

ALLOCATION FORMULA

$$\text{Revised Severe Disabilities Allocation} = \frac{\text{Number of profiled students with severe disabilities}}{\text{Severe Disabilities Rate}}$$

ALLOCATION CRITERIA

1. The relative weighting factor (see Funding Rates) is applied to the Learning Grant Rate to determine the Severe Disabilities rate.
2. Funding will be provided to **school jurisdictions**, excluding **charter schools**, 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**.
3. **Charter schools** are funded on an eligible **student with severe disabilities** basis.
4. Students enrolled in a **blended program**, home education program or **on-line programs** are not eligible for severe disabilities funding.

PROCEDURES, DOCUMENTATION AND REPORTING

1. Funding for **students with severe disabilities** will be based on a jurisdiction profile number but all of the following requirements will need to be maintained and implemented at the school level;
 - a) Assessment and diagnosis by qualified personnel;
 - b) Documentation/assessments of the student's current level of functioning in the learning environment;
 - c) A current **Individualized Program Plan (IPP)** which addresses the student's diagnosed needs; and
 - d) Identification of the levels of support and services being provided to the student.
2. 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.

3. **Students with severe disabilities** included in the profile must receive three or more of the levels of support identified in ADDITIONAL INFORMATION 5 d);
4. **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.
5. **School jurisdictions** must report **students with severe disabilities** as at September 30, and submit to the Information Services Branch by October 5.

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.
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** including a **DSEPS**, are eligible for prorated funding based on the March 1 count. Alberta Learning will provide the prorated funding directly to the **funded private school**, including **DSEPS** if all funding requirements are met. **School jurisdictions** will not be required to transfer severe disabilities funding to the **funded private school**.
4. **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 the Director, Special Programs Branch by November 1.
5. The audit will consider the eligibility and approval of severe disabilities funding based on a review of each student's file. Each file must contain all the following information:
 - a) assessment and diagnosis by qualified personnel (note: a diagnosis alone is not sufficient to qualify for funding);
 - b) documentation/assessments of the student's current level of functioning in the learning environment.
 - c) a current **individualized program plan (IPP)**

- d) identification of the levels of support and services being provided to the student. Students claimed for severe disabilities funding must receive three or more of the following levels of support:
- i) a minimum 0.5 FTE one-to-one instruction/intervention (e.g., teacher and/or teacher assistant time);
 - ii) specialized equipment or assistive technology;
 - iii) assistance with basic care(e.g., toileting, grooming, catheterization);
 - iv) frequent documented monitoring of medical and/or behaviour status; and,
 - v) direct specialized services at cost to the system (e.g., behaviour specialist, orientation and mobility specialist).

REFERENCES

Standards for Special Education

Handbook for the Identification and Review of Students with Severe Disabilities