



Enclosure 10

REPORT TO BOARD OF TRUSTEES

October 25, 2011

Paul Wubben, Director of Education

SUBJECT: Policy 3.25 – Supervised Alternative Learning

PREPARED BY: Deb Crawford, Superintendent of Education

BACKGROUND:

The Education Amendment Act (Learning to Age 18), 2006 raised the age of compulsory school attendance for a student in Ontario from sixteen to eighteen years or until the student earns the Ontario Secondary School Diploma (OSSD). Although most students will attend and successfully complete secondary school, a number of students are at risk of leaving school early for a wide variety of reasons. If the various retention and engagement strategies that schools use are not successful, Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, may be used by boards and schools to meet the needs of these students. Ontario Regulation 374/10 replaced Regulation 308, “Supervised Alternative Learning for Excused Pupils (SALEP)”, and came into effect February 1, 2011.

Supervised Alternative Learning (SAL) may be used for students who are not otherwise excused under section 21 of the Education Act. It is intended to be used for a very small segment of the student population, and only when other measures to help a young person remain in school are not effective. The primary goal is to offer a program that is in the student’s best interests, reflects his or her input, and supports the student in meeting his or her goals. The purpose of SAL is to assist students either to return to school or to proceed to one of the five postsecondary options when they reach the age of eighteen – that is, apprenticeship training, college, independent living, university, or the workplace.

HIGHLIGHTS:

Ontario Regulation 374/10, “Supervised Alternative Learning and Other Excusals from Attendance at School”, enables the Supervised Alternative Learning Committee of a board to excuse students from fourteen to seventeen years of age from attending school while they continue to participate in learning under the supervision of the board or a school of the board. The goal is to maintain a connection to learning for these students and to support their continued progress towards graduation or achievement of other educational and personal goals. The student – and the parent(s), unless the student is at least sixteen years of age and has withdrawn from parental control – must agree to participation in SAL.

While in SAL, students can participate in a variety of learning activities, which can include taking courses and/or training, earning certifications, and developing job-search skills and the various Essential Skills, work habits, and life skills that will help them lead productive adult lives, as well as doing volunteer work and/or other work. As much as possible, opportunities to earn credits should be included in their programs.

Key Changes to Supervised Alternative Learning and Related Policies

The following are the key changes to SAL and related policies and practices:

- A Supervised Alternative Learning Plan (SALP) is required for each student.

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- Timelines and procedures are specified for administrative processes.
- Part-time study is allowed for sixteen and seventeen year old students for compassionate reasons.
- Changes to policies on recording enrolment limit the time that a truant student who is fourteen to seventeen years of age can remain on the register.

The Supervised Alternative Learning Plan

All students in SAL will have a Supervised Alternative Learning Plan (SALP) to enable them to progress towards obtaining their Ontario Secondary School Diploma or achieving other educational and personal goals. The SALP will outline required activities, which may include one or more of the following:

- Enrolment in one or more courses in which the student may earn a credit
- Enrolment in a life skills or other non-credit course
- Job-related training (e.g., earning workplace certifications, developing general employment skills and job-search skills)
- Full or part-time employment at an approved work placement
- Volunteering (to help the student meet the community service graduation requirement)
- Counseling (to address barriers to learning)
- Any other activity that will help the student reach his or her educational and/or personal goals

The SALP will identify a primary contact at the school or board; outline methods the student can use to achieve his or her educational and personal goals; and identify ways of monitoring the student's progress, which must occur at a *minimum* once per month. The SALP will also include an overview of a transition plan for returning to school or for proceeding to a postsecondary option when the student reaches the age of eighteen.

Administrative Processes

The following are key changes in procedure:

- Timelines are identified for the application process to ensure a minimal gap in a student's learning
- The principal can initiate the SAL process with the support of the student and input from the parent
- The student's participation in SAL can be extended with the agreement of the student (and the parent, if the student is under parental control).

Part-Time Studies

Students who are taking less than 210 minute of classroom instruction per day are attending school part-time. Part-time attendance should be considered for sixteen or seventeen year-old students who are generally successful but who need time away from school for compassionate reasons (e.g., to become a parent, to care for a parent who is ill). The school principal may approve part-time attendance for these students, usually for the duration of a semester and for up to one school year. Under this provision, enrolment for the student for funding purposes would be determined in accordance with the policies in *Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools* for the current year. If a student

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will be doing paid work during school hours, then the SAL process must be followed. For fourteen and fifteen year old students, part-time attendance should be managed through the SAL process.

RECOMMENDATIONS:

That the St. Clair Catholic District School Board receive the report: *Policy 3.25 – Supervised Alternative Learning*, for information.

That the St. Clair Catholic District School Board approve Policy 3.25 – Supervised Alternative Learning, effective October 25, 2011.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
POLICIES AND PROCEDURES
SECTION 3: STUDENTS**

SUPERVISED ALTERNATIVE LEARNING	POLICY 3.25
EFFECTIVE: 2011 10 25	

POLICY STATEMENT:

The St. Clair Catholic District School Board is committed to working to ensure that all students are given every opportunity to graduate. In accordance with the Church's teachings, it is the policy of the Board to provide students with a variety of programs, which supports students and enables them to achieve.

The Board recognizes that, for a variety of reasons, some students are at risk of not graduating. The Board is committed to identifying these students and to providing alternative learning experiences for them, which will help them to obtain their Ontario Secondary School Diploma, or which help them achieve other educational goals.

POLICY GOALS:

The Board and its staff are committed to developing programs to provide students, who have significant difficulties with regular attendance at school, and who have become highly disengaged from the existing school environment, with an alternative learning experience.

By implementing the Supervised Alternative Learning (SAL) program the Board expects to re-engage students through a variety of measures for the purpose of:

1. Improving student outcomes;
2. Improving graduation rates;
3. Ensuring that existing supports and resources are properly accessed and implemented;
4. improving learning opportunities for students by accessing available school and Community programs;
5. Creating greater accountability for student outcomes.

It is understood that the SAL program is useful for encouraging young people who are at risk of not graduating to continue their learning. Students will only be considered for the program if they are not attending school regularly and if other retentions strategies have not been successful. It is expected that the following steps have been taken prior to a student being considered for the SAL program:

1. In-school and in-class preventions have been attempted;
2. In-school and in-class interventions have been attempted;
3. Board interventions have been attempted;
4. A supervised alternative learning program is the next positive step towards re-engaging the student.

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD
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SUPERVISED ALTERNATIVE LEARNING (SAL)	PROCEDURE 3.25.1
EFFECTIVE: 2011 10 25	

ADMINISTRATIVE PROCEDURES:

1.0 Responsibility

1.1 The principal will:

- a) Identify candidates for the Supervised Alternative Learning (SAL) program and/or receives the parent's request for SAL or initiates the request with input from the parent and student;
- b) Contact the student success teacher, school primary contact teacher and attendance officer with the SAL candidate(s) name;
- c) Ensure that the parent(s) and student are informed about SAL as an option using the Principal Referral SAL Form (Appendix A);
- d) Forward the SAL referral (Appendix A, B or C) to the attendance officer and Student Success Teacher;
- e) Attend the SAL committee meeting or delegates a school staff member (vice-principal, guidance counsellor, student success teacher or resource teacher) to attend;
- f) Send a letter to the employer stating that the student is excused from attending school for the purposes of participating in SAL, when employment is part of the Supervised Alternative Learning Plan (SALP);
- g) Ensure that students who are approved for SAL will be monitored by a designated school primary contact teacher to ensure the parameters of the SALP are being met;
- h) Ensure that all documentation needed to complete Ministry/School Board reports is provided to superintendent;
- i) Review the final report in collaboration with all stakeholders prior to the expiration of the SALP, noting any changes;
- j) Ensure that a qualified person visits the job site for appropriateness of health and safety;
- k) Adhere to the timelines outlined by the Ministry of Education (Appendix D);
- l) Prepare the SAL application package.

1.2 The student success team, school primary contact teacher and other school staff will:

- a) Ensure that all appropriate alternative options have been considered;
- b) Ensure that, if the student has an Individual Education Plan (IEP), all supports, accommodations, and modifications have been implemented to optimize student learning;
- c) Consult with the school primary contact teacher to develop a SALP (Appendix E);
- d) Assist the school primary contact teacher with site visits if needed;
- e) Support the monitoring of the student's SALP;
- f) Communicate with the parent(s).

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- 1.3 The superintendent will:
 - a) Ensure that SAL committee members, as well as parents, SAL candidate(s) and school personnel, have been notified regarding meeting dates and locations;
 - b) Ensure that the Oath of Confidentiality forms are signed by all SAL members (Appendix F);
 - c) Chair the SAL committee meeting;
 - d) Attend the SAL committee meeting or delegate an appropriate designate to attend;
 - e) Ensure that the decision of the SAL committee is communicated to all involved parties;
 - f) Be responsible for the completion of reports and all documentation per ministry requirements;
 - g) Ensure Board reports are completed.
- 1.4 The SAL mentor/primary school contact teacher will:
 - a) Develop a Supervised Alternative Learning Plan (SALP) in consultation with the student success teacher and other school staff;
 - b) Ensure that if a student has an IEP, that the accommodations/modifications are included in the SALP;
 - c) Engage student by making initial contact to begin developing SALP;
 - d) Visit off-site locations to ensure that the venue complies with health, safety and accessibility requirements;
 - e) Attend the SAL committee meeting;
 - f) Communicate with the parent(s);
 - g) Monitor the student's SALP monthly and complete necessary reports;
 - h) Provide the principal with a final report, where the SALP is reviewed, no later than 15 days prior to the SAL expiration date.
- 1.5 The student success teacher will:
 - a) Develop a Supervised Alternative Learning Plan in consultation with the school primary contact teacher and other school staff;
 - b) Ensure that if a student has an IEP, that the accommodations/modifications are included in the SALP;
 - c) Attend the SAL Committee meeting, when required;
 - d) Support the monitoring of the student's SALP;
 - e) Support the communication with the parents/guardians.
- 1.6 The attendance officer will:
 - a) Receive SAL referral, processes and forwards to principal's office;
 - b) Act as a resource to the student success teacher and the school primary contact teacher in the development of the SALP;
 - c) Attend the SAL Committee meeting when requested;
 - d) Support the student success teacher and the school primary contact teacher in the monitoring of the student's attendance.
- 1.7 The parent will:
 - a) Complete and returns the Principal Referral SAL Form (Appendix A), or completes a SAL Parental Request Form (Appendix B);
 - b) Encourage the child to commit to engage in a SAL program;
 - c) Maintain communication with the school regarding progress of the SALP;
 - d) Participate in the review of the SALP, as required.

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- 1.8 The student will:
 - a) If at least 16 years old and withdrawn from parental control, he/she may complete a SAL Student Request Form (Appendix C);
 - b) Commit to engage in a SAL program;
 - c) Meet with school primary contact teacher and/or school personnel to provide input for a SALP;
 - d) Participate in the review of the SALP, as required.
- 1.9 The trustee will:
 - a) Participate in the review of the SALP, as required;
 - b) Adhere to the guidelines listed in the Oath of Confidentiality.
- 1.10 The community representative will:
 - a) Attend the SAL committee meeting;
 - b) Participates in the review of the SALP, as required;
 - c) Adhere to the guidelines listed in the Oath of Confidentiality.

2.0 Expectations

- 2.1 SAL will provide alternative programs for students who have reached the age of 14 to 17 years and who have significant difficulties with regular attendance at school, and are therefore at risk of not graduating.
- 2.2 SAL will provide an individual plan to enable the student to progress toward obtaining an Ontario secondary school diploma or achieving his or her other education and life goals by:
 - a) Providing the student with life experiences, which will enable him/her to acquire the knowledge and necessary skills in problem-solving and decision-making required in every day life;
 - b) Enhancing the student's opportunities for personal growth, self-esteem, independence and self-discipline;
 - c) Broadening the student's awareness of the realities and opportunities in the work place;
 - d) Assisting the student in seeing that it may be in his/her best interest to return to the regular schools setting.
- 2.3 SAL applications may be generated by the school principal, the student's parent or guardian, or a student who is at least 16 years old and has withdrawn from parental control, in accordance with Education Act Regulation 374/10 s.6(1).
- 2.4 The Board shall establish a committee to be known as the Supervised Alternative Learning (SAL) Committee. The SAL Committee consists of:
 - a) At least one member of the Board (trustee);
 - b) At least one supervisory officer and/or designate;
 - c) At least one community representative;

Additional members may include:

 - d) Parent or guardian;
 - e) Student;
 - f) Student success team member/monitor and/or other school staff.
- 2.5 When an application is made to the Board for a SAL program, the committee reviews all relevant data and makes a determination regarding the request that a student be excused in order to take part in supervised alternative learning.

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- 2.6 Application for a SAL program may be considered as an alternative to regular school attendance, when it is clear that the student is not benefitting from instruction in the regular school setting (possible alternatives to full-time attendance are outlined in Appendix B & C). One or more of the following factors may be present.
- a) The student is unable to cope in a structured school program.
 - b) The student has experienced a significant loss of time from school.
 - c) The student faces many problems (family/economic, personal, school, etc.)
 - d) The student is facing barriers to learning (e.g. drugs, mental health, anger)
 - e) The student may already be enrolled in a variety of strategies employed by the board to connect the student (Alternative Education Program (alt.ed.), outreach, student success initiatives)
 - f) The student has expectations of obtaining employment.
 - g) The student can benefit from on-the-job training leading to employment.
 - h) Through the counselling process, the student is at the point of being capable of proposing an alternative program, and committing him/herself to that program.

3.0 Procedures Preceding a Supervised Alternative Learning Application (“Pre-SAL”)

- 3.1 The Principal and school staff will ensure that all appropriate options have been considered in order to assist the student with school attendance and behavioural strategies. These might include:
- a) School team meeting to discuss a change in subjects, program level, or additional modifications to program;
 - b) Counselling to explore and address the impediments to the learning process;
 - c) Referral to the Behaviour Support Team for additional support and suggestions;
 - d) Ensures that, if the student has an Individual Education Plan (IEP), all supports, accommodations, and modifications have been implemented to optimize student learning.
- 3.2 The parent will:
- a) Ensure the child attends regularly until excused;
 - b) Meet with school staff to provide input.
- 3.3 The student will:
- a) Attend school daily until excused;
 - b) Meet with school personnel to provide input for a re-engagement plan.
- 3.4 The attendance counsellor will:
- a) Receive the referral and follows the board's administrative procedures;
 - b) Explore all options to improve attendance;
 - c) Consider SAL as a possible solution.
- 3.5 The student success team and other school staff will:
- a) Meet to discuss the student's situation, including attendance;
 - b) Generate a re-engagement plan;
 - c) Monitor the student's re-engagement strategies and attendance;
 - d) Communicate with the parent(s)/guardian(s).

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4.0 Application for a Supervised Alternative Learning Program

4.1 Making an Application

- a) An application form may be completed for a SAL by the principal (Appendix A), or by a student's parent or guardian (Appendix B) or by a student who is at least 16 and has withdrawn from control parental (Appendix C). This form may be obtained from the principal of the student's home school. The application form may be completed with the assistance of school personnel. The application requires:
 - b) The parent or guardian's signature indicating support of the proposed alternative program.
 - c) Reasons for the proposed program.
 - d) A detailed description of the proposed alternative program (Appendix E).

4.2 School personnel are required to complete the School Information Sheet (see SAL Application – Part 2) in order to provide an overview relating to the student's attendance, achievement, work habits, attitude, parental support and any additional agencies, which may be involved with the student.

4.3 If the student will be engaging in paid employment as part of his/her alternative programming, the Employment Information Sheet (see SAL Application – Part 3A) must be completed and signed by the employer. An employer who hires a student approved for a SAL program has the usual legal obligations as listed in the Employment Standards Act, the Occupational Health and Safety Act, and the Workplace Safety and Insurance Board Act.

4.4 If the student will be engaging in an unpaid volunteer placement as part of his/her alternative programming the Volunteer Information Sheet (see SAL Application - Part 3B) must be completed and signed by the volunteer placement supervisor.

4.5 If the student will be engaging in other alternative activities as part of his/her alternative programming the Alternative Information Sheet (see SAL Application - Part 3C) must be completed and signed by the appropriate contact person. Such activities could include:

- a) Enrolment in a course or class in which a pupil may earn a credit;
- b) Enrolment in a non-credit life skills course or other non-credit course;
- c) Preparation for employment and development of general employment skills. (e.g. learning workplace certifications);
- d) Training for a specific job or type of employment;
- e) Full or part-time employment at a work placement that has been visited and found appropriate;
- f) Counselling to address barriers of learning;
- g) Volunteering to help meet the community service requirement;
- h) Any other activity with the potential to help the pupil achieve the goals the student has set in the SALP.

4.6 The parent:

- a) May initiate a request for a SAL program or provide input to the principal's application by completing the parent's components of the SAL application;
- b) May be requested to complete the "Consent to Obtain/Release Information" form and submit it to the principal, unless it has been previously completed or unless one is not required, as in the case of the student who has withdrawn from parental control;
- c) Works with the student success team and other school staff to develop the SALP.

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- 4.7 The student will provide input to the student success team and school staff, to develop the SALP.
- 4.8 The attendance counsellor will assist with the completion of all documentation required for the SAL application.
- 4.9 The student success team and other school staff will assist the principal in the development of the SALP and the gathering of appropriate documentation for submission with the application (e.g., attendance report, IEP, etc.).
- 4.10 The community partners will contribute to the development of the SALP by providing documentation (e.g., an employer agreement).

5.0 Processing an Application

- 5.1 Once the application for a SAL has been signed by the parent/guardian, school principal, employer and volunteer placement supervisor or appropriate contact person, the completed application must be forwarded to the attendance officer and the student success teacher, who will review the application. A completed application may consist of Appendix A, Appendix, B or Appendix C, and have appropriate corresponding documentation attached: Part 1 – Parental Request, Part 2 – School Information and either Part 3A – Employment Information or Part 3B – Volunteer Information or Part 3C – Alternative Information.
- 5.2 If acceptable, the attendance officer and/or student success teacher will submit the application to the superintendent's office and a meeting will be scheduled.
- 5.3 A representative from the student's school will be invited to attend the meeting and will be instructed to invite the parents/guardians and pupil.

6.0 Consideration of the Application

- 6.1 The SAL Committee should establish regular SAL meeting dates and publish them in the Board calendar.
- 6.2 The SAL Committee will convene to review applications according to the following guidelines:
 - a) The meeting will be chaired by the superintendent of education (or designate), who is a member of the committee;
 - b) The school primary contact teacher will present the application to the SAL Committee;
 - c) The school staff member(s) (i.e., principal, vice principal, guidance counsellor, etc.) together with the school contact teacher will be asked to outline the provisions that will be made for the supervision of the alternative program and to provide any additional information required by the committee;
 - d) The parent/guardian and student will be invited to add to the information, as necessary;
 - e) Based on the information presented, the SAL Committee will make one of the following recommendations:
 - i. Approve the proposed program;
 - ii. Decline the application;
 - iii. Alter the proposed program to better meet the needs of the student.

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- 6.3 The principal, parent/guardian, student and proposed school primary contact teacher should all attend the meeting.

7.0 Reconsideration of the Committee's Decisions

- 7.1 The SAL Committee will:
- Review the request to reconsider the SAL decision or the SALP;
 - Approve or denies the request to reconsider the SAL decision;
 - Approve or modifies the SALP;
 - Notify the parent or student and the principal regarding the committee's decision.
- 7.2 The principal will attend the meeting when the SAL decision or the SALP is reconsidered, as required.
- 7.3 The parent/guardian:
- May request that the SAL Committee reconsider the SAL decision or the SALP;
 - Will attend the meeting at which the SAL decision or the SALP is reconsidered, to present reasons for the reconsideration request.
- 7.4 The student will attend the meeting at which the SAL decision or the SALP is reconsidered.
- 7.5 The school primary contact teacher may attend the meeting at which the SAL decision or the SALP is reconsidered.

8.0 Implementation and Monitoring

- 8.1 The principal will:
- If employment is part of the SAL, send a letter to the employer stating that the student is excused from attending school for the purposes of participating in SAL;
 - Ensure that the SALP is implemented in the timelines established by the SAL Committee;
 - Ensure that staff of the school or the board visit the location where the student will be participating in SAL activities to check on the health, safety, and accessibility features of the venue *before* the student begins;
 - Ensure that, if a student has an IEP, accommodations are reflected in the SALP;
 - Receive updates from the primary contact.
- 8.2 The primary contact teacher will:
- Contact the student, at least monthly, to monitor progress;
 - Document contacts;
 - Document the student's performance and/or progress - for example, development of learning skills and/or Essential Skills and work habits, progress in training for certification, or academic achievement, in accordance with his or her SALP (This progress could also be documented in a portfolio to which the student contributes content indicating skills and knowledge.);
 - Inform the principal of any concerns regarding the student's compliance with the SALP or any issues regarding the SALP;
 - Assist the student in addressing any issues that become apparent, or refers the student to appropriate board or community resources.

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- 8.3 The parent/guardian will:
 - a) Maintain communication with the primary contact, as required;
 - b) Support the student in complying with the SALP;
 - c) Advise the primary contact of any issues that have an impact on the SALP and that may require consideration.
- 8.4 The student will:
 - a) Participate in the program, as prescribed in the SALP;
 - b) Maintain regular communication with the primary contact, as required;
 - c) Advise the primary contact of any issues that have an impact on the SALP and that may require consideration;
 - d) Build a SAL portfolio if possible by filing artefacts showing progress and/or achievement.
- 8.5 Student success team and other school staff will:
 - a) Assist in the implementation of the SALP, as required;
 - b) Advise the primary contact of any issues that may have an impact on the SALP and that may require intervention or other support.
- 8.6 Community/Business Partner will:
 - a) Maintain regular contact with the primary contact, as required;
 - b) Advise the primary contact of issues that have an impact on the SALP and that may require intervention or other support.

9.0 Reporting Attendance for Supervised Alternative Learning (SAL) Students

- 9.1 A pupil who is excused from attendance from school as determined by the committee shall be recorded as a full-time pupil on the register of the school in which the pupil is enrolled until the pupil is no longer of compulsory age.
- 9.2 Students must return to the regular school setting if the conditions of the approved alternative program can no longer be met.

10.0 Supervision and Follow-Up

- 10.1 The parent or guardian of a child who has been granted “Supervised Alternative Learning” status is expected to inform the home school principal:
 - a) If the child does not adhere to the approved program;
 - b) Of any change in residence;
 - c) If changes to the approved program are required.
- 10.2 The student’s home school will designate a school primary contact teacher, who, in conjunction with the student success teacher, will monitor the student’s progress on a SAL.
- 10.3 Progress reports should contain the school principal’s signature and coincide with the issuing of reports for students in the home school.

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11.0 Review and Transition Planning

11.1 The principal will:

- a) Review the primary contact's report on the student's SALP a minimum of fifteen school days before it expires. (It is recommended that the SALP be reviewed at least once per semester);
- b) Review the primary contact's report in collaboration with the primary contact, parent, student, and others (as required), and whenever significant changes to the SALP may be needed;
- c) Complete the review documentation, noting any changes;
- d) Ensure that, if there are significant changes, approval is obtained from a supervisory officer and the revised SALP is provided to the student and parent.

11.2 The parent and student will participate in the review of the SALP, as required.

11.3 The school primary contact teacher will prepare a report, in which he or she reviews the SALP.

11.4 The student success team and school staff will participate in the review of the SALP, as required.

11.5 The community partners will participate in the review of the SALP, as required.

12.0 Additional Information

12.1 The St. Clair Catholic District School Board is committed to the principles of equity and inclusive education, consistent with our Catholic teachings, which value and promote human rights and social justice in all Board policies, programs, guidelines, operations and practices.

12.2 Parts of these procedures reference sections of the Employment Standards Act, the Occupational Health and Safety Act and the Workplace Safety and Insurance Board Act.



List of Resources

- Appendix A: Principal's Notice of Intent to Refer to SAL Committee
- Appendix B: Supervised Alternative Learning (SAL) Application – Parent/Guardian Request
- Appendix C: Supervised Alternative Learning (SAL) Application – Student Request
SAL Application Part 1 and 2
- Appendix D: Ministry Timelines Flowchart
- Appendix E: Supervised Alternative Learning Plan Template (SALP)
- Appendix F: Oath of Confidentiality
- Appendix G: Employment Information
- Appendix H: Volunteer Information
- Appendix I: Alternative Activity Information
- Appendix J: Sample of a Student Agreement for a Non-Credit SAL Work Placement
- Appendix K: Template for a Letter Notifying a parent of the SAL Committee's Decision – Approval Granted
- Appendix L: Template for a Letter Notifying parent of the SAL Committee's Decision – Approval Not Granted
- Appendix M: Template for a Letter Notifying an Employer whether or not a student has permission to work
- Appendix N: Template for a monitoring Log for a Student in SAL
- Appendix O: Template for a Request for the SAL Committee to renew Supervised Alternative Learning
- Appendix P: Template for a Transition Plan
- Appendix Q: Steps in Supervised Alternative Learning (SAL)
- Appendix R: Possible Alternatives for Full-time attendance
- Appendix S: Pre-SAL OSR Data Collection
- Appendix T: Template for a Request for SAL



**PRINCIPAL'S NOTICE OF INTENT TO
REFER TO
SUPERVISED ALTERNATIVE LEARNING COMMITTEE**

Appendix A

Section A - STUDENT DATA

RETAIN ORIGINAL IN O.S.R.

STUDENT:			IEP:	<input type="checkbox"/> YES	<input type="checkbox"/> NO
SCHOOL:			PRINCIPAL:		
PRESENT GRADE OR YEAR:		DATE OF BIRTH:		O.E.N.:	
PARENT/GUARDIAN:			PHONE:		
911 ADDRESS:					

Indicate Actions Taken/Referrals Made to Resolve School Difficulties or Address Pupil Needs

Attendance Counsellor Guidance Parent Interview Student Services Course Change(s)
 Remedial Courses Special Education School Change Student Interviews
 Outside Agencies: Name: _____ Worker: _____
 Other: _____

Section B – REASONS for REFERRAL

Current Behaviour and Attendance:

Identify Credits Earned and Mark:

Currently Enrolled In:

Assessment Results:

Assessment Results

Recommendations: _____

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Section C - CONSENT - (to be completed by Parent/Guardian or Adult Student)

I agree I disagree with the above Recommendation of the above named student.

I will attend I will not attend the Supervised Alternative Learning meeting.

Signature of Parent/Guardian/Adult Student _____ Date _____

PARENT(S): Please return signed original form to the school by _____ Date _____

Personal information on this form is collected under the authority of the Education Act, and will be used by the Supervised Alternative Learning Committee to determine eligibility for the program. Questions about the collection of personal information should be directed to the Superintendent of Education, St. Clair Catholic District School Board, 420 Creek Street, Wallaceburg, Ontario, N8A 4C4, telephone 519-627-6762 or TOLL FREE 1-866-336-6139

SUPERVISED ALTERNATIVE LEARNING (SAL) APPLICATION

Appendix B

SAL APPLICATION - PART 1

PARENTAL/GUARDIAN REQUEST

STUDENT:				DATE:		
SCHOOL:				PRINCIPAL:		
GRADE:		DATE OF BIRTH:			O.E.N.:	
PARENT/GUARDIAN/ :				HOME PHONE		
				CELL PHONE		
				E-MAIL		
ADDRESS:				CITY	POSTAL CODE	

I would like to make application for my child to be excused from full-time school attendance in accordance with Ontario Regulation 374/10 of the Education Act which pertains to Supervised Alternative Learning.

Reason for Application:

Proposed Activities

- Credit Course (s)
- Employment
- Non-credit courses (e.g., life skills)
- Certification and training
- Counseling
- Volunteer opportunity
- Other:

PARENT/GUARDIAN SIGNATURE:		DATE:	
STUDENT'S SIGNATURE		DATE	
PRINCIPAL'S SIGNATURE:		DATE:	

When complete, all sections (**Part 1, Part 2--2 Pages, and Part 3A or Part 3B or Part 3C**) of this application must be submitted to:

**Principal,
Attendance Officer,
St. Clair Catholic District School Board.**

Please Note: School staff will be informed of a date, time, and place for a meeting regarding this application. School staff will be asked to inform parents. The SAL placement cannot commence until the SAL Committee has approved the application.



SUPERVISED ALTERNATIVE LEARNING (SAL) APPLICATION

Appendix C

SAL APPLICATION - PART 1

STUDENT REQUEST

(Student is 16 or 17 years of age and withdrawn from parental consent)

STUDENT:			DATE:	
SCHOOL:			PRINCIPAL:	
GRADE:		DATE OF BIRTH:	O.E.N.:	
PARENT/GUARDIAN/ :			HOME PHONE CELL PHONE E-MAIL	
ADDRESS:			CITY	POSTAL CODE

I would like to make application to be excused from full-time school attendance in accordance with Ontario Regulation 374/10 of the Education Act which pertains to Supervised Alternative Learning.

Reason for Application:

Proposed Activities

- Credit Course (s)
- Employment
- Non-credit courses (e.g., life skills)
- Certification and training
- Counseling
- Volunteer opportunity
- Other:

PARENT/GUARDIAN SIGNATURE:		DATE:	
STUDENT'S SIGNATURE		DATE	
PRINCIPAL'S SIGNATURE:		DATE:	

When complete, all sections (**Part 1, Part 2-2 Pages, and Part 3A or Part 3B or Part 3C**) of this application must be submitted to:

**Principal,
Attendance Officer,
St. Clair Catholic District School Board.**

Please Note: School staff will be informed of a date, time, and place for a meeting regarding this application. School staff will be asked to inform parents. The SAL placement cannot commence until the SAL Committee has approved the application.

SAL APPLICATION - PART 2

SCHOOL INFORMATION (Page 1 of 2)

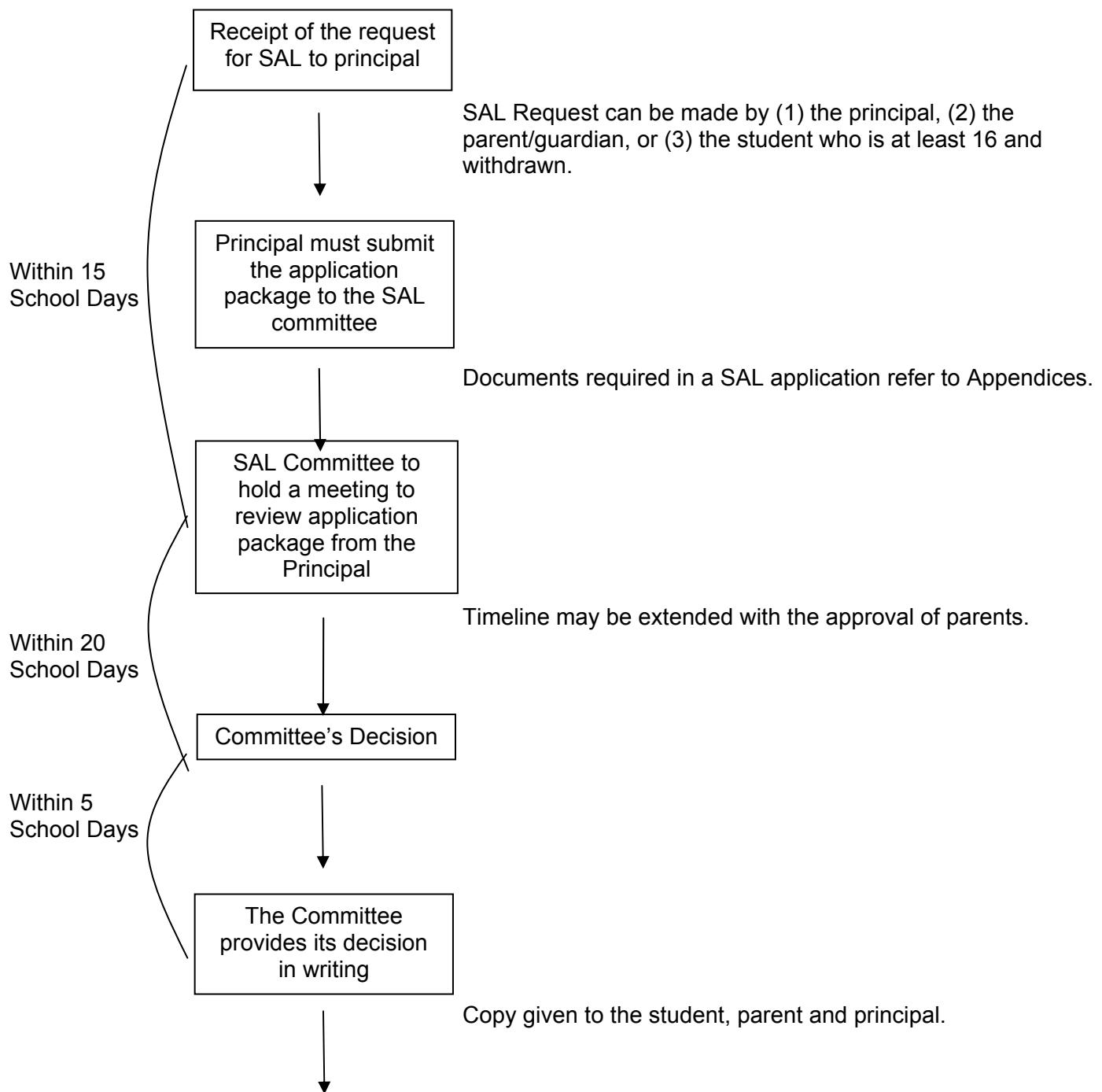
STUDENT:			DATE OF BIRTH:	
SCHOOL:			GRADE:	
IEP	<input type="checkbox"/> Yes <input type="checkbox"/> No		IPRC	<input type="checkbox"/> Yes <input type="checkbox"/> No
LAST ELEMENTARY SCHOOL ATTENDED:				
ACADEMIC PERFORMANCE IN ELEMENTARY	DETAILS			
NUMBER OF CREDITS COMPLETED:				
CURRENT SUBJECTS AND STANDING:				
STANDARDIZED TEST RESULTS: (if available)				
CURRENT ATTENDANCE:				
PREVIOUS YEAR'S ATTENDANCE:				
HEALTH FACTORS (if applicable):				
MOTIVATION TO SUCCEED IN SCHOOL:				
STUDENT'S ATTITUDE TOWARDS SCHOOL:				

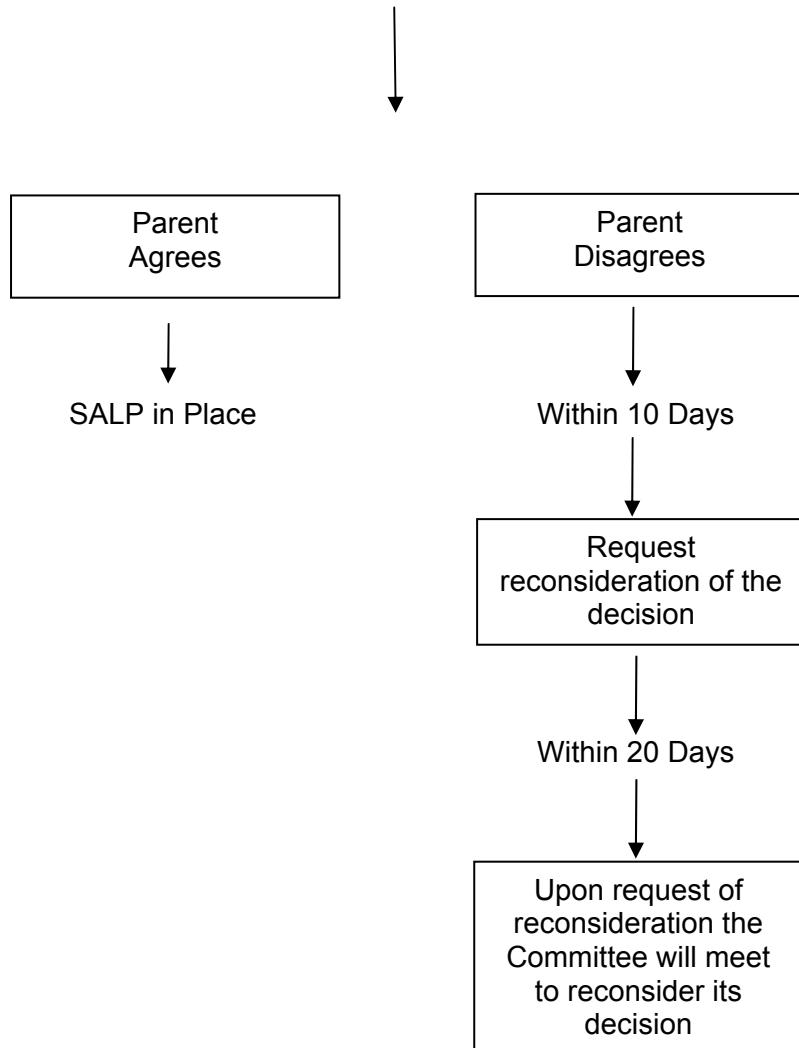
**SAL APPLICATION - PART 2****SCHOOL INFORMATION (Page 2 of 2)**

STEPS TAKEN BY PARENT AND SCHOOL TO KEEP THIS STUDENT IN SCHOOL:	
ATTITUDE OF STUDENT TOWARD THE SAL PROPOSAL:	
OTHER AGENCIES KNOWN TO BE INVOLVED WITH THIS STUDENT:	
OTHER RELEVANT DATA:	
OUTLINE THE PLAN FOR SCHOOL SUPERVISION OF THE SAL PROGRAM:	
STAFF SUPERVISOR:	

PRINCIPAL'S SIGNATURE:	DATE:	
------------------------	-------	--

OVERVIEW OF THE MINISTRY TIMELINES FOR SUPERVISED ALTERNATIVE LEARNING (SAL)





SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)

Student Information

Name:

Address:

Home telephone:

Postal code:

Alternative telephone: OEN:

Date of birth:

Age:

Grade:

Gender: Female Male

IEP: Yes No

School:

Principal:

Address:

City:

Postal Code

Date of SAL Committee meeting: _____, 201_____ Is this a

renewal? Yes No

Outcome of SAL Committee meeting:

Expiration date of SALP: _____, 201_____

(shall not be later than June 30th in the school year to which the plan applies, Reg 374/10, S.9(4)).

Parent/Guardian Information

Name(s):

Address (if different from student's above):

Home telephone (if different from student's above): Work
telephone:

Primary contact for SAL

Name: Position:

Name of principal:

People consulted in the development of the SALP

Name/Position:

Telephone: Name/Position:

Telephone: Name/Position:

Telephone:

Name/Position:

Telephone: Name/Position:

Telephone: Name/Position:

Telephone:

Monitoring schedule

Details:

Student's educational goal(s)	Methods to achieve educational goal(s) Ways in which student's progress will be monitored
<input type="checkbox"/> Earn credit(s) <input type="checkbox"/> Earn OSSC <input type="checkbox"/> Earn OSSD <input type="checkbox"/> Enter college/university <input type="checkbox"/> Enter apprenticeship/trades <input type="checkbox"/> Enter the workforce <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____	
Student's personal goal(s)	Methods to achieve educational goal(s) Ways in which student's progress will be monitored
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Description of student's program	
Courses <input type="checkbox"/> credit <input type="checkbox"/> non-credit (e.g., life skills courses)	Details: course codes; delivery format (e.g., part-time attendance at a regular school or in an alternative education program, cooperative education, e-learning, independent study); location

Skill acquisition	Details: <i>description of activities, student's schedule, location</i>
<input type="checkbox"/> volunteering <input type="checkbox"/> earning a certification or taking training for a specific job <input type="checkbox"/> developing job-search skills <input type="checkbox"/> developing Essential Skills and work habits and using the Ontario Skills Passport to track achievement <input type="checkbox"/> working part-time <input type="checkbox"/> working full-time	
<input type="checkbox"/> counselling	Details: <i>frequency of sessions, location, type (e.g., anger management, substance abuse counselling)</i>
<input type="checkbox"/> other activities to enable the student to achieve his or her goals	Details: <i>description of activities, student's schedule, location</i>

- The venues have been visited and found to be appropriate (e.g., they comply with health and safety and accessibility legislation).
- No visit was necessary at this time (e.g., the venues are known and considered to be appropriate).

Transition Plan (Overview to be completed with the application. Detailed transition plan to be completed when SAL is terminated.)
Overview:



Signatures

Principal

Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

Student

Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

Parent/Guardian

Date

I, _____, as a Supervised Alternative Learning (SAL) Committee member agree not to disclose information of any nature or kind that comes to my knowledge respecting or relating to any student discussed or any program or service provided to such student, unless required by law. I acknowledge that this oath shall remain in force and effect during my tenure on the SAL Committee and after my tenure has ended.

I acknowledge that all sensitive information and material which I have in my possession or of which I am cognizant, must be handled in the following manner to ensure that it will never fall into unauthorized hands:

- a) Sensitive records or material must not be taken outside the confines of the office without the approval of the Supervisory Officer and/or his/her designate.
- b) After working hours, all sensitive records and material must be returned to the principal or his/her designate. No materials or records of this nature are to be kept in a public space.
- c) All information and material arising out of the work of the SAL Committee is the property of St. Clair Catholic District School Board, and must be kept in accordance with the provisions of (a) above. It must never be retained in a committee member's possession on termination of service with the SAL Committee, and;
- d) All records and material in the possession of a member must be turned into the Supervisory officer and/or principal prior to a member's termination.

I acknowledge that I have read the foregoing instructions concerning the handling of Supervised Alternative Learning Committee's sensitive information and material and that I am fully aware of my responsibility of protecting any sensitive materials with which I am entrusted as a member of the SAL Committee.

Supervised Alternative Committee (SAL) Member Signature

Print Name

Date

Witness Signature

Supervisory Officer and/or Designate of the St. Clair Catholic District School Board

SAL APPLICATION – PART 3A

EMPLOYMENT INFORMATION (to be completed for paid placements)
--

STUDENT:		DATE OF BIRTH:	
SCHOOL:		GRADE:	
NAME OF EMPLOYER:			
ADDRESS OF EMPLOYER:			
PHONE NUMBER OF EMPLOYER:			
NAME OF SUPERVISOR IN THE WORKPLACE:			
WORK LOCATION:			
DESCRIPTION OF WORK:			
DAILY SCHEDULE:			
TOTAL HOURS TO BE WORKED EACH WEEK:			
EMPLOYMENT CAN BEGIN ON:			

EMPLOYER STATEMENT:

I confirm that employment will be as described above and that the pupil named above will be covered under my Ontario Workplace Safety and Insurance Board plan during the period of employment.

I am aware that the pupil named above is of compulsory school age and that consent to be absent from school will be automatically withdrawn if the employment conditions change.

I confirm that the pupil named above is old enough to engage in the employment described above and will not place the pupil in a work situation that contravenes the Employment Standards Act, the Workplace Safety and Insurance Board Act or the Occupation Health and Safety Act.

I understand that the pupil named above will be subject to monitoring by the St. Clair Catholic District School Board and I will co-operate with them so that such can be carried out.

SIGNATURE OF EMPLOYER:		DATE:	
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SAL APPLICATION – PART 3B

VOLUNTEER INFORMATION

(to be completed for unpaid placements)

STUDENT:		DATE OF BIRTH:	
SCHOOL:		GRADE:	
NAME OF VOLUNTEER PLACEMENT AGENCY:			
LOCATION OF VOLUNTEER PLACEMENT: (Address)			
NAME OF SUPERVISOR IN THE VOLUNTEER PLACEMENT:			
PHONE NUMBER OF SUPERVISOR IN THE VOLUNTEER PLACEMENT:			
DESCRIPTION OF VOLUNTEER WORK:			
DAILY SCHEDULE:			
TOTAL VOLUNTEER HOURS TO BE WORKED EACH WEEK:			
VOLUNTEER PLACEMENT CAN BEGIN ON:			

VOLUNTEER PLACEMENT SUPERVISOR STATEMENT:

I confirm that the volunteer placement will be as described above.

I am aware that the pupil named above is of compulsory school age and that consent to be absent from school will be automatically withdrawn if the above described conditions change.

I confirm that the pupil named above is old enough to engage in the volunteer placement described above and will not be placed in a situation that contravenes the Employment Standards Act, the Workplace Safety and Insurance Board Act or the Occupation Health and Safety Act.

I understand that the pupil named above will be subject to monitoring by the St. Clair Catholic District School Board and I will co-operate with them so that such can be carried out.

SIGNATURE OF VOLUNTEER PLACEMENT SUPERVISOR:		DATE:	
--	--	-------	--

SAL APPLICATION – PART 3C

**ALTERNATIVE ACTIVITY
INFORMATION**
(to be completed for alternative activities)

STUDENT:		DATE OF BIRTH:	
SCHOOL:		GRADE:	
NAME OF ACTIVITY:			
LOCATION OF ALTERNATIVE ACTIVITY: (Address)			
NAME OF CONTACT IN THE ALTERNATIVE ACTIVITY:			
PHONE NUMBER OF CONTACT:			
DESCRIPTION OF ALTERNATIVE ACTIVITY:			
DAILY SCHEDULE:			
ALTERNATIVE ACTIVITY CAN BEGIN ON:			

ALTERNATIVE ACTIVITY CONTACT STATEMENT:

I confirm that the alternative activity will be as described above.

I am aware that the pupil named above is of compulsory school age and that consent to be absent from school will be automatically withdrawn if the above described conditions change.

I confirm that the pupil named above is old enough to engage in the alternative activity described above and will not be placed in a situation that contravenes the Employment Standards Act, the Workplace Safety and Insurance Board Act or the Occupation Health and Safety Act.

I understand that the pupil named above will be subject to monitoring by the St. Clair Catholic District School Board and I will co-operate with them so that such can be carried out.

SIGNATURE OF ALTERNATIVE ACTIVITY SUPERVISOR:		DATE:	
---	--	-------	--



SAMPLE of A Student Agreement for a Non-credit Supervised Alternative Learning (SAL) Work Placement

For students earning credits in a cooperative education program, please see *Cooperative Education and Other Forms of Experiential Learning, 2000* for the appropriate guidelines and documentation.

For resources for students, see www.livesafeworksmart.net/english/coop/tip_sheets.htm for tips for young workers: *Are You Ready for Work?* and *Stay Safe When Working: 12 Tips*.

Name of student: _____ Work placement: _____

OEN: _____

I understand the following conditions of a non-credit work placement:

- The school or the work-station supervisor may stop my work program.
- My SAL primary contact will talk to my work-station supervisor about my duties and work.
- The work-station supervisor will give my SAL primary contact reports on my work.
- My primary contact will discuss my performance at work with others including my principal and parents.

I understand the following rules for participating in a SAL workplace program:

- I must complete the forms asked for by my primary contact before I go to the workplace.
- I must report for work on time.
- I must not miss days at work without a good reason.
- I must call my primary contact and my work-station supervisor ahead of time if I will be late or absent.
- I must be polite to the supervisor, other workers, and customers.
- I should dress properly for the workplace.
- I must follow the work-station supervisor's rules and instructions.
- I must not talk about confidential information from the workplace.
- I must work safely and obey all safety rules.
- I will fill out my log sheet each day and give it to my primary contact each week.
- I will tell my primary contact of any problems so he/she can help me solve them.
- I will talk with my primary contact if I want to change to a different workplace location.

Student's signature: _____ Date: _____

I am aware of the above rules that the student is to follow in the SAL workplace.

Parent's/Guardian's signature: _____ Date: _____



Template for a Letter Notifying a Parent of the **SUPERVISED ALTERNATIVE LEARNING (SAL) Committee's Decision**

Approval Granted

[date]

[parent/guardian]
[address]

Re: [name of student] Date of birth: _____ OEN: _____

Dear [name of parent/guardian]:

On [date of SAL Committee meeting], the Supervised Alternative Learning (SAL) Committee of the [name of district school board] granted approval for [name of student] to participate in Supervised Alternative Learning in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The approved Supervised Alternative Learning Plan, which outlines the program, has been discussed with you, and you indicated agreement with it. The primary contact will be [name of contact], and you may contact him/her at _____.
[Include student's employer contact information also, if applicable.]

You were also advised of the following conditions of the approval:

1. The student shall comply with the Supervised Alternative Learning Plan, as prescribed by the SAL Committee, in order to maintain his/her status in Supervised Alternative Learning.
2. The primary contact must be notified of any proposed changes to the student's circumstances.
3. The primary contact will maintain regular communication with those associated with Supervised Alternative Learning, and will also keep you updated on a regular basis.
4. Significant breaches of the Supervised Alternative Learning Plan may result in termination of Supervised Alternative Learning. Termination means that the student would no longer be excused from regular attendance at school.
5. The Supervised Alternative Learning Plan will be reviewed periodically. The plan will be reviewed near the end of its term so that decisions can be made regarding the student's participation in Supervised Alternative Learning. You will be invited to provide input into the review.

Should you have any questions regarding these conditions or other issues as they relate to the Supervised Alternative Learning Plan, please contact the primary contact or the principal of the school. If you wish the committee to reconsider its decision, including the decision on the student's Supervised Alternative Learning Plan, please submit your written request to [name of principal and school] within ten school days of receiving this letter.

Yours truly,

Chairperson of the SAL Committee

cc: Principal of the school
 Primary contact



Template for a Letter Notifying Parent of the SUPERVISED ALTERNATIVE LEARNING (SAL) Committee's Decision

Approval Not Granted

[date]

[parent/guardian]

[address]

Re: [name of student] Date of birth: _____ OEN: _____

Dear [name of parent/guardian]:

On [date of SAL Committee meeting], the Supervised Alternative Learning (SAL) Committee of the [name of district school board] reviewed the application requesting that [name of student] be considered for participation in the Supervised Alternative Learning program in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The committee has made the decision to not approve the application for Supervised Alternative Learning. [Name of student] is expected to return to daily school attendance immediately.

As explained to you at the meeting, if you are not in agreement with the committee's decision and if you would like to request a reconsideration of the decision on SAL, you should contact [the principal of the school] within ten school days of receiving this notification. If you submit a written request for reconsideration, the committee will hold a meeting to reconsider its decision within twenty days of receiving your request.

Yours truly,

Chairperson of the SAL Committee

cc: Principal of the school
Proposed primary contact



Template for a Letter Notifying an Employer Whether or Not a Student Has Permission to Work

[date]

[name of employer]
[address]

Dear [name of employer]:

On [date of SAL Committee meeting], the Supervised Alternative Learning (SAL) Committee of the [name of district school board] considered the request for [name of student, date of birth] [to continue] to participate in the SAL program in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The SAL Committee approved the request, and [name of student] is permitted to work during school hours as part of a Supervised Alternative Learning program. The following conditions apply:

- A visit by board staff will take place to confirm the safety of the proposed work and workplace (if it has not already taken place).
- Contact will be permitted between the primary contact [insert name] and the above-named student during work hours. The primary contact will arrange the contact time with you.
- You will inform the primary contact by telephone, at [telephone number], or by e-mail within five school days of the end of employment of the above-named student.

OR

The SAL Committee did not approve the request, and the student is expected to return to regular school attendance immediately. Therefore, the student is not allowed to be employed during school hours.

Should you have any questions regarding this decision, please contact me directly, at [telephone number].

Yours truly,

Principal

cc: Primary contact

**Template for a Monitoring
Log for a Student in
SUPERVISED ALTERNATIVE LEARNING (SAL)**

Name: _____ Date of birth: _____ Address: _____ Telephone: _____ Board/School: _____ E-mail: _____ SAL approval date: _____ Primary contact: _____ Other information: _____		
Description of SALP activities 		
Date	Details	
Type of contact: <input type="checkbox"/> observation of student on location <input type="checkbox"/> e-mail <input type="checkbox"/> telephone call <input type="checkbox"/> other: _____	<input type="checkbox"/> meeting in person	
	Content of discussion: <input type="checkbox"/> problem solving <input type="checkbox"/> other: _____	<input type="checkbox"/> progress/assessment
	Primary contact's initials: _____ Comments:	



Template for a Request for the SUPERVISED ALTERNATIVE LEARNING (SAL) Committee to Renew Supervised Alternative Learning

Student's name: _____ Date of birth: _____

OEN: _____

School: _____

Date of initial SAL approval: _____

- Request for renewal of SAL with no changes to the Supervised Alternative Learning Plan*
- Request for renewal of SAL with changes to the Supervised Alternative Learning Plan*
- Request for a SAL Committee meeting to review SAL and the Supervised Alternative Learning Plan with the student and parent present

* Written consent of the parent must be obtained. Supervised Alternative Learning may be renewed for a maximum of one year without requiring a new SAL application.

Documents submitted:

- Supervised Alternative Learning Plan
 - other documents (e.g., principal's review, report from primary contact, attendance report)
-
-

Principal's comments:

Principal's signature: _____ Date: _____

Parent supports renewal of SAL: Yes No

Parent's comments:

I have been consulted on the renewal of SAL and the Supervised Alternative Learning Plan.

Parent's signature: _____ Date: _____

Student's comments:

I have been consulted on the renewal of SAL and the Supervised Alternative Learning Plan.

Student's signature: _____ Date: _____

SUPERVISED ALTERNATIVE LEARNING (SAL) Template for a Transition Plan

Name of student: _____

Next destination: _____

Student's educational goal(s)	Methods to achieve goal(s)
<input type="checkbox"/> Earn a credit(s) <input type="checkbox"/> Earn OSSC <input type="checkbox"/> Earn OSSD <input type="checkbox"/> Enter college/university <input type="checkbox"/> Enter apprenticeship/trades <input type="checkbox"/> Enter the workforce <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____
Student's personal goal(s)	Methods to achieve goal(s)
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____



Description of student's post-SAL program		
Courses and other learning activities:	Details:	
Plan to assist the student in the transition		
Action:	Responsibility:	Timeline:

Signatures

Principal

Date

I have been consulted in the creation of the transition plan.

Student

Date

I have been consulted in the creation of the transition plan.

Parent

Date

Step	Key Actions	Details & Documentation
Procedures Preceding a SAL Application ("Pre-SAL")	<p>The Student Success team reviews the student's situation.</p> <p>All appropriate actions are considered.</p> <p>Information about options, including SAL, is shared with the student and parent.</p> <p>The level of the student's motivation and commitment to the program is assessed.</p>	<p>Strategies used prior to recommending SAL are documented.</p> <p>Attendance counselor reports on the student's attendance history.</p> <p>Information on SAL is given to parent.</p>
Step 1: Application for SAL	<p>The parent, student, or principal requests SAL for the student.</p> <p>The principal has 15 school days from receipt of request from parent or student to submit the application to the SAL committee.</p> <p><i>Note:</i> The principal develops a SALP only if he or she agrees with the request for SAL.</p> <p>The principal files the SAL application with the SAL Committee.</p> <p>If the activity site is not at a board site, the site is visited to confirm that it is appropriate (e.g., it is checked for compliance with health and safety legislation and accessibility legislation). If the principal already knows the site is appropriate, a site visit is not required at this time.</p>	<p>Request for SAL should be in writing.</p> <p>Request includes a "Consent to Obtain/Release Information" form.</p> <p>Principal notes date of receipt on the request.</p> <p>Possible components of an application are the following:</p> <ul style="list-style-type: none"> - the SALP, including a suggested primary contact - attendance report - OSR review - Credit summary - Employer agreement, if applicable - IEP, if applicable <p>Principal advises parent in writing that an application for SAL has been submitted.</p>
Step 2: Consideration of the Application	<p>SAL Committee schedules a meeting within 20 school days to review the application and invites:</p> <ul style="list-style-type: none"> ▪ The parent ▪ The student ▪ Relevant school and board staff ▪ Other relevant community members, with the agreement of the parent <p>The committee confirms the student's primary contact.</p> <p>Parent may request a reconsideration of the SAL</p>	<p>Parent is notified of date and time of the SAL meeting.</p> <p>Parent is notified of the decision of the SAL Committee.</p>

STEPS IN SUPERVISED
ALTERNATIVE LEARNING (SAL)

Step	Key Actions	Details & Documentation
Step 3: Implementation and Monitoring	<p>Committee's decision within 10 days.</p> <p>Before the student begins participating in an activity at a location that is not a board or school site (E.g., the proposed workplace, volunteer organization), the site is visited, and is checked in terms of health, safety, accessibility, and other factors to ensure that it is appropriate.</p> <p>Monitoring is carried out by the student's primary contact at least once a month.</p> <p>Communication between student and primary contact is best achieved in person; however, other formats for monitoring could include telephone conversations, e-mail, teleconferencing, video conferencing, and meeting with the student's primary contact.</p> <p>The primary contact may make minor changes to the SALP over the course of the program.</p>	<p>The SALP is filed in the OSR along with progress reports; Student and parent receive copies of the approved SALP.</p> <p>Contacts between the student and the primary contact are documented.</p> <p>Reports on progress are issued to each SAL student following the same timelines as reporting for regular students.</p>
Step 4: Review and Transition Planning	<p>The primary contact reviews the SALP 15 school days before the plan expires; however, it is recommended that it be reviewed once per semester. The review is submitted to the principal.</p> <p>Substantial modifications to the SALP required the approval of the principal, a supervisory officer, the student, and the parent.</p> <p>The SAL Committee may renew the SAL for a maximum of an additional academic year.</p> <p>The transition plan in the SALP is further developed to support the student's transition for SAL to his or her next step.</p>	<p>Review processes and decisions are tracked and documentation of reviews is filed in the OSR.</p> <p>If a plan is modified, the principal will provide a copy of the modified plan to the student and the student's parent.</p> <p>Employer is notified of any changes made to the SALP.</p> <p>The parent has input into the SALP and receives a copy of changes to the SALP and the renewal of SAL.</p> <p>The transition plan is filed in the OSR.</p>



POSSIBLE ALTERNATIVES FOR FULL-TIME ATTENDANCE

Appendix R

A plan shall include one or more of the following activities

- Enrolment in a course or class in which a pupil may earn a credit
- Enrolment in a non-credit life skills course or other non-credit course
- Preparation for employment and development of general employment skills
- Training for a specific job or type of employment
- Full-time or part-time employment
- Counselling
- Volunteering

Please note:

Students who are approved for SAL will be monitored by a designated SAL supervisor to ensure the parameters of the SAL are being met.

PRE-SAL OSR DATA COLLECTION

[Board and Current School Name]

Student Name:	Student OEN #:
Date of Birth:	Grade:
Date of Data Collection:	IEP:
Collated by:	IPRC:
Concerns:	<ul style="list-style-type: none"> •

Academic History	
Senior Kindergarten	Grade 5
•	•
Grade 1	Grade 6
•	•
Grade 2	Grade 7
•	•
Grade 3	Grade 8
•	•
Grade 4	Grade 9
•	•

Student Services Interventions – Child and Youth Worker Involvement	
Grades:	
Duration of Involvement:	
Reasons for Involvement:	<ul style="list-style-type: none"> • • •

Medical Reports	Academic Testing
Dr.	Speech and Language: Age 5 to Jan 20__ <ul style="list-style-type: none"> • Psycho-educational Assessment Report <ul style="list-style-type: none"> • Brigance <ul style="list-style-type: none"> •



TEMPLATE FOR A REQUEST FOR SUPERVISED ALTERNATIVE LEARNING

Request made by

- Student (16 or 17 years of age who has withdrawn from parental control)
- Parent/Guardian
- Principal (Principal must inform, and request input from, the parent/guardian before submitting application to committee.)

Student information

Grade: _____ OEN: _____ Language spoken: _____
Last name: _____ First name: _____ Middle name: _____

Date of birth: _____ Gender: F M Home telephone: _____
Cellular telephone: _____
E-mail: _____
Address: _____ City/Town: _____ Postal code: _____

Parent/Guardian information

Name: _____ Telephone (day): _____
Address (if different from student's): _____

School last attended by student

Address: _____
Telephone: _____ Fax: _____
Last day of attendance: _____

Reason for request**Proposed activities**

- Credit course(s)
- Employment
- Non-credit courses (e.g., life skills)
- Certification and training
- Counselling
- Volunteer opportunity
- Other: _____

Comments

Student

Parent/Guardian

Principal

Date

Date

Date