

ALLOCATION FORMULA

$$\begin{aligned} \text{Severe Disabilities Allocation} &= \left[\begin{array}{l} \text{Number of } \mathbf{funded\ students} \text{ with} \\ \text{Cognitive, Multiple, Severe} \\ \text{Physical/Medical disability, deafness} \\ \text{or blindness (per profile)} \end{array} \times \begin{array}{l} \text{Applicable} \\ \text{Funding} \\ \text{Rate} \end{array} \right] + \\ &\left[\begin{array}{l} \text{Number of } \mathbf{funded\ students} \text{ with} \\ \text{Severe Emotional/Behavioural} \\ \text{Disability (per profile)} \end{array} \times \begin{array}{l} \text{Applicable} \\ \text{Funding} \\ \text{Rate} \end{array} \right] \end{aligned}$$

ALLOCATION CRITERIA

1. Funding will be provided to **school jurisdictions** based on the established severe disabilities profile for the jurisdiction that includes historical data of the numbers of **students with severe disabilities**, provincial patterns of overall student enrolment growth and projections for growth of the numbers of students with severe disabilities.
2. **Charter schools** are not funded on a severe disabilities profile basis. They are funded on a per eligible **student with severe disabilities** basis.

PROCEDURES, DOCUMENTATION AND REPORTING

1. The **individualized program plan (IPP)** must be supported by appropriate medical, psychiatric, psychological or other professional documentation for each **student with a severe disability** identified and attending a **school** of the jurisdiction.
2. **School jurisdictions** will use the severe disabilities categories/codes and related definitions/criteria outlined in the Glossary of Terms, the *Standards for Special Education* and the *Handbook for Identification and Review of Students with Severe Disabilities* to determine a student's disabling condition for severe disabilities identification purposes.
3. **School jurisdictions** must report **students with severe disabilities** as of September 30, and submit to Information Services by October 3.

ADDITIONAL INFORMATION

1. Students who are registered with one **school jurisdiction** on September 30 and who then move to another **school jurisdiction** after September 30, are not eligible for additional funding because the severe disabilities profiles include accommodation for student movement over the course of the year. This would also apply to students who move from an **institution** (i.e., a hospital program, young offender centre, etc) or from out of province to a **school jurisdiction** after September 30.

Revised

2. A **school jurisdiction** that directs a student with severe disabilities to another **school authority** is responsible for all educational program costs that are not covered by funding provided by Alberta Learning to the **school authority** providing the student's program.
3. **Students with a severe disability** who transfer after September 30 from a **school jurisdiction** to a **funded private school** will be funded through pro-rated funding, based on the March 1 count, provided by Alberta Learning to the **funded private school**. **School jurisdictions** will not be required to transfer funding to the **funded private school**.
4. For **students with severe disabilities** registered with a **funded private school** on September 30, who transfer to a **school jurisdiction** after September 30, severe disabilities funding will be transferred by the **funded private school** to the **school jurisdiction** on a pro-rated basis, based on a 10-month program year. (i.e., for a student who will be in the **school jurisdiction** for 6 months, 6/10 of severe disabilities funding would be transferred from the **funded private school**.)
5. **School jurisdictions** may request an audit of their severe disabilities profile if there are significant increases or decreases to the number of students with severe disabilities by writing to the Director, Special Programs Branch by November 1.

REFERENCES

Standards for Special Education

Handbook for the Identification and Review of Students with Severe Disabilities