

Appendix - PROGRAMMING FOR STUDENTS WITH PROLONGED ILLNESSES

Consistent with Ministerial directives and Board policy, we provide the most inclusive environment possible for any student. Should a student be unable to attend school by reason of a short sickness or other unavoidable cause, we will arrange for material to be sent home and returned for assessment. Should a student be unable to attend school by reason of prolonged sickness or other unavoidable cause, programming options in order of priority are:

1. Based on suitable medical advice, make reasonable modifications to the school and/or program to accommodate the unique needs of the student. For example, school modifications may mean modification to building access or washroom facilities. Program modifications may mean additional professional supports to create a more inclusive classroom environment. Fulltime accommodation would ensure access to the required number of hours of instruction.
2. Create a blended program between the school and home. The student would attend morning or afternoon, whichever suited the student best, but priority would be to the half day containing the core courses. As there is a range of non-core courses that can be selected on the basis of student interest and parental capacity, it is easier to create a fit using non-core at home to allow access to the required number of hours. Notice that half the day looks like option 1 and the other half day looks like option 3.
3. Register the student with a home based (not home education) program. In this case, Alberta Distance Learning Centre provides the instructional support and the parent provides supervision. If necessary, we would cover the costs of upgrading internet service. The program would be tailored to meet the student's educational needs by balancing on-line and print delivery of courses. Course registration would be sufficient to provide the required number of hours of instruction.
4. Provide a student with a home based program whereby a Division teacher will visit the student in the student's home on a regular schedule to provide the students with instruction and remediation as the student works through on-line or print delivery materials. The teacher would also be available on-line to assist the student with his or her lessons on a regular basis between visits to allow the student access to the required number of hours of instruction.
5. The parent exercises their right under the School Act and registers the student for Parent Directed Education. Specifically, that the parent will design and administer the educational program. Course registration would be sufficient to provide the required number of hours of instruction.
6. The student takes leave from school and returns when a doctor certifies the student is ready to return. While this is the least desirable option, similar to employment

circumstances, there are occasions when an individual's health takes priority over school (or work). Note this is a decision made by a medical official and supersedes the educational directive to provide the required number of hours of instruction.

Clearly, if at all possible, option 1 is the preferred option because it is the only context within which the student participates in an inclusive environment.