

**ALLOCATION DESCRIPTION**

This funding is provided to address the costs associated with providing instructional programs and services for **funded students** including **students with special education needs**, and system administration. This is an allocation method only; **school jurisdictions** have the flexibility to use these funds to best meet their local needs.

**ALLOCATION FORMULA**

1. Up to 60 CEUs per school year (September to August), including CEUs completed in Knowledge and Employability (K&E) courses and regular programs, will be funded for each Grade 10 to 12 **funded student**.

- a) Base Instruction – Grades 1-12:

$$\begin{aligned}
 &\text{Base Instruction Allocation} = \left[ \text{Number of } \mathbf{\text{funded students}} \text{ in Gr. 1-9} \times \text{Base Instruction Rate} \right] \\
 + &\left[ \text{Number of CEUs completed by } \mathbf{\text{funded students}} \text{ in Gr. 10-12 (includes regular day, weekend, evening summer courses and K\&E courses at 8/5)} \times \text{CEU Rate} \right] \\
 + &\left[ \text{Number of } \mathbf{\text{students with special education needs}} \text{ in Gr. 10-12} \times \left\{ 35 \text{ CEUs} \times \text{CEU Rate} \right\} \right]
 \end{aligned}$$

**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 to 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 program, 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 who is less than 7 years old on September 1 and 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. High school 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. Funding may be provided to the **resident board** of a **funded student** who attends **school** in another **school jurisdiction** with which their **resident board** has an **education services agreement**. The agreement must be submitted to the School Finance Branch by October 19 for review and funding approval.
9. Funding may be provided to the **resident board** of a **funded student** who attends **school** in another province with which the **resident board** has an **education services agreement**. The agreement must be submitted to the School Finance Branch by October 19 for review and funding approval.

---

**10. High School 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.

The Board Chair, 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 Enrollment 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 Chair, 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 07AE1.2d. The declaration will be considered part of the accountability of **school boards** in reporting CEUs for funding and programming purposes.

High school courses delivered to students and claimed for funding must meet the conditions in this Funding Manual, and the *Guide to Education: ECS to Grade 12* and must also comply with all other Alberta Education policies, regulations and legislation. 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) submitted as complete (COM) or withdrawn (WDR) is considered completed for funding purposes when:
  - i) a student has earned a final mark of 50% or greater in the course; or
  - ii) a student has earned a final mark of 25% or greater but less than 50% in the course, and 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.

If a student changes from one course to another within an academic program in the same term (e.g. student switches from Social Studies 10-1 to Social Studies 10-2), **school jurisdictions** shall only claim one course for funding.

For diploma examination courses condition 9(a) only applies to the school-awarded portion of the mark.

- b) for regular courses submitted as complete (COM) or withdrawn (WDR) and delivered to students online or by distance learning, the attendance funding criteria may not apply. Funding will be provided if the student has:
- iii) earned a final mark of 50% or greater in the course, or
  - iv) 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 submitted as completed (COM), incomplete (INC) or withdrawn (WDR) 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) students are not restricted in the number of credits they can take in a school year.
- h) Course Completion Status Codes:

All courses submitted for funding are required to have a course completion status code. Descriptions of the status codes are provided below. For information on the submission of student achievement results using these codes please refer to the *Guide to Education: ECS to Grade 12*.

**Revised**

- a “complete” (COM) status code should be used when a student finishes a regular course or when a student successfully completes a CTS course. A COM status code may be used for all courses. When a COM status code is used, a mark is submitted to Alberta Education and the course appears on the student transcript.
- a “withdrawal” (WDR) status code should be used when a student chooses not to complete a course and the **school** agrees to remove the student from the course. A WDR status code may be used for all courses. When a WDR status code is used, a mark is not submitted to Alberta Education and the course does not appear on the student transcript.

- an “incomplete” (INC) status code 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 Studies*. An INC status code may only be used for CTS courses. When an INC status code is used, no mark is submitted and the course does not appear on the student transcript.

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.

#### 11. **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 enrollment 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;
- b) funding is provided for 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;(Off-Campus Education Programs and Special Projects courses are exceptions to these rules - see the *Guide to Education: ECS to Grade 12* for more details)
- c) funding is provided for Alberta Distance Learning (ADL) courses paid by a **school jurisdiction** for students whose marks are reported by the ADLC;
- d) funding is provided for Off-Campus Education Programs, 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% 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);

- g) funding is provided for 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: ECS to Grade 12* –section on Locally Developed/Acquired and Authorized Junior/Senior High Optional Courses).

School authorities offering locally developed senior high school complementary courses must be granted the use of a course code by Alberta Education to receive the relevant Credit Enrollment Unit (CEU) funding. Course codes are provided to school authorities, valid for a specified term, for each senior high locally developed course that has been locally authorized through a board motion and meets policy requirements and submission deadlines.

School authorities shall forward all completed authorizations and course outlines of credit courses (including second language courses) to the Director, Curriculum Branch by May 31 for implementation in the first semester of the following school year, or by December 31 for implementation in the second semester of the same school year.

For additional information, please refer to *Policy 1.2.1 – Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses* at [www.education.gov.ab.ca/EducationGuide/polplan/polregs/121.asp](http://www.education.gov.ab.ca/EducationGuide/polplan/polregs/121.asp)

- 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 ;
- 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 06AE1.2a);
- k) funding based on 35 CEUs is provided for senior high school **students with special education needs** (identified with the 500 grants code). Additional funding based on CEUs will be provided for course credits completed in the summer months by **students with special education needs**;
- l) Knowledge and Employability (K&E) course credits completed and credits completed for any remaining Integrated Occupational (IO) courses will be funded at 8/5 times the CEU value;
- m) students registered on the **count date** and enrolled in at least one of the following ESL courses: ESL 1120 (level 1), 1121 (level 2), 1122 (level 3), 1123 (level 4) or 1125 (level 5), 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% 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, unless 25 hours of instruction per credit is provided;
- p) funding based on 35 CEUs is provided for senior high school students enrolled in Institutional programs (code 550) on the **count date**;
- q) funding based on 35 CEUs is provided for **high school refugee students** (code 640). **High school refugee students** enrolled in Home Education programs, **Blended programs**, **Outreach programs** or **Online programs** are not eligible for this funding.
- r) 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 the hours of instruction will receive the funding from Alberta Education;
- s) Base Instruction funding is provided for each Alberta **funded student** who is on a **reciprocal exchange program** approved by Alberta Education; and
- t) funding is provided for Alberta **funded students** enrolled with a Lloydminster school division high school on the **count date**.

## 12. CEU Funding Recovery Schedule

- a) A 10% funding recovery 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 recovery 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 recovery will be applied when:
  - i) Special Projects do not meet the programming requirements set out in the *Guide to Education: ECS to Grade 12*.

13. **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) 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;
- d) post-secondary courses, including those that have been approved as locally developed courses;
- e) credits granted through evaluation of out-of-province courses; or
- f) extra-curricular, co-curricular, or community-based activities such as competing on an athletic team.

14. A student may be funded for an academic program associated with an activity program offered outside of Alberta (but in Canada) if:

Revised

- a) the student meets the criteria of a **funded student**; and
- b) the activity program is not offered in Alberta; and
- c) the student was selected by **audition** or another substantive selection method to be part of the program; and
- d) a signed **educational services agreement** has been submitted to Alberta Education

Revised

To access funding, the **funded student's resident board** must enter into an **education services agreement** with the party providing the activity program. The agreement must be submitted to the School Finance Branch by October 19 for review and funding approval.

15. The following applies for students with mild to moderate disabilities who attend a **Designated Special Education Private School (DSEPS)**:

Revised

- a) A **DSEPS** must advise **parents** of the need to discuss their child's mild to moderate disability and programming options with their **resident board** prior to enrollment in a **DSEPS**. The **resident board** official must retain a record of the discussion with the **parent(s)** to document the **parent** consultation.

**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 review with the **parent(s)** the assessment that diagnosed their child with a mild to moderate disability;

- 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**.

**Revised** When a **student with a mild to moderate disability** is enrolled in a **DSEPS**, funding of \$10,019 per student will be paid directly to the **DSEPS**, with no cost to the **resident board** if enrollment occurs on or before the **count date**. These students must be coded by the **DSEPS** using the codes 110 and 500 with the applicable mild/moderate 50's code.

**Revised** If a **parent** enrolls their child in a **DSEPS** without consulting with the **resident board** on the child's need for special education programming, the **DSEPS** will only be eligible for funding of \$6,240 (rather than the funding of \$10,019) for these students. These students must be coded by the **DSEPS** using code 500 with the applicable mild/moderate 50's code. The code 110 cannot be used for these students.

The **DSEPS** will report all students enrolled on the **count date** in their **schools** to the Client Relationship Services. **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** Instruction funding rate paid by Alberta Education.

- Revised** b) For **students with mild to moderate disabilities** enrolled with a **school jurisdiction** on the **count date** who transfer to a **DSEPS** after the **count date** during the 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 instruction funding will be provided by Alberta Education to the **DSEPS** for students enrolled after the **count date**.
- 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 enrollments in Grades 1 to 9 as of the **count date** that are submitted to Client Relationship Services by the **submission date** (October 3);
- b) Course completion information for students in Grades 10 to 12 as follows:
  - i) Student Information System for specific enrollment; and
  - ii) Student Records System/Course Information Database System (CIDS) for course marks;

**Note: 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 07AE1.2b for students attending First Nations schools on a reserve.
- d) Student information on Form 07AE1.2a for senior high students taking junior high courses.
- e) See Part 8, Section 8.7 for information on Enrollment Counts and Conflicts.

2. Adjustments to enrollment data:

- a) If an adjustment is required to the enrollment data reported to the Client Relationship Services on the **count date**, **school jurisdictions** must ensure that changes are made to their modification file.
- b) After receiving the first RACERS data set, any modification required can be submitted using the "Add, Modify, Delete" form in the Funding Event System (FES) or using the paper form (Form 07AE1.2c), by the April 30 deadline.

3. Base Instruction funding for **funded students** attending **school** in another province will be based on:

- Revised**
- a) An **education services agreement** that has been submitted to the School Finance Branch by October 19 and approved for funding; and
  - b) a letter indicating the student's name, birth date, grade and Alberta Student Number (ASN).

4. Base Instruction funding for **funded students** that are attending a First Nations school on a reserve will be based on:

Revised

- a) a copy of an agreement under Section 62(1) of the *School Act*. The agreement must be submitted by October 15, 2007 to the School Finance Branch for review and approval for funding; and
- b) Form 06AE1.2b

5. Funding for **students with special education 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 code 140 with the code 500, the appropriate special education code, and the resident **school jurisdiction's school authority** code.
- b) The code 140, ensures the student is included in the resident **school jurisdiction's count date** 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** with a 140 code, 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 data sets will provide a report of **resident students** who have been coded with 140 by another **school jurisdiction**.

6. To receive 35 CEUs of Base Instruction funding for **high school refugee students** (code 640), **school jurisdictions** must:

Revised

- a) Have on file:
  - a refugee claim to the Immigration and Refugee Board (IRB) within the past year and
  - an Acknowledgement of Convention Refugee Claim

---

## 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 2005 to August 2008. 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 \$200,000 to Edmonton Catholic Schools, the host **board**. This funding provides for the annual maintenance budget but does not address the cost of any 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**.

If a board wishes to be billed directly by the ASBA for membership fees (rather than continue the automatic deduction by Alberta Education), they should submit a written request to the ASBA before the start of the school year and send a copy to the Director of the School Finance Branch, Alberta Education.