Full-time program funding is provided for grade 10 **funded students** enrolled in approved Institutional programs (Code 550) on September 30.
- Revised** k) Full-time program funding is provided for Alberta grade 10 **funded students** who are on a **reciprocal exchange program** approved by Alberta Learning.
- Revised** l) Full-time program funding is provided for Alberta grade 10 **funded students** enrolled with a Lloydminster school division on September 30.
- New** m) Credits must be submitted to Alberta Learning for the school year in which they were earned (i.e., credits earned in one year cannot be claimed in another year).
- New** n) Credits granted through **Challenge Assessments** for grade 10 students will not be counted towards a full-time or partial program for funding purposes.
- o) Integrated Occupational Program (IOP) course credits will be counted towards a full time or partial program at 5/3 times each credit completed.
- Revised** p) Credits earned for senior high courses provided during weekends and evenings will be counted towards a full-time or partial program for funding purposes, if instruction is provided for a minimum of:
- 80 hours for a five credit course; or
 - 48 hours for a three credit course.
- Revised** q) Credits earned for Registered Apprenticeship Program (RAP), Work Experience, Special Projects and other credit courses involving substantial off-campus instruction will be counted towards a full-time or partial program for funding purposes.

- Revised** r) Credits earned for repeated grade 10 courses will be counted towards a full-time or partial program for funding purposes as long as instruction is provided in accordance with the same requirements as the first time the course was taken. Credits for repeated courses taken, where the student previously received a mark of 100 percent in the course, will not be counted for funding purposes.
- Revised** s) Grade 10 course credits earned for locally developed senior high school credit courses, where instruction is provided will be counted towards a full-time or partial program for funding purposes.
- Revised** t) Grade 10 course credits earned for credit-bearing religious education courses, where instruction is provided will be counted towards a full-time or partial program for funding purposes.
- Revised** u) Grade 10 course credits earned for Special Projects 10 - 20 - 30 courses will be counted towards a full-time or partial program for funding purposes.
- Revised** v) Grade 10 course credits earned for courses completed with a final mark of 25 percent or more but failed by the student, based on the number of credits for the course taken will be counted towards a full-time or partial program for funding purposes.
- w) Funding is provided on a full-time or partial program basis for students in grade 10 who take full year junior high courses; 5 credits will be counted for each course completed (form 02AL1.1a) towards a full-time or partial program for funding purposes.
- x) Credits in ADL courses paid by a **school jurisdiction**, for students whose marks are reported by the ADLC, will be counted towards a full-time or partial program for funding purposes.
- New** y) Credits earned by a grade 10 student who enrolls in a school jurisdiction after the September 30 **count date**, if the student was not enrolled in any school authority in Alberta on or before September 30, will be counted towards a full-time or partial program for funding purposes.

10. **Funding for Funded Students in Grades 11 and 12**

Basic instruction funding for students in grades 11 and 12 is based on the following:

- Revised** a) Funding is provided on a Credit Enrolment Unit (CEU) basis for senior high school courses completed during regular daytime hours, weekends, evenings and the summer months, with a maximum of 60 CEUs funded per student per school year (September to August). For senior high school courses with a credit value of 3, funding is based on 2.5 CEUs. For courses with a credit value of 5, funding is based on 5 CEUs.

Revised

- b) Funding is provided 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; or
 - 48 hours for a three credit course.
- c) Funding is provided for credits in Alberta Distance Learning (ADL) courses paid by a **school jurisdiction** for students whose marks are reported by the ADLC.
- d) Funding is provided for RAP, Work Experience, Special Projects and other credit courses involving substantial off-campus instruction;
- e) Funding is provided for repeated courses as long as instruction is provided in accordance with the same requirements as the first time the course was taken. Funding is not provided for students repeating courses where they previously received a mark of 100 percent in the course.
- f) Funding is provided for high school credit courses completed that may not otherwise be counted towards a high school diploma (e.g. ESL 1125);
- g) Funding is provided for credits earned through locally developed senior high school credit courses, where instruction is provided;
- h) Funding is provided for credit-bearing religious education courses, where instruction is provided;
- i) Funding is provided for credits in Special Projects 10 - 20 - 30 courses;
- j) Funding is provided for students in senior high school who take full year junior high courses; the equivalent of 5 credits will be funded for each course completed (form 02AL1.1a);
- k) For students with special needs who are 15 years of age or older on September 1 and classified as senior high students, funding is provided based on 35 CEUs. This funding is also provided for students in **Outreach programs** who are coded as having special needs.
- l) Integrated Occupational Program (IOP) course credits will be counted at 5/3 times the regular CEU rate for each credit completed;
- m) Students enrolled in at least one of the following ESL courses: ESL 1120, 1121, 1122, 1123 or 1125, will be funded at the rate of 17.5 CEUs per student per term or 35 CEUs for a full term. No additional funding is provided for other courses completed;
- n) Funding is provided for credits granted through **Challenge Assessments** at 20 percent of the CEU value for the courses completed;

Revised

- o) When two French as a Second Language courses are taken in the same term; only credit for one course will be funded;
- p) Funding based on the Basic Instruction rate is provided for senior high school students enrolled in Institutional programs (Code 550) on September 30;
- Revised** q) Funding is provided for courses that are completed but failed by students, on the basis of the number of credits for which the courses were taken;
- r) Funding based on the Basic Instruction rate is provided for each Alberta **funded student** who is on a **reciprocal exchange program** approved by Alberta Learning; and
- s) Funding based on the Basic Instruction rate is provided for Alberta **funded students** enrolled with a Lloydminster school division high school on Sept. 30.

11. Funding for Students In Integrated Occupational Programs (IOP)

- New** a) To recognize the extra costs of providing an IOP program, the following funding is provided for those grade 10 **funded students** who are eligible IOP students:
- \$6,000 per funded IOP student in a full-time program. A full-time program is determined to be 31 or more credits earned during September to June of the grade 10 school year.
 - \$3,000 per funded IOP student in a partial program. A partial program is determined to be less than 31 credits earned during September to June of the grade 10 school year.
- New** b) To be eligible for IOP funding, at least 50 percent of a grade 10 IOP student's total credits earned must be comprised of approved IOP credits.
i.e., For a student who completes 20 credits (no 5/3 adjustment), at least 10 or more credits must be approved IOP course credits for that student to be defined as an IOP student for funding purposes.
- c) For **funded students** in grade 10, IOP course credits will be counted towards a full time or partial program basis at 5/3 times each credit completed.
- New** d) To prevent **school authorities** from being negatively impacted by the change in grade 10 IOP funding, **school authorities** may write to the Director of School Finance Branch to apply for top up funding equivalent to IOP funding calculated using the 2001-2002 funding formula. The written request should be sent after September 1, 2003, when the total credits earned are known. Requests will be reviewed on a case-by-case basis.
- e) Students in grades 11 and 12 taking IOP courses will continue to be funded on a CEU basis.

12. **Funding for Funded Students Taking Career and Technology Studies (CTS) Courses**

- a) Funding for all CTS courses is based on one CEU per course.
- b) A one credit CTS course is considered completed for funding purposes if the student has responded to instruction in at least 50 percent of the course content. If a student withdraws after responding to 50 percent of the course content, these one-credit courses should then be reported as withdrawn but eligible for funding.
- New* c) **Funding will not be provided for an incomplete CTS course if the course prerequisite(s) were not completed in the same term or a prior term.**
- Revised* d) Schools are required to maintain and retain course outlines and assessment records for student work that reflects access to and effort in work related to at least half of the course content for each one-credit course considered eligible for funding, including students who have a withdrawal or incomplete status.
- Revised* e) **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. The following shall apply for this type of situation:
- i) The teachers who provide or supervise the instruction are certificated and knowledgeable about both the CTS and non-CTS course;
 - ii) 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;
 - iii) Information and counselling services make clear that registration in an integrated course is optional;
 - Revised* iv) Students have access to **a minimum of 25 hours of additional instruction per credit over and above that provided for the non-CTS course.** Instructional time does not include teacher convention days, professional development days, parent-teacher interview days, teacher planning days, staff meetings, statutory and school authority-declared holidays, lunch breaks, breaks between classes, supervised study halls, time taken for the registration of students or extracurricular activities;
 - v) Teachers offer each of the integrated courses in accordance with the approved programs of study;
 - vi) 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;
 - vii) The CTS course and the non-CTS course must be graded separately, and credit must be awarded and reported separately;
 - viii) If a CTS course is being integrated with a non-CTS course, then any prerequisite to the CTS course must be met first; and

- ix) 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.

Revised

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 when it has been determined that the student will not be returning in the following term to complete the course and if the funding criteria have been met. Schools are required to maintain and retain records required to support their claim for CEU funding.

Revised

A “withdrawal” status occurs when a student chooses not to complete a course and the school **agrees to remove the student from the course**. 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. Schools are required to maintain and retain records required to support their claim for CEU funding.

13. **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; or
 - g) extra-curricular or co-curricular activities, such as competing on an athletic team.
14. When a **student** meets the criteria of a **funded student** and is attending a **school** in Canada that is providing both an academic and an **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** is required to have an approved tuition agreement under section 62(2) of the *School Act*. The tuition agreement must be approved by the **Minister** and should be submitted to the Assistant Deputy Minister of Corporate Services. Once a tuition agreement is approved, students are eligible for funding under this section only.

REQUIREMENTS

1) Basic instruction funding is based on:

- Revised**
- a) Student registration information in grades 1 to 10 as of September 30 that is submitted to Learner Records & Data Exchange by October 3;
 - 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, course outlines, detail assessment records for student work in the course and course withdrawal for students in grades 10 to 12.
 - c) Student information on Form 02AL1.1b for students attending First Nations **schools**.
 - d) Student information on Form 02AL1.1a for senior high students taking junior high courses.

2. Basic instruction funding for a **school jurisdiction** is calculated as follows:

- New**
- a) For grades 1 to 9, by multiplying the number of **funded students** enrolled on the **count date** by the basic instruction rate;
 - b) For grade 10, by multiplying the number of **funded students** enrolled on September 30 by the applicable program rate; and
 - c) For grades 11 to 12, by multiplying the completed CEUs by the CEU rate, with a maximum of 60 CEUs per student per school year (Sept. to Aug.).
- Revised**

3. Adjustments to enrolment data:

- a) If an adjustment is required to the enrolment data reported to Learner Records & Data Exchange on September 30, **school authorities** must ensure that changes are made to their modification file.
- b) After receiving your first RACERS data, any modification required can be submitted electronically using the Add Change Delete Form (Form 02AL1.1c) before the April 30 deadline.

4. Basic instruction funding for students attending **school** in another province will be based on:

- a) a copy of the agreement under Section 62(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 62 (2) of the *School Act*; and
 - b) Form 02AL1.1b.
- New* 6. Funding for students with special needs who are directed by the resident school jurisdiction to another school jurisdiction under a **sponsorship agreement** will be provided as follows:
- a) The providing/registering school jurisdiction will register the student using the 140 code with the 500-grant code, the appropriate special needs code, and the resident school jurisdiction's school authority code.
 - b) The 140 code results in the student being included in the resident school jurisdiction's September 30 headcount and all related funding is provided by Alberta Learning to the resident school jurisdiction. This ensures that the resident board maintains responsibility for the student. No funding is provided by Alberta Learning to the providing/registering school jurisdiction. Payment for student's program is the responsibility of the resident school jurisdiction.
 - c) For students with severe disabilities coded as 140, the resident school jurisdiction's severe disabilities profile number will not be adjusted; therefore the resident school jurisdiction's severe disabilities funding will remain unchanged.
 - d) The 140 code cannot be used with students coded as 110, 145, 600, or 610.
 - e) The 140 code can only be used by school jurisdictions. The 140 code does not apply to Private schools, Designated Special Education Private Schools and Private ECS operators.
 - f) RACERS will provide a report of resident students who have been coded as 140 by another school jurisdiction.

CONSIDERATIONS

1. For grades 11 and 12, 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 –from September 2002 to August 2005. 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.

New

4. The Alberta School Boards Association (ASBA) has asked Alberta Learning to deduct the ASBA membership fees plus GST from the instruction funding for most **school jurisdictions**. These deductions will be reflected on the October and April funding statements. The deduction is calculated by multiplying a weighted student count times a fee per student (set annually by the ASBA), plus a \$6,500 basic fee charged to each **board**.