

**MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,
AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"**

SECTION 400 – Business Administration

ADMINISTRATIVE PROCEDURE:

SPECIALIZED LEARNING SUPPORT (SLS) ALLOCATIONS

<i>PROCEDURE CODE:</i>	<i>406 AP 003</i>
Policy Reference: 406 – Site-Based Instructional Budget	

PROCEDURE

School SLS allocations will be used to meet the diverse needs of students as a response to the continuum of supports. In order to allocate these resources, the jurisdiction will use data provided by the Province and the Federal government with respect to socio-economic data. This process shifts the conversation from a deficit model (one where we expect schools to make a case for how needy individual students are in order to justify the addition of resources) to one where site and central office staff focus time and energy on shared action to meet student needs.

ALLOCATION MODEL

1. School SLS Profile:

School SLS Profiles shall be built on the most current information available based upon the following six indicators:

- 1.1. Average Family Income (SES)
- 1.2. Single Parent Families (SES)
- 1.3. Coded Students
- 1.4. FNMI (First Nations, Métis & Inuit) Students
- 1.5. EAL (English as Additional Language) Students
- 1.6. Refugee Students

Outreach and Specialized Programs shall be excluded from this profile as these programs will be funded on a stand-alone basis outside of this allocation model.

2. SLS Fund:

An SLS Fund shall be established each year by the Division based on availability of funds. At the time of drafting this procedure the amount was determined to be \$6,387,200 (2024-25).

In addition, various other supports are provided from the Division budget including Student Services (i.e. EAL supports, psychological, student and family supports).

3. Specialized Programs:

Specialized Programs funded for the upcoming school year (2024-25) is as follows:

Specialized Programming Division \$1,319,500 (subject to change).

4. Allocation Model:

4.1. Thirty percent (30%) of the balance of the funds (SLS Fund minus Specialized Program Funding) shall be distributed to the schools based upon the proportion of students at their school (per capital basis using Kindergarten to grade 12 student FTE).

4.2. The remaining seventy percent (70%) shall be distributed to the school based on the above school profile using the following weighting for each indicator:

Average Family Income	(SES)	25%
Single Parent Families	(SES)	15%
Students with a Code		40%
FNMI Students		5%
EAL Students		5%
<u>Refugee Students</u>		<u>10%</u>
		<u>100%</u>

5. Allocation Model Calculations:

5.1. Average Family Income – is based on Socio Economic data that is provided by the Province and originates from Statistics Canada. Points will be awarded based on the following criteria:

- 5.1.1. five (5) points being awarded to the school whose families are within the fifth income band;
- 5.1.2. four (4) points if in the fourth band;
- 5.1.3. three (3) points if in the third band;
- 5.1.4. two (2) points in the second band; and
- 5.1.5. one (1) point in the highest income band.

The portion of the fund that is allocated for Average Family Income (i.e. 25%) will be allocated to the respective schools based on their proportion of the total points allocated.

5.2. Single Parent Families – is based on Socio Economic data that is provided by the Province and originates from Statistics Canada. Points will be awarded based on the following criteria:

- 5.2.1. six (6) points being awarded to the schools whose students come from the highest percentage of single parent families;
- 5.2.2. five (5) points in the next highest;
- 5.2.3. four (4) points in the next highest;



5.2.4. three (3) points if in the next highest;

5.2.5. two (2) points in the third highest and one (1) point in the schools with the lowest percent of single parent families.

The portion of the fund that is allocated for Single Parent Families (i.e. 15%) will be allocated to the respective schools based on their proportion of the total points allocated.

5.3. Students with a Code – Students with ‘severe’ codes will be weighted as three (3) times that of a student coded as ‘mild to moderate’. The total weighted students will then be determined at each school. The portion of the fund that is allocated to students with a code (i.e. 40%) will be allocated to the respective schools based on their proportion of the total weighted code count.

5.4. FNMI Students – Students who identify as First Nations, Métis and Inuit will be funded at a per capita basis.

5.5. EAL Students – EAL funding will be allocated to each school on a per capita basis.

5.6. Refugee Students – Funding for Refugee Students will be allocated to each school on a per capita basis.

SHARED DECISION MAKING

The School Administration, in consultation with the Executive Team, will determine how to use the resources.

The resources may be spent on additional Teacher FTE, Education Assistant FTE, or other specialized staff or services as deemed appropriate and to meet student needs. The funding allocated through this model must be spent on human resources whose entire role is to support inclusion.

The Administration must demonstrate to the Executive Team that these resources are being used to support inclusion.

It is expected that School Administration will consult with professional staff regarding these decisions.

Approved: October 24, 2017

Revised: April 22, 2024

