

ALLOCATION DESCRIPTION

New

This funding, which is in addition to Base Instruction funding, is provided to address the costs associated with providing the appropriate services and supports for **students with a severe disability**. This is an allocation method only; **school jurisdictions** have maximum flexibility to use these funds in whatever manner best meets their local needs.

ALLOCATION FORMULA

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

ALLOCATION CRITERIA

Revised

1. 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 enrollment growth and projections for growth of the numbers of **students with a severe disability**.
2. Funding is provided to **charter schools** based on the eligibility of individual **students with a severe disability**. **Charter schools** that claim funding for **students with a severe disability** must comply 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** enrolled as of the **count date**, to the Information Services Branch by October 5.

ADDITIONAL INFORMATION

1. Students who are registered with one **school jurisdiction** on the **count date** and who then move to another **school jurisdiction** after the **count date**, 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 the **count date**.
2. A **school jurisdiction** that directs a **student with a severe disability** under an **educational services agreement** 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. When a **student with a severe disability** transfers after the **count date** from a **school jurisdiction** to an **accredited-funded private school**, including a DSEPS, the **school jurisdiction** is not required to transfer severe disabilities funding to the **accredited-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 a severe disability** by writing the Director, Special Programs Branch by November 1.

Revised

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) specialized equipment or assistive technology;
 - ii) assistance with basic care (e.g., toileting, grooming, catheterization);
 - iii) a minimum 0.5 FTE one-to-one instruction/intervention/support (e.g., specialized teacher and/or teacher assistant time);
 - 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 the **count date** to an **accredited-funded private school** (or vice versa), severe disabilities funding must be transferred by the **charter school** to the **accredited-funded 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