

ALLOCATION FORMULA

$$\text{Severe Disabilities Allocation} = \text{Number of profiled students with a severe disability} \times \text{Severe Disabilities Rate}$$

ALLOCATION CRITERIA

1. The relative weighting factor is applied to the Education Grant Rate to determine the Severe Disabilities rate.
2. Funding is 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 a severe disability**, provincial patterns of overall student enrolment growth and projections for growth of the numbers of **students with a severe disability**.
3. **Charter schools** are funded on an eligible **student with a severe disability** basis, Revised in accordance with the Conditions and Requirements in Section 3.3.

DOCUMENTATION AND REPORTING REQUIREMENTS

1. Funding for **students with a severe disability** will be based on a jurisdiction program 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 a severe disability** 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 and codes as outlined in the definition of **students with a severe disability** in the Glossary of Terms, the *Standards for Special Education, Amended June 2004* and the *Handbook for the Identification and Review of Students with Severe Disabilities* to determine a student's eligibility and to properly code the student for funding purposes.
5. **School jurisdictions** must report **students with a severe disability** as of 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 during 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 a severe disability** to another **school authority** is responsible for all educational program costs that are not covered by funding provided by Alberta Education 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 accredited private school** including a **DSEPS**, are eligible for prorated funding based on the March 1 count. Alberta Education will provide the prorated funding directly to the **funded accredited private school**, including **DSEPS** if all funding requirements are met. **School jurisdictions** will not be required to transfer severe disabilities funding to the **funded accredited 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 a severe disability** 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 types of support and services being provided to the student. Students claimed for severe disabilities funding must receive three or more of the following types of support:
 - i) a minimum 0.5 FTE one-to-one instruction/intervention/support (e.g., specialized 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).
6. For **students with a severe disability** in a **charter school**, who transfer after September 30 to a **funded accredited private school**, (or vice versa), severe disabilities funding must be transferred by the **charter school** to the **funded accredited private school**, (or vice versa), on a pro-rated basis, based on a 10 month program year.

REFERENCES

Standards for Special Education, Amended June 2004

Handbook for the Identification and Review of Students with Severe Disabilities