

**ALLOCATION FORMULA**

1. Up to 60 CEUs for a school year (September to August), including CEUs completed in Integrated Occupational (IO) courses and regular programs, will be funded for each Grade 10 to 12 **funded student**.

- a) Base Instruction – Grades 1-12:

$$\begin{aligned}
 &\text{Base Instruction Allocation} = \left[ \text{Number of } \mathbf{\text{funded students}} \text{ in Gr. 1-9} \right] \times \left[ \text{Base Instruction Rate} \right] \\
 + &\left[ \text{Number of CEUs completed by } \mathbf{\text{funded students}} \text{ in Gr. 10-12 (includes regular day, weekend, evening and summer courses and IO courses at 5/3)} \right] \times \left[ \text{CEU Rate} \right] \\
 + &\left[ \text{Number of } \mathbf{\text{students with special needs}} \text{ in Gr. 10-12} \right] \times \left\{ 35 \text{ CEUs} \times \left[ \text{CEU Rate} \right] \right\}
 \end{aligned}$$

**ALLOCATION CRITERIA**

1. **School jurisdictions** must provide students with access to:
  - a) up to 950 hours of instruction for Grade 1;
  - b) a minimum of 950 hours of instruction for Grades 2 to 9;
  - c) a minimum of 1000 hours of instruction for Grades 10 to 12; and
  - d) a minimum of 25 hours of instruction per high school credit timetabled for both the student and teacher in the same time period.
2. Base instruction funds are provided to a **school jurisdiction** for each **funded student** in Grades 1 to 12. Included in this funding are funds to support programming for students with mild or moderate disabilities and students who are gifted and talented.

3. All individuals who are at least 6 years of age but less than 20 years old on September 1 may be eligible for this funding. See definition of **funded student** in the Glossary of Terms.
4. All individuals age 5 years and 6 months or older, but less than 6 years of age on September 1 are counted as **funded students** (rather than as **funded children**) if they are eligible to enter Grade 1 under the **school** entrance age policy of a **school jurisdiction**. The exceptions are:
  - a) if the **funded child** has spent less than the number of years in the program for which he/she is eligible for funding, i.e., received less than three years of PUF; or
  - b) if the **funded child** has not enrolled in an **ECS program** prior to this age; or
  - c) if the **funded child** has been identified as **developmentally immature** (Code 10).

In these circumstances, when in the opinion of the **school jurisdiction** and the **parent** an **ECS program** is considered the most appropriate placement, the individual is counted as a **funded child** under ECS.

5. Under no circumstances can an individual be counted as both a **funded student** and as a **funded child** in the same school year.
6. An individual who is eligible to proceed to Grade 1 and is less than 7 years old on September 1 who has been assessed as **developmentally immature** and whose program plan involves both ECS and Grade 1 instruction may be counted either as a **funded child** or as a **funded student**.
7. Courses taken by Grade 9 students in the summer program, prior to the start of their Grade 10 fall term, will not be included in the calculation of the 60 CEU annual limit for funding outlined in Allocation Criteria #9 of this section.

8. **Course Completions for Students in Grades 10 to 12**

Base Instruction funding for senior high school students is based on the principle that instructional services are provided and courses are completed. Instructional services must be timetabled for both students and teachers and ensure that students have access to at least 25 hours of instruction per high school credit.

**Revised** The Board Chairman, Superintendent and Secretary-Treasurer of the **school jurisdiction** are required to sign the following Declaration of Management on an annual basis:

“As the Superintendent and Secretary-Treasurer, we certify that the Credit Enrolment Units (CEUs) submitted by the jurisdiction are complete, accurate and do not contravene, either directly or indirectly, the funding requirements for CEU funding as outlined in Alberta Education’s *Funding Manual for School Authorities*. As the Board Chairman, Superintendent, and Secretary-Treasurer, we support the education practices of the jurisdiction and affirm that the policies of the jurisdiction are in alignment with the intent of education funding to provide a quality education that best meets the needs of students.”

This declaration will be included in RACERS and must be printed, signed and submitted to School Finance. The Declaration of Management form can also be found in the Forms section of this Manual as Form 05AE1.2d. The declaration will be considered part of the accountability of **school boards** in reporting CEUs for funding and programming purposes.

Courses delivered to students and claimed for funding must meet the conditions in this Funding Manual and must also comply with all other Alberta Education policies, regulations and legislation, such as the *Guide to Education ECS to Grade 12* and the *School Act*. See the General Conditions that Apply to Funding in the Introduction section of this Manual. Among the conditions that all courses must meet are the following:

- a) a regular course (non-CTS) is considered completed for funding purposes when:
  - i) a student has earned a final mark of 50% or better in the course; or
  - ii) a student has:
    - a.) earned a final mark of 25% or greater but less than 50% in the course, and
    - b.) has attended at least 50% of the classes in the course or has worked on and been assessed on at least 50% of the course content.

**Revised**

When a student changes from one course to another within an academic program in the same term (e.g. student switches from Social Studies 10 to Social Studies 13), **school jurisdictions** shall only claim one course for funding.

**Updated**

For diploma examination courses condition 8(a) only applies to the school-awarded portion of the mark.

- b) for regular courses delivered to students on-line or by distance learning the attendance funding criteria may not apply. Funding will be provided if the student has:
  - i) earned a final mark of 50% or better in the course, or
  - ii) earned a final mark of 25% or greater, but less than 50% in the course and has worked on and been assessed on at least 50% of the course content.

- c) for all regular courses (non-CTS), **schools** must maintain course outlines, detailed assessment records of student work in the course, records of student withdrawal, student attendance, and final marks. Also see Procedures, Documentation and Reporting in this section for more details.
- d) a one credit CTS course is considered completed for funding purposes when a student has worked on and been assessed on at least 50% of the course content.
- e) funding will not be provided for a CTS course if the prerequisite(s) was not completed in the same term or a prior term.
- f) for all CTS courses, **schools** must maintain course outlines and detailed assessment records of student work in the course, records of student withdrawal and final marks. Also see Procedures, Documentation and Reporting in this section for more details.
- g) Base Instruction funding will be provided for **funded students** in Grades 10 to 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*.
- h) students are not restricted in the number of credits they can take in a school year.
- i) Course Completion Status:

All course submissions for funding require a course completion status code. The following describes the status codes.

- a “complete” (COM) status should be used when a student finishes a regular course or when a student successfully completes a CTS course. A course completion status of COM may be used for all courses.
- a “withdrawal” (WDR) status should be used when a student chooses not to complete a course and the **school** agrees to remove the student from the course. When a completion status of WDR is used, the course will not appear on a student’s transcript. A course completion status of WDR may be used for all courses.
- an “incomplete” (INC) status should be used when a student does not withdraw from a CTS course yet does not demonstrate mastery of all the learner expectations identified in the Program of Study. An incomplete status has no associated mark(s). A course completion status of INC may only be used for CTS courses.
- when a course is reported as eligible for funding, all funding conditions must be met and all supporting documentation maintained, regardless of the completion status reported.

9. **Funding for Funded Students in Grades 10 to 12**

Base Instruction funding for students in Grades 10 to 12 is based on the following:

- a) funding is provided on a credit enrolment unit (CEU) basis for senior high school courses completed during regular daytime hours, weekends, evening 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. For courses with a credit value of 1, funding is based on 1 CEU;
- Revised**b) funding is provided for credits in senior high school courses completed during weekends (Saturday and Sunday), statutory holidays, evenings (after 6:00 p.m.), and during the summer break, 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;
- Revised**d) funding is provided for RAP, Work Experience, 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);
- Updated** g) funding is provided for credits earned through locally developed senior high school credit courses, where instruction is provided, and if the school jurisdiction is authorized to deliver the course (see Guide to Education –section on Locally Developed/Acquired and Authorized Junior/Senior High Optional Courses).
- 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;
- Revised** j) funding is provided for students in senior high school who take a junior high course for 125 hours; the equivalent of 5 CEUs will be funded for each course completed (Form 05AE1.2a);

- k) for **students with special needs** (identified with the 500 Grants code) who on September 30 are classified as senior high students, funding is provided based on 35 CEUs. Additional funding based on CEUs will be provided for course credits completed in the summer months by **students with special needs**;
- l) Integrated Occupational (IO) courses credits completed will be converted to CEUs at 5/3 times the credit value;
- m) students registered on September 30 and enrolled in at least one of the following ESL courses: ESL 1120, 1121, 1123 or 1125, will be funded at the rate of 17.5 CEUs per student per semester of ESL courses taken. No additional funding is provided for other courses completed during these semesters. Students taking ESL courses or non-ESL courses during the summer term will be funded on a CEU basis;
- n) funding is provided for credits granted through **challenge assessments** at 20 percent of the CEU value for the course(s) challenged;
- o) when a student takes two French as a Second Language courses by instruction in the same term only one course will be funded;
- p) funding based on 35 CEUs is provided for senior high school students enrolled in Institutional programs (Code 550) on September 30;
- q) for Grades 10 to 12, when a student transfers from one high school to a high school in another **school authority** during a term in which a course is offered, the **school authority** that provided the majority of instructional minutes will receive the funding from Alberta Education;
- r) funding based on the Base Instruction rate is provided for each Alberta **funded student** who is on a **reciprocal exchange program** approved by Alberta Education; and
- s) funding is provided for Alberta **funded students** enrolled with a Lloydminster school division high school on September 30.

#### 10. CEU Funding Penalty Schedule

Updated/New

- a) A 10% funding reduction penalty will be applied for the following Access to Instructional Hours violations:
  - i) Courses where access to instruction is found to be less than 25 hours per high school credit (20.8 hours per credit for a 3 credit course).
  - ii) When a school timetables several high school courses in the same block and the access to instruction for courses offered is found to be less than 25 hours per credit.
  - iii) Courses/classes with unreasonably high enrollments where it is determined that it is not reasonable or even possible for a large number of students to have access to 25 hours of instruction per credit.

- iv) Where a high school student does not have access to at least 1000 hours of instruction.
- b) A 100% funding reduction penalty will be applied when:
  - i) Courses taught did not follow the Program of Studies.
  - ii) A school that has been assessed a penalty previously, continues to be non-compliant.
  - iii) Courses have both access to instruction and Program of Studies contraventions.
- c) A 75% funding reduction penalty will be applied when:
  - i) Special Projects do not meet the programming requirements set out in the Guide to Education.

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

Base 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 with status who reside on a reserve**;
  - d) high school credits taken by junior high school students (except for summer courses, if the student taking the course is eligible to enter Grade 10 in the next school year). 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, co-curricular, or community-based activities such as competing on an athletic team.
12. 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** or other substantive selection method 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 Governance and Program Delivery Branch. Once a tuition agreement is approved, students are eligible for funding under this section only.

13. The following applies for students with mild or moderate disabilities or students who are gifted and talented who are attending a **Designated Special Education Private School (DSEPS)**:

- a) The **DSEPS** must advise **parents** of the need to discuss their child's mild or moderate disability, or gifted and talented special needs eligibility and programming options with their **resident board** prior to enrolment in the **DSEPS**. The **resident board** must retain a record of the discussion.

**Parents** are required to consult with a school official of their **resident board** regarding their child's special education programming options. A **parent** consultation must involve all of the following:

- i) a **school** official of the **resident board** (e.g. the Principal or Special Education Coordinator) must inform the **parent(s)** that their child has been assessed as having a mild or moderate disability or gifted and talented special need;
- ii) the **resident board** must offer and explain to the **parent** what type of special education programming the **resident board** can provide for the student;
- iii) if, after being advised of the program the **resident board** can provide, the **parent(s)** decides to enroll their child in a **DSEPS**, the **parent(s)** must notify the **resident board** that their child is leaving the **school** to go to a **DSEPS**.

**New** The **resident board** official must retain a record of the discussion with the **parent(s)** to document the **parent** consultation.

When the **student with a mild or moderate disability** or who is gifted and talented is enrolled in a **DSEPS**, funding of \$9,353 per student will be paid directly to the **DSEPS**, with no cost to the **resident board** if enrolment occurs on or before September 30. These students must be coded by the **DSEPS** using the funding codes 110 and 500 with the applicable special needs 50s code (mild/moderate) or 80 code (gifted and talented).

If a **parent** enrolls their child in a **DSEPS** without consulting with the **resident board** on the child's eligibility for special education programming, the **DSEPS** will only be eligible for funding of \$5,825 (rather than the funding of \$9,353) for these students. These students must be coded by the **DSEPS** using the funding code 500 with the applicable special needs 50s code (mild/moderate), or 80 code (gifted and talented). The 110 code cannot be used for these students.

The **DSEPS** will report all students enrolled on September 30 in their **schools** to the Information Services Branch. **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 list by December 15 to the Director of School Finance, Alberta Education, confirming which students' parents discussed placement options with their resident

**school jurisdiction** and which did not. This confirmation will determine the **DSEPS** Base instruction funding rate paid by Alberta Education.

- b) For students with a mild or moderate disability or students who are gifted and talented enrolled with a **school jurisdiction** on September 30 who transfer to a **DSEPS** after September 30 in the current school year (or vice versa), funding will no longer be required to be transferred by the **school jurisdiction** or by the **DSEPS** on a pro-rated basis.
- c) No pro-rated Base instruction funding will be provided by Alberta Education to the **DSEPS** for students enrolled after September 30.
- d) A **school jurisdiction** that directs a student to a **DSEPS** will pay all program costs that are not covered by funding provided by Alberta Education to the **DSEPS**.

## DOCUMENTATION AND REPORTING REQUIREMENTS

1. Base instruction funding is based on:
  - a) Student registration enrolments in Grades 1 to 9 as of September 30 that is submitted to the Information Services Branch by October 5;
  - 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, final marks, course outlines, detail assessment records for student work in the course and records of course withdrawal for students in Grades 10 to 12.
  - c) Student information on Form 05AE1.2b for students attending First Nations **schools**.
  - d) Student information on Form 05AE1.2a for senior high students taking junior high courses.
  - e) See Part 7, Section 7.7 for information on Enrolment Counts and Conflicts.
2. Adjustments to enrolment data:
  - a) If an adjustment is required to the enrolment data reported to the Information Services Branch on September 30, **school jurisdictions** must ensure that changes are made to their modification file.

- b) After receiving your first RACERS data, any modification required can be submitted using the “Add, Modify, Delete” form in the Funding Events System (FES) or using the paper form (Form 05AE1.2c), by the April 30 deadline.
3. Base Instruction funding for **funded students** attending **school** in another province will be based on:
- a) a copy of the agreement under Section 62(2) of the *School Act*; and
- b) a letter indicating the student's name, birth date and grade and Alberta Student Number (ASN).
4. Base Instruction funding for **funded 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 05AE1.2b
5. Funding for **students with special needs** who are directed by the resident **school jurisdiction** to another **school jurisdiction** under an **educational services 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) Using the Code 140, ensures the student is included in the resident **school jurisdiction's** September 30 headcount and all related funding is provided by Alberta Education to the resident **school jurisdiction**. This ensures that the resident board maintains responsibility for the student. No funding is provided by Alberta Education to the providing/registering **school jurisdiction**. Payment for a 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 cannot be used by **private schools, Designated Special Education Private Schools (DSEPS) or private ECS operators**.
- f) RACERS will provide a report of **resident students** who have been coded as 140 by another **school jurisdiction**.

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## ADDITIONAL INFORMATION

### FEES AND DEDUCTIONS

1. Access Copyright (formerly Cancopy):

Alberta Education has an agreement with the Canadian Copyright Licensing Agency (Access Copyright). Most **schools** in the province are covered in the license. Alberta Education makes the payment for the license on behalf of all participating **school jurisdictions** and **charter schools**. The costs of the license, plus GST, is recovered from **school jurisdictions** and **charter schools** on a full-time equivalent student basis.

2. EduLink:

EduLink, a multi-function data exchange software tool has been created to help simplify current data management and exchange processes.

The College 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 Education will deduct approximately 35¢ plus GST per **funded student** and **funded 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 **funded child** count. The deduction will be reflected on the September 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 Education 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.

3. Alberta School Boards Association (ASBA):

The Alberta School Boards Association (ASBA) has asked Alberta Education 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**.