

ALLOCATION DESCRIPTION

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

ALLOCATION FORMULA

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

ALLOCATION CRITERIA

Revised

1. Funding is provided to **school jurisdictions**, excluding **charter schools**, based on an established severe disabilities profile for a school jurisdiction. The severe disabilities funding profile numbers will be updated through an audit that will be done during 2007-2008. If a school jurisdiction's severe profile increases as a result of the audit, the new profile will be retroactively applied back to September 2007. If a school jurisdiction's severe profile decreases, the new profile will take effect in September 2008.
2. Funding is provided to **charter schools** based on the eligibility of a **student with a severe disability**. **Charter schools** that claim funding for **students with severe disabilities** must comply with the conditions and requirements in Section 3.3.

DOCUMENTATION AND REPORTING REQUIREMENTS

1. Funding for **students with severe disabilities** will be based on a jurisdiction severe 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.

- Revised
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. The **IPP** should be developed using the *Standards for Special Education, Amended June 2004*.
 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 and codes as outlined in the definition of **students with severe disabilities** in the Glossary of Terms, the *Special Education Coding Criteria 2007/2008* 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 severe disabilities** enrolled as of the **count date**, to Client Relationship Services by the **submission date** (October 3).

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** (e.g. 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 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 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 severe disabilities** 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

Special Education Coding Criteria 2007/2008

Standards for Special Education, Amended June 2004

Handbook for the Identification and Review of Students with Severe Disabilities