

Diploma Exam Accommodations

Accommodations: Overview, Eligibility, Process and Administration

Alberta Education is committed to providing access to educational opportunities for all students. Ensuring access to diploma exams and consistent application of exam standards requires standardized criteria for accommodations. Such accommodations are reserved for students with special diploma exam writing needs for whom the writing of a diploma exam would not be possible without a specific accommodation.

The goal of accommodation(s) is to ensure access to the exam, not to optimize or enhance performance. Therefore, accommodations are not intended to:

- alter the nature of the construct being assessed by an exam;
- provide accommodated students with an advantage when compared to students taking exams under regular, standardized conditions; or
- compensate for a skill or knowledge deficit.

Note: Exemptions or partial exemptions will not be granted for students because they were not eligible for accommodations at the time of writing or denied their request for accommodations.

Accommodation Types

Diploma exams may be administered using one or more of the following accommodations:

1. CD/MP3 version (for visual impairment)
2. CD/MP3 version (for learning or physical disability)
3. Extra writing time
4. Frequent breaks
5. Scribe
6. Large-print version
7. Braille version
8. Reader
9. Sign-language interpreter
10. Recorded response
11. Franklin Language Master
12. Coloured Paper
13. Text-to-speech software
14. Speech-to-text software
15. Ambient Noise Audio

Unique Accommodations

Unique accommodations are any accommodation not listed above (#1 – 15). Arrangements for students to receive unique accommodations may be possible through Alberta Education and the Special Cases and Accommodations Team will review on a case-by-case basis (see *Alberta Education Review Process* below).

Writing in Isolation and Use of Computers

Writing in isolation and the use of computers are not accommodations. Both are school decisions determined by internal school business processes, availability and supervision.

Terminology

- **Process Manager:** Staff at school-level who organizes the requests and operates as school contact for all communication related to the requests.
- **Deficiency Notification:** The accommodation request has been received; however, the supporting documentation is incomplete. Special Cases and Accommodations team members will outline the specific materials needed to complete the review the request by email.
- **Case Suspended:** The material required for review has not been received by the deadline provided by the Special Cases and Accommodations team. An official case decision has not been rendered. Cases can be reopened once all additional information requested has been submitted.
- **Request to Reconsider a Case Decision:** Prior to appealing a case decision to Special Cases Committee, Special Cases and Accommodations team may reconsider the original decision with submission of new official documentation to support the request. Process Managers must submit a *Request to Reconsider* form with the new information. This form can be obtained by emailing Special.Cases@gov.ab.ca.
- **Appeal:** This is a formal appeal to the Special Cases Committee.

Accommodations Eligibility and Process

All accommodations must be based on demonstrated need and reviewed using a common set of standards across the province. Some accommodations are reviewed within the school authority, while others must be reviewed by Alberta Education’s Special Cases and Accommodations Team.

Population/Accommodation	School-Level	School Authority	Alberta Education
Student has been Coded (Exceptional Code or 710 K&E) and Uses Listed Accommodations (#1-15)		✓	
All ESL and Francisation Students (Coded and Non-Coded)		✓	
Generalized Anxiety and Test Anxiety: Student has a learning plan, medical documentation, and a history of using the accommodation		✓	
Student is not Coded			✓
Student Uses Unique Accommodations			✓
Sudden Physical Medical Conditions	✓		
Mature Students Not Registered for Instruction			✓

Eligibility Criteria

Evidence that there is a demonstrated need for accommodation(s) and the student routinely uses accommodation(s) must be accessible in the official student record for all accommodation requests.

Population/Accommodation	Criteria	Notes
<p>Student has been Coded (Exceptional Code or 710 K&E) and Uses Listed Accommodations (#1-15)</p>	<ul style="list-style-type: none"> • Student has an Alberta Education Exceptional Code (currently or in the past) or meets the criteria for <i>Knowledge and Employability</i> courses (710 K&E) • Student uses the listed accommodations on page 1 of this section (#1 – 15) • Students are expected to meet the current Special Education Coding Criteria and programming must be in accordance with the Standards for Special Education 	<ul style="list-style-type: none"> • Students with Code 80: Must have a dual code indicating the student also has a learning disability. If the student does not have a dual code but has a non-coded learning disability a request for accommodation can be submitted to the Special Cases and Accommodations team • If the student is not coded in the current school year an assessment, a re-assessment and/or updated assessment within 5 years of the current school year must be on file supporting the current need for accommodations
<p>Student is identified locally as ESL or Francisation (Coded and Non-Coded)</p>	<ul style="list-style-type: none"> • Evidence that the student working to achieve grade 12 language development (no single test is specifically required; the following may be used to meet criteria) <ul style="list-style-type: none"> ▪ <i>Alberta Education ESL Benchmarks/Les appuis pédagogiques pour la Francisation: Seuils repères pour la Francisation.</i> Student has not yet achieved level 5 in reading and/or writing or has reached a long term (usually 18+ months at a constant benchmark) plateau of language development. Unless the student meets the outcomes of the level he or she is still eligible as a student identified as ESL or Francisation ▪ Wechsler Individual Achievement Test (WIAT) ▪ Fountas & Pinnell 	<ul style="list-style-type: none"> • Eligible for Extra time and/or audio version • Not eligible for an audio version for English Language Arts 30-1 part B, English Language Arts 30-2 part B, Français 30-1 partie B • May use paper-format bilingual dictionaries (in all languages) when dictionaries are permitted for use by all students (see <i>Exam Administration Rules</i> section) • The documentation to support ESL and Francisation requests must be accessible in the official student record

	<ul style="list-style-type: none"> ▪ Woodcock-Munoz Language Survey Revised ▪ (WML-R) • Francisation is part of Francophone programming; it is not part of French Immersion programming. Students in French Immersion are not eligible for Francisation accommodations. For further information, please see the <i>Guide to Education: ECS to Grade 12</i> 	
Student has not been Coded	<ul style="list-style-type: none"> • A specialized assessment and/or other documentation which clearly identifies the diagnosis, condition or disability, information which reflects the current functional impact on academics and the current need for accommodations • See below (<i>Alberta Education Accommodation Criteria for Non-Coded Students and Documentation</i>) for criteria specific to conditions and required documentation 	<ul style="list-style-type: none"> • Current: Refers to the school year in which the student will be writing diploma exams • Assessment date (Re-Assessment and/or Updated Assessment): Within 5 years of the current school year
Generalized Anxiety and Test Anxiety	<ul style="list-style-type: none"> • A specialized assessment (no greater than 5 years old) and/or other documentation which clearly identifies the diagnosis, condition or disability, information which reflects the current functional impact and the current need for accommodations • Student has a learning plan which includes strategies to manage symptoms 	<ul style="list-style-type: none"> • The Generalized Anxiety Disorder and Test Anxiety section below details the accommodations and criteria that apply to students with Generalized Anxiety Disorder and Test Anxiety
Student Uses Unique Accommodations	<ul style="list-style-type: none"> • Criteria are dependent upon the request, however, in all cases the request for unique accommodation must directly correspond to the specialized assessment 	<ul style="list-style-type: none"> • School administration should call the Special Cases and Accommodations team well in advance of the request deadline to discuss unique accommodation options. Students with extraordinary accommodations in class or are believed to not achieve a diploma exam score comparable to the school-awarded mark are not exempt from writing diploma

		exams
Sudden Physical Medical Conditions	<ul style="list-style-type: none"> Evidence of the sudden physical medical condition will be observable and managed at the school-level. The accommodations provided must directly correspond with the condition. 	<ul style="list-style-type: none"> Sudden: Event occurs two weeks or less prior to the beginning of the administration; end date – last exam date Examples but not limited to: Fractured/dislocated limb/joint, migraines, back pain, headaches The accommodations should correspond with the condition, for example, a fractured arm may warrant a Scribe and Extra writing time but not a Reader. Students with sudden physical medical conditions are not eligible for exemption
Mature Students Not Registered for Classroom Instruction	<ul style="list-style-type: none"> Special Cases and Accommodations team will verify if the student requested accommodations in a previous administration. If there is no evidence of previous use as approved by the Special Cases and Accommodations team a specialized assessment and/or other documentation which clearly identifies the diagnosis, condition or disability, information which reflects the current functional impact on academics and the current need for accommodations will be required See below for criteria specific to conditions and required documentation 	

Accommodation Request Processes

School Authority Accommodation Review Process

Step 1: Process Manager forwards to School Authority Contact the list of students meeting requirements.

School Authorities must establish processes for identifying students.

Step 2: School Authority Contact reviews the list of students against the criteria in this section.

School Authorities must establish processes for reviewing requests. It is intended that the list of students is reviewed by the School Authority Contact once per year. Therefore, the School Authority should be reviewing: (a) student eligibility for accommodations in general based on the criteria and (b) aligning the accommodation with accessibility to the exam.

Step 3: School Authority Contact sends the list of students who have been granted and not granted accommodations back to the Process Manager.

School Authorities must establish processes for reporting granted and not granted accommodations back to schools and for Process Managers to report the request status back to students.

The Process Manager must provide written evidence of the granted accommodations by administration and course to every student.

The Process Manager should **provide written evidence** of the accommodations approved by administration and course to each student.

Step 4: Prior to each exam administration the Process Manager submits a [Request for Special Format Materials and School-Authority Approved Diploma Exam Accommodations](#) form to Alberta Education.

Step 5: Alberta Education receives, processes the form and distributes Special Format Materials if required.

Step 6 (when required): The School Authorities must establish processes for objection of decisions that have been made at the School Authority level.

If unresolved following an appeal to the School Authority, Special Cases and Accommodations team will review a request for accommodations originally rendered by the School Authority for the purpose of ensuring access to diploma exams and the consistent application of standardized criteria for accommodations. Special Cases and Accommodations team will require all documentation submitted by the Process Manager to the School Authority Contact for the initial request. The student may appeal to Special Cases Committee if the Special Cases and Accommodations team does not change the status of the official decision following the review.

Addendum: When submitting additional [Request for Special Format Materials and School-Authority Approved Diploma Exam Accommodations](#) forms to the Special Cases and Accommodations team to communicate new or modified information, Process Managers must identify only additions to the form and annotate the form as *supplemental*.

Generalized Anxiety Disorder and Test Anxiety

Students experiencing anxiety may be one of two types: Test Anxiety and Generalized Anxiety Disorder. In both categories, students are eligible for accommodations.

Students experiencing Test Anxiety is quite common. As the administration of exams approach, students begin to experience anxiety related to the exam itself. Extra time is not the best accommodation as it can take a student time to work through anxiety management strategies. Therefore, Special Cases recommends that the clock is stopped (Frequent Breaks) and resumed once the student recommences writing. Special Cases also recommends that the student write in a private space. Students who are identified as having Test Anxiety are eligible for Frequent Breaks if the request for accommodation is supported by a physician's letter.

Generalized Anxiety Disorder is not specifically related to testing situations but is pervasive and unpredictable in occurrence. In collaboration with a professional, there is a plan to lessen the anxiety through medication, counselling or both. The plan is well-documented and included in the student's IPP or learning plan at the school. For students with Generalized Anxiety Disorder, accommodations other than Frequent Breaks can be considered (e.g. extra writing time) if supported by the student's physician, psychologist or psychiatrist with whom the student is receiving treatment for their anxiety. Documentation from the physician, psychologist, or psychiatrist must clearly identify and support the disorder, the current functional impact on academics and the current need for accommodation.

Students with anxiety disorders are not eligible for exemption. They are provided access to diploma exams with appropriate accommodations.

Alberta Education Accommodation Criteria for Non-Coded Students /Unique Accommodations, Documentation and Review Process

Step 1: The Process Manager collects all [*Application for Accommodations for Students with Special Diploma Exam Writing Needs*](#) forms and supporting documentation.

Step 2: The Process Manager forwards forms and supporting documentation to Alberta Education.

Step 3: Alberta Education reviews, processes and communicates an official response to each request.

Step 4: The Process Manager communicates the official response to the student in writing.

Step 5: (Request for Reconsideration if required) Special Cases and Accommodations team will only reconsider an official case decision if the reconsideration request includes (a) The *Request to Reconsider* form and (b) new supporting official documentation which meets the eligibility criteria and will assist the Special Cases and Accommodations team in the review to change the original status of the decision. This form can be obtained by emailing Special.Cases@gov.ab.ca.

Step 6: (Appeal to Special Cases Committee if required) Special Cases Committee will make a final determination as to whether or not the student

can be approved for the requested accommodation(s). The Special Cases Committee has authority to propose and facilitate alternate reasonable solutions in accordance with the principles outlined in this document and under the *Student Evaluation Regulation 177/2003*.

The Minister will only review the process undertaken in reviewing student cases including the Special Cases Committee process.

**School-Level
Accommodation
Request Process;
for Sudden
Physical Medical
Conditions Only**

Step 1: School staff determine appropriate accommodations.
Step 2: The Process Manager provides written evidence of the granted accommodations by administration and course to the student.
Step 3: The condition and the accommodation(s) are recorded on the Principal's Statement(s) for each diploma exam written.

Specific Accommodation Criteria

ADHD/ADD

The request must be supported with medical documentation provided by a professional qualified to diagnose and treat ADHD/ADD.

**Ongoing medical
conditions**

Ongoing medical conditions refer to a condition which persists for an extended period of time and can be one month but usually more than 2 consecutive months.

The accommodation request must be supported by medical documentation clearly identifying the condition, the current functional impact and the current need for accommodation.

Students with ongoing medical conditions are **not eligible for exemption**.

**Unidentified
academic
difficulties or
conditions that
do not meet
Alberta
Education
Exceptional
Code standards**

The request must include a recognized diagnostic or psycho-educational assessment. The assessment must include identification of the condition/disorder/academic weakness, the current functional impact on academics and the reason for the current need for accommodations. Readers will only be granted for students who are identified as having a severe reading disability accompanied by a physical or emotional condition which prevents the use of a CD/MP3 player. This identification must be done by someone who is professionally trained in assessment.

Post-Concussion Syndrome Every concussion is unique and symptoms will vary from student to student; therefore, managing a student’s return to the classroom following a concussion will require an individualized approach.

The American Academy of Pediatrics recommends the following accommodations for students experiencing post-concussion syndrome symptoms:

Symptom	Potential Accommodation/Adjustment
Headache	• Frequent Breaks
Dizziness	• Frequent Breaks
Visual symptoms: light sensitivity, double vision, blurry vision	• Reduce exposure to computers and digital devices • Reduce brightness on screens • Audio version • Turn off fluorescent lighting
Noise sensitivity	• Consider the use of earplugs • Isolated writing space
Difficulty concentrating or remembering	• Extra writing time • Defer exam until recovery
Sleep disturbances	• Late start of exam writing • Frequent Breaks

Mature Students Mature students (students not currently taking classroom instruction in the diploma exam course with a recognized Alberta high school) must apply directly to Alberta Education by submitting the [*Application for Accommodations for Students with Special Diploma Exam Writing Needs*](#) form and supporting documentation (see above eligibility criteria).

ADMINISTRATION WITH ACCOMMODATIONS

All diploma exams administered with the support of a granted accommodation must comply with the general Exam Administration Directives, the Exam Administration directives below, review processes, exam procedures and the *Additional Specific Directives by Accommodations* in this section.

ADMINISTRATION DIRECTIVES

Prior to Administration

1. All rules and procedures related to the use of a specific accommodation must be explained and discussed with the student (and parent, if under the age of 18) before the officially scheduled exam period. This applies to both registered and non-registered students with permission to write at the school.

2. The principal shall ensure that all Exam Supervisors are appropriately prepared for diploma exams that are being written with accommodations. Exam Supervisors must understand and implement all directives, rules and procedures for the administration of diploma exams using accommodations as well as all emergent situation protocols specifically related to, or not specifically related to, students with accommodations.
3. The principal shall ensure that facilities, equipment and materials (for example but not limited to recording devices, headphones, microphones, computers) used as diploma exam accommodations are supplied and appropriately configured to safeguard exam security and minimize distraction to other students.
4. The principal shall develop and implement processes to ensure that only those students who are granted an accommodation are permitted to do so.

During the Administration

1. Exam supervisors only permit students with granted accommodations the use of those accommodations.
2. Exam supervisors administer the diploma exam in accordance with the directives specific to the accommodation and in accordance with the general Exam Administration Directives in this bulletin.

After Administration

1. The principal shall ensure that all digitally recorded conversations and responses created during the administration of diploma exams are immediately deleted once they have been saved to a storage device for shipment to Alberta Education.
2. All Special Format Materials, including those in Audio, Large Print and Braille format, must be returned to Exam Administration with the regular return shipment of other exam materials (including answer sheets) from the school.
3. All accommodations used must be recorded on the back of the student's booklet and initialed by the supervisor.
4. The principal shall record the use or the abstention of all accommodations on the *Principal's Statement*.

ADDITIONAL SPECIFIC DIRECTIVES BY ACCOMMODATION AS REQUIRED

Accommodations 1 and 2 – CD/MP3 Version (for visual impairment, physical or learning disabilities) If a student uses a personal CD/MP3 player when writing a CD/MP3 format exam, the Exam Supervisor must ensure that no prohibited material is brought into the exam room or used in that CD/MP3 player before or during the scheduled exam period.

Since many schools no longer have CD players, schools are able to request MP3 files. MP3 files can be requested using the [*Special Format Materials Request*](#) Form.

To enable student access to the MP3 files, school technical staff can either:

- create a secure network location to store the MP3 files, taking the necessary steps to ensure only students with the approved accommodation can access the files or
- transfer the MP3 files to a portable device.

After the administration of the tests, technical staff must ensure that all MP3 files are removed from either the network locations or storage devices.

Accommodation 3 – Extra Writing Time Students who have an Extra writing time accommodation will be permitted twice the official time limit to write the diploma exam.

Accommodation 4 – Frequent Breaks The student has permission to take breaks, as required. The format of the break may reflect time and/or movement; however, the student must be supervised by an approved supervisor at all times. The total amount of time scheduled for the exam is the same as allotted for all students.

- The clock to begin writing may be started at any point as long as the student has been sequestered from the official start time.
- The exam supervisor must stop the clock each time the student takes a break.
- The clock continues once the student resumes writing.
- The student must remain under supervision during each break, to ensure all exam administration directives and rules are adhered.
- The student must not be allowed access to any materials (for example but not limited to paper, notes, books, computers, phones, electronic devices) while on break, to ensure all exam administration directives and rules are followed.

Accommodation 12 – Coloured Paper *NEW Students who use coloured overlays for classroom instruction may use the same overlays for writing diploma exams. Requests for coloured paper overlays should be managed at the local level.

**Accommodations
5, 8, 9 and 10:**

Exams that are administered with the support of a Scribe, recorded response and Transcriber of Recorded Response, Reader or Sign Language Interpreter must take place in a separate writing area so that other students writing the exam are not disrupted.

**Scribe and
Recorded
Response (#1 – 14)**

1. Scribes, Transcribers of Recorded Responses, Readers, or Sign Language Interpreters must not be appointed when they are the relative, friend, a student peer at the school or attending another school, or a past or present teacher of the student writing the diploma exam.

**Reader (#1 – 7 and
15 – 17)**

2. Alberta Education is not responsible for the appointment of any support staff including Scribes, Transcribers of Recorded Response, Readers, and Sign Language Interpreters nor is Alberta Education responsible for expenses incurred in appointing these individuals.

**Transcribers of
Recorded
Response (#1 – 7)**

3. Once an exam administration has commenced, a continuous recording of the complete communication that occurs between a Scribe, Transcriber of Recorded Response, Reader and/or Sign Language Interpreter and student must be made. This recording must be of sufficient sound quality to permit clear understanding of the communication between the Scribe, Transcriber of Recorded Response, Reader and/or Sign Language Interpreter and student.

**Sign Language
Interpreter (#1 – 7
and 18 – 23)**

Note: If a reader and a scribe have been approved concurrently, one recording may be used to capture the readings completed by the reader and the response dictated to the scribe by the student. In this situation, the Exam Supervisor must ensure that all communications are clearly heard and understood.

4. To ensure anonymity during marking, the identity of a student must not be revealed during the recording of the communications with the Scribe, Transcriber of Recorded Response, Reader and/or Sign Language Interpreter and student.

5. Student responses and the recorded communication may be recorded using any audio format including digital audio files.

6. All storage devices containing Scribe, Transcriber of Recorded Response, Recorded Response, Reader and/or Sign Language Interpreter communication with a student must be clearly labeled:

- Name of Student
- Alberta Student Number
- Index Number
- Course Name
- School Code
- The words Scribe, Transcriber of Recorded Response, Reader and/or Sign Language Interpreter

7. All scribed, transcribed recorded responses, reader and sign language interpreter communications must be immediately deleted from the recording device once they have been saved to a storage device for shipment to Alberta Education.

Scribe and Recorded Response

8. A scribe may record a student's response in handwriting or using a computer.
9. A scribe must record a student's response exactly as the student dictates. A scribe may not improve the student's response by rewording, correcting grammar, adding punctuation, indicating paragraphs, or otherwise changing a student's answer.
10. A scribe may confirm what the student has said by reading it back for clarification.
11. A scribe may not ask leading questions or provide suggestions or interpretations of any kind.
12. For written-response questions, students should be advised to indicate verbally when they have finished one assignment and are beginning the next one by saying, "I am now finished assignment one, and I am ready to begin assignment two."
13. Students who are dictating their responses should be encouraged to do some rough work in the exam booklet.
14. All student work dictated during an exam administration under a scribe or recorded response accommodation must be transcribed. Students must be able to read the transcribed version of their recorded exam response(s) during the allotted exam writing time to verify that the transcription accurately reflects what was vocalized.

Reader

15. A reader must read in such a way that the student understands the beginning and end of each sentence and paragraph. Without leading the student, the reader must be aware of and obey all punctuation and must read in such a way that the student understands the use and purpose of the punctuation.
16. A reader must read the exam verbatim; that is, exactly as it appears in the exam booklet. A reader may not add emphasis, inflection, or read in such a way as to prompt or guide the student. A reader may not ask leading questions or provide suggestions, interpretations, or word

definitions of any kind.

17. A reader may repeat readings as often as necessary and must read consistently each time.

Sign Language Interpreter

18. To be appointed to support a student writing a diploma exam, a sign language interpreter must be a person who is fluent in American Sign Language or the manually coded English systems used by the student.
19. For purposes of interpreting for a diploma exam, a sign language interpreter may:
 - voice what is signed by a student
 - interpret all words spoken during the exam period that are intended for all students.
20. A sign language interpreter must not record a student's responses. This is the role of a scribe or an individual transcribing a recorded response and is a support that must be approved by as a separate accommodation.
21. A sign language interpreter must interpret consistently, always conveying the content and spirit of the spoken word using the signed language most readily understood by the student. The interpreter must not provide definitions or interpret beyond conveying the spoken/written message.
22. A sign language interpreter must not counsel, advise, interject personal opinions or ask leading questions, provide suggestions, or provide coaching of any kind.
23. During the administration of a diploma exam, all questions raised by the student must be directed to the Exam Supervisor. In this case, the interpreter must interpret spoken and signed messages between the student and the Exam Supervisor.

Transcriber of Scribed and Recorded Response

24. Scribed and recorded responses must be transcribed before returning the student's exam materials to Alberta Education. The time required for transcription does not count toward the allocated writing time.
25. The student must verify, and edit if required, the text transcribed. The time required for verification and editing must be included in the allocated writing time.

**Accommodation
11 – Franklin
Language Master**

When using a Franklin Language Master as an approved accommodation, all memory, “My Word List” and note fields must be cleared and no removable cards other than the dictionary/thesaurus card may be used or brought into the diploma exam writing room. Franklin Language Master may only be approved for part A of the Humanities exams (see dictionary eligibility *Security & Exam Rules* section).

**Accommodation
13 – Text-to-
Speech Software**

Exams that are administered with the support of text-to-speech must take place in a separate writing area (isolated space) so that other students writing the exam are not disrupted.

To ensure security, no secured exam material may be scanned for any purpose, including enabling the use of text-to-speech software.

When approved as a writing accommodation for Part(ie) A of the Language Arts and Social Studies Exams, students may use text-to-speech software *only to read back their own responses*. No other use of such software is permitted.

When using text-to-speech software as an approved accommodation, productivity features such as word prediction, word wizard, fact folder/finder and scientific calculator must be disabled. For specific exam administration requirements related to the use of technology see *Using Computers* Section.

**Accommodation
14 – Speech-to-
Text Software**

Exams that are administered with the support of text-to-speech must take place in a separate writing area (isolated space) so that other students writing the exam are not disrupted.

All student work, immediately following the writing of the diploma exam, must be deleted.

For specific exam administration requirements related to the use of technology see *Using Computers* Section.

**Accommodation
15 – Ambient
Noise Audio**

Students using ambient-noise audio must use professionally/commercially recorded CDs intended for background sound.

Separate Writing

All Humanities diploma exams have two components. A student must complete both components of the provincial exam to obtain credit for a Humanities diploma exam course. If deferment of one component a two-part diploma exam is anticipated a student may:

- Write both part(ie) A and part(ie) B of the diploma exam at a subsequent administration, or
- Write one part(ie) of the exam in one administration and defer the second part(ie) to a subsequent administration. This is referred to as a *Separate Writing*.

SEPARATE WRITING DIRECTIVES

1. The student, using *myPass*, or the Process Manager must register the student in the suitable administration on or before the registration deadline
2. The Process Manager or student must submit a [*Notification of Separate Writing*](#) form. This form informs the Special Cases and Accommodations team to blend the Part(ie) A and Part(ie) B results from the separate administrations. The transcript will be marked *incomplete* until the entire diploma exam has been written or blended and the official final mark is calculated.

Special Writing Centres

OVERVIEW AND SPECIAL WRITING CENTRES RULES

A Special Writing Centre is a site outside of Alberta that is temporarily approved to serve as a diploma exam writing centre for students outside of Alberta during the diploma exam administration. Special Writing Centres may be established for any diploma exam administration session.

Permission to establish a Special Writing Centre for the purpose of writing a diploma exam may be granted to students, by Alberta Education, for one of the following reasons:

- The student lives outside Alberta and has completed a diploma exam course delivered through an Alberta Education approved distance learning program.
- The student is participating in a scheduled activity such as a national or international competition in athletics or music.
Note: Special Writing Centres will not be established for students who are outside of Alberta on vacation, to attend a family or other private event, to obtain or commence summer employment, on an organized tour, or other similar activity.
- The student has a right of access to education in Alberta under section 8 of the *School Act* and after completing instruction at an accredited high school they have moved from the province permanently and are unable to return to write the exam.
Note: International students studying a diploma exam course in Alberta are expected to remain in the province until the completion of their instructional program, which includes the writing of the diploma exam. Consequently, Special Writing Centres will not be established for international students if they return home early.

Special Writing Centres may be established for students who have no alternative but to write their diploma exam outside of the province due to one of the above circumstances. Special Writing Centres are not elective writing locations.

1. Special Writing Centres will not be established in jurisdictions in which there is an existing diploma exam writing centre. Alberta diploma exams are administered at writing centres throughout Northwest Territories, Nunavut and internationally at Alberta Accredited International Schools. Students located in those areas during the diploma exam administration schedule are expected to write at an established diploma exam writing centre.
2. Students must have a final school awarded mark for the course for which the exam will be written, or be eligible to receive one by the date when the school is required to submit that mark before the student can be approved to write at a Special Writing Centre. Students who write diploma exams at Special Writing Centres in courses for which they have no school awarded mark will have those diploma exams invalidated.
3. Students are only permitted to rewrite a diploma exam at a Special Writing Centre if they are currently retaking the course and will receive a school awarded mark in the current session, or if the exam was previously written within one school year.

ACCOMMODATIONS AND SPECIAL CASES

4. A proposed site must meet the conditions required to ensure the administration of diploma exams will be in accordance with exam rules and written proof that the site has been procured for that purpose must be provided.
5. The proposed location must be an academic organisation. To be approved as a Special Writing Centre Supervisor, a person must be employed by that same academic organisation and in a position of authority commensurate with teacher, assistant principal or principal and must provide written proof of that employment. The proposed supervisor must be able to administer exams which have been standardized and in adherence to all diploma exam rules in this Bulletin.
6. To be approved as a Special Writing Centre Supervisor, a person must be fluent at reading and speaking English or French, depending on the language of the diploma exam(s) to be administered.
7. A Special Writing Centre Supervisor may not be a relative or friend, past or present teacher, or a past or present coach of the student.
8. To adjust for national and international time differences the following Special Writing Centre writing schedule will apply to all requests:

	Time Zone 1hr behind Alberta (i.e., BC, west coast USA)	Canadian or American Time Zone is ahead of Alberta (i.e., Ottawa, Montréal, New York, Florida, Virginia)	Outside of Canadian and American Time Zones (Overseas)
Writing time	9am local time (10am MDT)	9am MDT	Next day (24 hrs from scheduled exam date) at 9am local time to the student

9. All exams administered at a Special Writing Centre will be administered in a digital format using Quest A+.

All students using Quest A+ to write a diploma exam at a Special Writing Centre must adhere to the following:

- Be prepared to use Quest A+ on the day of the diploma exam. The student must complete at least one practice test and provide the Special Writing Centre Process Manager a signed statement confirming that (a) the practice test has been completed, (b) the student was able to respond to questions and (c) end the session without complication. ***Exemptions will not be granted to students who are unable to use Quest A+ at the time of writing.***
- The PC or Mac OS computer used may belong to the student or the writing centre.

10. A student who is unable, or chooses not, to write a diploma exam at a Special Writing Centre, after being approved to do so, must notify Special Cases and Accommodations team and the Special Writing Centre Supervisor, immediately.

11. If a Special Writing Centre Supervisor fails to adhere to the exam rules and Special Writing Centre rules specified in this Bulletin, any future request to serve in that capacity will not be granted.
12. Activities which interfere with the writing of the exams will disqualify a student's eligibility to establish a Special Writing Centre in the current administration and potentially in future administrations. If a student who is approved to establish a Special Writing Centre fails to adhere to all of the directives, rules and procedures associated with that approval, all diploma exams written at that Special Writing Centre may be invalidated and any further requests to establish a Special Writing Centre by that student may not be granted.
13. No exemption or partial exemption will be approved for a student who was unable to write a diploma exam as a result of any and all of the following reasons:
 - His or her request to establish a Special Writing Centre was not granted
 - Technical issues prevented the administration and/or writing of the exam
 - The supervisor withdrew their application or duty, provided misinformation or miscommunication and/or did not adhere to the directives, rules and procedures outlined in this Bulletin and by the Special Cases and Accommodations team.

SPECIAL WRITING CENTRE DIRECTIVES AND PROCEDURES

Principals

1. When recommending to a student that application should be made to establish a Special Writing Centre, a principal shall:
 - 1.1. Provide access to and explain to the student and his/her parents, all of the directives, rules and procedures associated with the handling and administration of diploma exams at a Special Writing Centre.
 - 1.2. Review and sign all forms submitted in application of a request to establish a Special Writing Centre.
2. **For students living outside of Alberta taking instruction with an Alberta Education approved distance learning program: Prior to** accepting a student's registration for a diploma exam course, the principal of a distance learning program shall ensure that a Special Writing Centre site and the services of a Special Writing Centre Supervisor, approved by Special Cases and Accommodations team, are available for that student by submitting the following forms to the Special Cases and Accommodations team ([*Application to Establish a Pre-Approved Distance Learning Special Writing Centre*](#) form and [*Application to Serve as a Distance Learning Special Writing Centre Supervisor*](#) form). Special Cases and Accommodations team does not guarantee the establishment of a Special Writing Centre if prior approval is not obtained.
3. If a student is eligible to apply to establish a Special Writing Centre, the principal shall designate an individual at the school to serve in the role of an application Process Manager for the purpose of coordinating the application process.

Students/Parents

1. Before a student applies to establish a Special Writing Centre, his/her parent(s), in consultation with the student's school principal, shall identify an individual who is eligible to be a Special Writing Centre Supervisor and willing to serve in that capacity, if approved to do so by the Special Cases and Accommodations team.
2. To have a Special Writing Centre established on his/her behalf, **a student residing and studying in Alberta**, and his/her parents, are responsible for ensuring the accurate completion and timely submission of the following forms to the Process Manager:
 - 2.1. [Application to Serve as a Special Writing Centre Supervisor](#)
 - 2.2. [Registration to Write a Diploma Exam at a Special Writing Centre](#)
 - 2.3. [Teacher Confirmation of Student Readiness to Write a Diploma Exam at a Special Writing Centre](#)
3. To have a Special Writing Centre established on his/her behalf, **a student residing and studying through a distance learning program outside Alberta**, and his/her parents, are responsible for ensuring the accurate completion and timely submission of the following forms to the Process Manager:
 - 3.1. [Application to Establish a Pre-Approved Distance Learning Special Writing Centre](#)
 - 3.2. [Application to Serve as a Distance Learning Special Writing Centre Supervisor](#)
 - 3.3. [Registration to Write a Diploma Exam at a Distance Learning Special Writing Centre](#)
 - 3.4. [Teacher Confirmation of Student Readiness to Write a Diploma Exam at a Distance Learning Special Writing Centre](#)
4. A student who is approved to write a diploma exam at a Special Writing Centre, and his/her parents, shall assume responsibility for all costs payable to a Special Writing Centre Supervisor for procuring an exam writing site and supervising the handling and administration of the diploma exam.
5. A student who is approved to write a diploma exam at a Special Writing Centre shall comply with all of the directives, diploma exam administration rules and procedures associated with the establishment of a Special Writing Centre and the writing of a diploma exam. In the event of a contravention of rules, directives or procedures Special Cases and Accommodations team may invalidate the exam mark(s).

Application Process Manager

On behalf of a student requesting permission to establish a Special Writing Centre, the person designated to serve as the application Process Manager shall:

- verify and confirm the accuracy and completeness of all information provided in support of that application

- coordinate and manage the application completion and submission process
- provide access and explain to the student and his/her parents all of the directives, rules and procedures associated with the handling and administration of diploma exams at a Special Writing Centre
- provide access and explain to the proposed Special Writing Centre Supervisor all of the directives, rules and procedures associated with the handling and administration of diploma exam at a Special Writing Centre
- for **students living outside of Alberta taking instruction with an Alberta Education approved distance learning program**, upon course registration notify Special Cases and Accommodations team and submit the appropriate forms.

Teachers of Students Writing Diploma Exams at a Special Writing Centre

Teachers of students registering to write a diploma exam at a Special Writing Centre shall provide a statement about the student’s readiness to write that exam at the exam administration session proposed by the student ([*Teacher Confirmation of a Student Readiness to Write a Diploma Exam at a Distance Learning/Special Writing Centre*](#) form)

Special Writing Centre Supervisor

1. Prior to submitting an application form, a person applying to serve as a Special Writing Centre Supervisor shall:
 - review the directives, rules and procedures associated with the management and administration of diploma exams at a Special Writing Centre
 - identify and tentatively procure an appropriate site for the administration of diploma exams
2. A person approved to serve as a Special Writing Centre Supervisor shall administer the exam(s) in accordance with the diploma exam schedules, directives, rules and procedures specified in this Bulletin
3. A person approved to serve as a Special Writing Centre Supervisor must become proficient in utilizing Quest A+

Submission of Special Writing Centre Request Applications

All requests to establish a Special Writing Centre must be made using the appropriate application forms. All Special Writing Centre enquiries should be forwarded by email to special.cases@gov.ab.ca.

Deferments, Partial Deferments, Exemptions and Partial Exemptions

Deferments and Partial Deferments Principles

The Diploma Program is dedicated to increasing opportunity and choice while maintaining excellence in the Alberta Education system. The increased frequency of exam administrations means that deferring an exam to a subsequent administration should, in most cases, be the primary response for students who are unable to participate in the current exam administration.

On the *List of Students*, the Principal should note any deferred exams by recording *deferred* next to the name of the affected student(s). Below is an example of how to note this on the *List of Students*:



June 2015 Diploma Examinations LIST OF STUDENTS #8



School: 9999 The New Century School (403) 321-4321
Authority: 0000 Alberta School Division No. 99

NOTE: Alberta Student Numbers MUST be provided for all students who wrote diploma examinations.

Alberta Student Number	Student Name Surname, Given Names	Sex	Birth Date	E – wrote English/F – wrote French			
				Math 30-1 F	Math 30-1	Math 30-2	Math 30-2 F
9999-9999-0	Banner, Bruce	M	2990-05-26	F ✓			
9999-9999-1	Kerit, Clarke	M	2990-10-04	F ✓			
9999-9999-2	Kirk, James	M	2990-06-01		E <i>NW</i>		
9999-9999-3	Lane, Lois	F	2990-09-30			E ✓	
9999-9999-4	Organa, Leia	F	2989-09-12				F ✓
9999-9999-5	Prince, Diana	F	2990-02-03			E ✓	
9999-9999-6	Romanoff, Nathasha	F	2990-07-11		E ✓		
9999-9999-7	Stark, Tony	M	2990-01-02	F <i>NW</i>	<i>Deferred</i>		

Students who defer writing to the next exam administration must register for the diploma exam by the registration deadline.

Exemption Business Rules

1. All exemptions applications are reviewed by, and official decisions are rendered by, Alberta Education only. School authorities and/or school administration staff are not eligible to grant exemptions from the writing of diploma exams.
2. Students applying for exemptions from the writing of diploma exams are expected to write all diploma exams if an official case decision has not been rendered by Alberta Education and communicated to the student by the diploma exam date and time. If a diploma exam exemption request has been not been granted and the student has chosen not to write the diploma exam, he or she will be expected to write the diploma exam at the next scheduled diploma exam administration.
3. If a student has been granted a full or partial exemption from writing a diploma exam, the student is no longer required to write that diploma exam at that exam administration.

4. Exemptions and partial exemptions from diploma exams are administration-specific and cannot be carried forward to a future exam administration. If school-awarded marks are adjusted after the final official mark is calculated and released to students, the exemption and partial exemption mark will not be modified to reflect the new school-awarded mark. Exemptions and partial exemptions will not be granted after students the diploma exam marks are released.
5. If a student does not have a school-awarded mark in the course for that specific administration period, although he or she may be eligible for exemption, the exemption cannot be processed. Similarly, mature students who are challenging the diploma exam and students rewriting the exam but not retaking instruction do not have the basis to apply for an exemption.
6. Students who are granted an exemption from a diploma exam and would like to write the exam at a later date are required to pay an administration fee of \$26.25.

**Full Exemption
Business Rules**

The student's current school-awarded mark in the course, in relation to the current exam administration, is used to replace the entire diploma exam mark when a full exemption is granted.

If a student does not have a passing school-awarded mark it would not be in the student's best interest to be exempted from writing the diploma exam. The final official mark for the course will reflect the failing school-awarded mark.

**Partial Exemption
Business Rules**

For partial exemptions from writing either the Part(ie) A or B of a English Language Arts/Français/French Language Arts or Social Studies diploma exam, to derive the component exempted from writing, the average between the mark from the component completed and the student's school-awarded mark from the course is calculated.

For example,

- A student has a school-awarded mark of 80%
- The student wrote the written response component (Part A) of the diploma exam and achieved a mark of 70%
- School-awarded mark 80% + written response component mark 70% /2 = 75% multiple choice component (Part B)
- The diploma exam mark is calculated by taking the average between the written component and the multiple choice component 70% + 75% /2 = 73% diploma exam mark
- The official mark for the course is calculated to be 56% school-awarded mark + 21.9% diploma exam mark = 77.9% rounded-up to 78%

If a student would like to improve his or her overall diploma exam mark the

entire diploma exam must be rewritten.

Terminology

- **Process Manager:** Staff at school-level who organizes the requests and operates as school contact for all communication related to the requests
- **Deficiency Notification:** The exemption request has been received; however, the supporting documentation is incomplete. Special Cases and Accommodations team members will outline the specific materials needed to complete the review the request by email
- **Official Case Decision:** A decision to grant or not grant the request for exemption has been rendered and communicated to the Process Manager
- **Case Suspended:** The material required for review has not been received by the deadline provided by the Special Cases and Accommodations team. An official case decision has not been rendered. Cases can be reopened once all additional information requested has been submitted for review
- **Request to Reconsider a Case Decision:** Prior to appealing a case decision to Special Cases Committee, Special Cases and Accommodations team may reconsider the original decision with submission of new official documentation to support the request. Process Managers must submit a *Request to Reconsider* form with the new information. This form can be obtained by emailing Special.Cases@gov.ab.ca.
- **Appeal:** This is a formal appeal to the Special Cases Committee

Exemption Eligibility and Process

All applications for exemption from writing diploma exams must include the [Request for Exemption from Writing Diploma Exam](#) form and supporting documentation. The Special Cases and Accommodations team will not render an official decision until all required supporting documentation has been submitted for review. Specific information outlining the supporting documents requirements are detailed in the *Required Documents* section.

Process for Applying for an Exemption from Writing a Diploma Exam

- Step 1:** The Process Manager collects all forms and supporting documentation.
- Step 2:** The Process Manager forwards the forms and supporting documentation to the Special Cases and Accommodations team.
- Step 3:** The Special Cases and Accommodations team reviews, processes and communicates a response for each application.
- Step 4:** The Process Manager communicates the response to the student **in writing**.
- Step 5: (Request for Reconsideration if required)** For the Special Cases and Accommodations team to reconsider an official case decision, the reconsideration request must include (a) A *Request to Reconsider* form and (b) **new** supporting documentation that meets the eligibility criteria.
- Step 6: (Appeal to Special Cases Committee if required)** The Special Cases Committee will make a final determination as to whether or

not the student can be approved for the requested exemption from a diploma exam. The Special Cases Committee has authority to propose and facilitate alternate reasonable solutions in accordance with the principles outlined in this document and under the *Student Evaluation Regulation 177/2003*.

The Minister may review the process undertaken regarding a specific case heard through the Special Cases Committee process. Further information regarding the operations of the Special Cases Committee is located in the *Guide to Education, ECS to Grade 12* or contact the Special Cases Committee Executive Secretary by email at special.cases@gov.ab.ca.

Group Applications

In the event that a group of students are impacted and unable to access the writing of a diploma exam, a group application may be submitted to the Special Cases and Accommodations team. The group application must include the school code and school name, reason for the request for exemption, the list of impacted students (last name, first name and Alberta Student Number) and the diploma exam course name. It is the responsibility of the principal to contact students to inform them of the possibility of exemption. Principals and other school staff cannot apply for exemption on behalf of a student without consent.

REASONS ELIGIBLE FOR EXEMPTION

When a diploma exam is available in the next administration, the normal response to extenuating circumstances is deferment (see deferment information above). In the event that the exam is not available in the next administration, the table below can be used to clarify the reasons for exemption, the associated business rules, and the required supporting documentation.

Reason	Business Rules	Required Documents
Acute Illness	<p>An acute illness has a:</p> <ol style="list-style-type: none">1. Rapid onset and2. Short course (as opposed to an ongoing course) <p>The <i>Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam</i> form indicating an acute illness cannot be applied to an exam scheduled three weeks beyond the date of the medical consultation. Requests for exemptions for exams that are beyond three weeks of the original medical appointment must be supported with a follow-up consultation and the <i>Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam</i> form must accurately reflect the follow-up appointment.</p>	<ul style="list-style-type: none">• <i>Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam</i> form.• Important Note: If a student becomes ill during the writing of the diploma exam at the school, a comment referencing the student's illness on the <i>Principal's Statement</i> will suffice as evidence of the illness. Students who are ill and call the school the morning of the diploma exam must complete and submit the <i>Physician's Confirmation of Acute Medical Illness</i> form.

Administrative Error

Administrative error refers to an error in the administration of the diploma exam.

An example includes incorrect time permitted to write the exam. For advice regarding *what constitutes an administrative error*, contact the Special Cases and Accommodations team.

Principals are expected to establish, implement and communicate emergent response protocols which promote effective and efficient management of unexpected non-crisis events such as loss of power or a misprinted exam booklet in accordance with the exam administration rules.

If a school receives misprinted booklets with missing pages or questions, the school is permitted to:

- Photocopy an intact copy and provide the copies to students who have a misprinted booklet
- Permit students additional writing time equal to the amount of time lost due to photocopying logistics

If an intact copy is not available at the school, contact Exam Administration and a team member will work to resolve the issue

Students who receive a misprinted booklet are not eligible for an exemption from the diploma exam.

For the above circumstances, the principal shall document on the *Principal's Statement*.

- A statement and documentation from the school administrator clearly describing the event.
- In the event that a group of students are affected during the writing of the exam, a group application could be submitted to Alberta Education.

Bereavement

Death of an Immediate Family Member

Students who experience the death of an immediate family member (parents, siblings and children) immediately before (within 3 weeks) of an exam administration are eligible for exemptions from all diploma exams in that administration.

Death of a Non- Immediate Family Member and Friends

Students who experience the death of a non-immediate family member (grandparents, uncles, aunts and cousins) or friend may be eligible for an exemption and may take up to three consecutive days starting from the day of passing for grieving.

In addition to the three days for grieving, students may take one day for the funeral services.

Important Note: The services must conflict with the scheduled exam to be an eligible reason for exemption from writing.

Additional consideration will be made for distance travelled for funeral services.

For the death of a classmate, Special Cases and Accommodations team will take into consideration the relationship between the deceased and the bereaved.

- Obituary/death certificate/funeral announcement and/or,
- Funeral arrangement/services documentation outlining the date and time and/or,
- Travel information/flight itinerary

If outside of the identified business rule timelines, supporting documentation must clearly outline the current academic functional mental state of the bereaved student. To ensure the application for exemption for bereavement outside of the identified business rule timelines is complete, it is recommended that the [*Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam*](#) form is used a guideline for the physician.

Concussion	The Special Cases and Accommodations team evaluates and considers the mechanism of the concussion and the severity and symptoms experienced by the student. Exams written over the extent of the administration may be considered separately depending upon the mechanism of the concussion.	
	If the concussion or a post-concussion event occurred within three weeks of the scheduled diploma exam:	<ul style="list-style-type: none"> • <u>Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam</u> form that clearly includes the date and the specific cause of the concussion and the student’s academic functional limitations at the time of writing.
	If the student is experiencing symptoms more than three weeks prior to the scheduled diploma exam:	<ul style="list-style-type: none"> • <u>Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam</u> form that clearly includes the date and the specific cause of the concussion and the student’s academic functional limitations at the time of writing.
		<ul style="list-style-type: none"> • The learning plan created by the school personnel to mitigate and work with the symptoms of concussion in the academic environment. This learning plan must contain a list of the accommodations provided to this student since the date of the concussion. • An up-to-date academic progress report.
Inclement Weather	Inclement weather includes situations where the weather conditions prevent a student from being able to arrive safely at the nearest available writing location or where the writing locations have been closed	<ul style="list-style-type: none"> • AMA road reports or police accident report or bus company report validating that busses were not operating or tow truck report or school personnel reporting closure. • Note: In the event that a group of students are impacted and unable to access the writing of a diploma exam as a result of inclement weather, a group application could be submitted to Alberta Education.

Parent Illness

In the event that a parent falls seriously ill or is diagnosed with a terminal illness within three weeks of the exam administration, the student may be eligible for exemption based on the student's mental state.

- [Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam](#) form indicating the academic functional and/or cognitive limitations of the student at the time of writing.
- The learning plan created by the school personnel to assist the student during this period of crisis. This learning plan must contain a list of the accommodations provided to this student.
- Statement regarding parent's illness including the date of onset, the diagnosis and prognosis.
- An up-to-date academic progress report.

School or community emergency or crisis

School or community emergency or crises interfere with school operation immediately before, during or after the administration of a diploma exam. Such events might include natural disasters or other events that might necessitate school closures or the unexpected dismissal of students from the school or exam writing area. In the event that the removal of students from the writing location is temporary, school personnel are expected to maintain security of diploma exam materials and allow the students to return to the exam administration. **Students in these situations must be allowed the full time allotted for the exam.** Students should not be permitted access to digital devices during this time and must be sequestered.

- If a group of students has been impacted, a group application could be submitted to the Special Cases and Accommodations team.
- Principals must notify the Director of Exam Administration and/or the Team Lead, Business Operations and Special Cases of any irregularities that occurred during the exam administration. If the students impacted by the event may be eligible for exemption, a copy of the *Principal's Statement* should be sent directly to the Special Cases and Accommodations team.

Subpoena to attend court

A subpoena to attend court scheduled at the same time as a diploma exam is not sufficient for requesting an exemption. Generally court dates can be postponed at the request of the student if requested in a timely manner for events such as diploma exams.

In the event that the student must attend court that is scheduled at the same time as a diploma exam, the student must:

- demonstrate that he/she attempted to postpone the court appearance,
 - validate the court appearance and,
 - provide official evidence that he or she was in attendance.
- a. **Civil Court (adults only):** *Notice of Hearing* and *Notice to Attend*, if official documentation is not available a statement confirming attendance must be obtained from a person of authority commensurate with a court clerk, judge or lawyer.
 - b. **Criminal Court:** there is no standard form, the student can request a photocopy of court documents verifying attendance or a statement confirming attendance must be obtained from a person of authority commensurate with a court clerk, judge or lawyer.
 - c. **Family & Youth Court:** since there is no form, a statement confirming attendance must be obtained from a person of authority commensurate with a court clerk, judge or lawyer.
 - d. **Citizenship:** a Citizen certificate or a statement confirming attendance must be obtained from a person of authority commensurate with a court clerk, judge or lawyer.

Surgery

Students who are scheduled to have surgery are eligible for exemption if the surgery is scheduled at the same time as the exam, occurs as planned and is not re-scheduled.

Students may also be eligible for an exemption if the recovery from the surgical procedure covers the time during the exam administration. Medical guidelines for recovery should be followed.

Supporting documentation must validate that surgery took place at the same time as the exam

- **For surgery:** [Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam](#) form or medical discharge papers indicating the surgery took place on the scheduled date.
- **For recovery from surgery:** [Physician Confirmation of Acute Medical Condition or Illness Affecting the Writing of a Diploma Exam](#) form indicating the:
 - anticipated recovery period
 - functional limitations of the student following surgery and
 - medication and number of refills permitted.

REASONS NOT ELIGIBLE FOR EXEMPTION

Ongoing Medical Conditions

If a student with an ongoing medical condition experiences a medical crisis immediately before or during a particular diploma exam, he or she may apply for an exemption or partial exemption from that exam in the same manner in which all students may apply on the basis of an **acute medical condition**.

Severe Test Anxiety and Generalized Anxiety

See *Diploma Exam Accommodations* above.

Planned trip or work

Students anticipating to be away and unable to write a diploma exam as a result of events such as weddings, vacations, work onset, family event or any other planned absence are not eligible to be exempt from the writing of diploma exam(s). The

writing of the diploma exam must be deferred to a subsequent administration.

Sudden Physical Medical Conditions

See *Diploma Exam Accommodations* above.

Computer Failure/Power Outage and Not Saved Work

In co-operation with the principal and technical personnel, exam supervisors shall develop an exam administration contingency plan that can be implemented, as required, to address unexpected issues or problems that arise while exams are being written using computers.

In the event of a power or computer/network failure, students are to be directed to complete the exam by handwriting.

Late Course Transfer

Exemptions will not be granted for students who write the incorrect diploma exam because they transferred courses after the deadline and were not registered in the diploma exam by the registration deadline.

