

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

SUPERVISED ALTERNATIVE LEARNING (SAL)	PROCEDURE
EFFECTIVE: 2011 10 25 / 2017 02 28	

REFERENCES:

- Education Act Reg 374/10
- Supervised Alternative Learning, Policy and Implementation, 2010

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 *Supervised Alternative Learning (SAL) Application – Principal Request* (Appendix A);
- d) Forward the appropriate SAL referral to the attendance counsellor and Student Success Teacher;
 - i. *Supervised Alternative Learning (SAL) Application – Principal Request* (Appendix A)
 - ii. *Supervised Alternative Learning (SAL) Application – Parent/Guardian Request* (Appendix B)
 - iii. *Supervised Alternative Learning (SAL) Application – Student Request* (Appendix C)
- e) Attend the SAL committee meeting or delegate 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 in *Ministry Timelines Flowchart*, (Appendix D);
- l) Prepare the SAL application package.

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

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- 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 *Supervised Alternative Learning Plan Template* (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).

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* (Appendix F) form is signed by all SAL members);
- 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 counsellor will:

- a) Receive SAL referral, process it and forward it 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:

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- a) Complete and return Appendix A, or Appendix B;
- b) Encourage the student student 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.

1.8 The student will:

- a) If at least 16 years old and withdrawn from parental control, complete 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) Participate 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 who 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.

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- 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.
- 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.
- The student is unable to cope in a structured school program.
 - The student has experienced a significant loss of time from school.
 - The student faces many problems (family/economic, personal, school, etc.)
 - The student is facing barriers to learning (e.g. drugs, mental health, anger)
 - The student may already be enrolled in a variety of strategies employed by the board to connect the student (Step Forward Program, outreach, student success initiatives)
 - The student has expectations of obtaining employment.
 - The student can benefit from on-the-job training leading to employment.
 - 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;
 - Counselling to explore and address the impediments to the learning process;
 - A referral to the Behaviour Support Team for additional support and suggestions;
 - Requiring all supports, accommodations, and modifications have been implemented to optimize student learning for those students with an Individual Education Plan (IEP).
- 3.2 The parent will:
- Ensure the student attends regularly until excused;
 - Meet with school staff to provide input.
- 3.3 The student will:
- Attend school daily until excused;
 - Meet with school personnel to provide input for a re-engagement plan.
- 3.4 The attendance counsellor will:
- Receive the referral and follow the board's administrative procedures;
 - Explore all options to improve attendance;
 - Consider SAL as a possible solution.
- 3.5 The student success team and other school staff will:
- Meet to discuss the student's situation, including attendance;
 - Generate a re-engagement plan;
 - Monitor the student's re-engagement strategies and attendance;
 - Communicate with the parent(s)/guardian(s).

4.0 Application for a Supervised Alternative Learning Program

- 4.1 Making an Application

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- a) An application form may be completed for a SAL by the principal, a student's parent or guardian, or by a student who is at least 16 and has withdrawn from control parental. 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:
 - i. The parent or guardian's signature indicating support of the proposed alternative program.
 - ii. Reasons for the proposed program.
 - iii. A detailed description of the proposed SALP (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, *Employment Information* (Appendix G) must be completed and signed by the employer. An employer who hires a student approved for a SAL program must adhere to 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, *Volunteer Information* (Appendix H) 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, *Alternative Activity Information* (Appendix J) 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/guardian:
 - a) Initiates 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) Requests 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.
- 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.

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- 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.
- 5.2 If acceptable, the attendance counsellor 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 the 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. The SAL Committee is composed of the following individuals, at a minimum:
- One (1) supervisory officer who is qualified as a teacher
 - One (1) board trustee
 - One (1) community representative
- Alternatives for each position may be identified.
- 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.
- 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:
- a) Review the request to reconsider the SAL decision or the SALP;

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- b) Approve or deny the request to reconsider the SAL decision;
 - c) Approve or modify the SALP;
 - d) 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:
- a) May request that the SAL Committee reconsider the SAL decision or the SALP;
 - b) 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:
- a) 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;
 - b) Ensure that the SALP is implemented in the timelines established by the SAL Committee;
 - c) 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;
 - d) Ensure that, if a student has an IEP, accommodations are reflected in the SALP;
 - e) Receive updates from the primary contact.
- 8.2 The primary contact teacher will:
- a) Contact the student, at least monthly, to monitor progress;
 - b) Document contacts;
 - c) 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.);
 - d) Inform the principal of any concerns regarding the student's compliance with the SALP or any issues regarding the SALP;
 - e) Assist the student in addressing any issues that become apparent, or refer the student to appropriate board or community resources.
- 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;

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- 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 student who has been granted "Supervised Alternative Learning" status is expected to inform the home school principal:

- a) If the student 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.

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.

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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	Supervised Alternative Learning (SAL) Application – Principal Request
Appendix B	Supervised Alternative Learning (SAL) Application – Parent/Guardian Request
Appendix C	Supervised Alternative Learning (SAL) Application – Student Request
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

SAL APPLICATION – PART 1 Section A: Student Data

RETAIN ORIGINAL IN O.S.R.

STUDENT: IEP: [] YES [] NO
SCHOOL: PRINCIPAL:
PARENT/GUARDIAN: HOME PHONE: CELL:
911 ADDRESS:
PRESENT GRADE OR YEAR: DATE OF BIRTH: O.E.N.:

- Indicate Action's Taken/Referrals Made to Resolve School Difficulties of Address Pupil Needs
[] Attendance Counsellor [] Guidance [] Parent Interview [] Student Services
[] Course Changes (s) [] School Change [] Remedial Courses [] Special Education
[] Outside Agencies: Name: Worker:
[] Other:

Section B: Reasons for Referral

Current Behaviour and Attendance:

Identify Credits Earned and Marks:

Currently Enrolled In:

Assessment Results:

Recommendations:

Signature of Principal Date

Section C: Consent (to be completed by Parent/Guardian or Adult Student)

- [] I agree [] I disagree with the above Recommendation of the above names 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 – SCHOOL INFORMATION**

SAL APPLICATION – PART 2

RETAIN ORIGINAL IN O.S.R.

STUDENT: IEP: YES NO
DATE OF BIRTH: IPRC: YES NO
SCHOOL: GRADE:

Last elementary school attended:

Academic performance in elementary:

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:

Steps taken by parent and school to keep this student in school:

Attitude of student toward the SAL proposal:



**SUPERVISED ALTERNATIVE LEARNING (SAL)
APPLICATION – SCHOOL INFORMATION**

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: _____



**SUPERVISED ALTERNATIVE LEARNING (SAL)
APPLICATION – PARENT/GUARDIAN REQUEST**

**SAL APPLICATION – PART 1
Section A: Student Data**

RETAIN ORIGINAL IN O.S.R.

STUDENT: IEP: YES NO
SCHOOL: PRINCIPAL:
PARENT/GUARDIAN: HOME PHONE: CELL:
EMAIL ADDRESS:
911 ADDRESS:
PRESENT GRADE OR YEAR: DATE OF BIRTH: O.E.N.:

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.

Proposed Activities:

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

Reason for Application: _____

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 Counsellor
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 – SCHOOL INFORMATION**

SAL APPLICATION – PART 2

RETAIN ORIGINAL IN O.S.R.

STUDENT:

IEP: YES NO

DATE OF BIRTH:

IPRC: YES NO

SCHOOL:

GRADE:

Last elementary school attended:

Academic performance in elementary:

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:

Steps taken by parent and school to keep this student in school:

Attitude of student toward the SAL proposal:



**SUPERVISED ALTERNATIVE LEARNING (SAL)
APPLICATION – SCHOOL INFORMATION**

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: _____



**SUPERVISED ALTERNATIVE LEARNING (SAL)
APPLICATION – STUDENT REQUEST**

SAL APPLICATION – PART 1

Student Request Form – Student is 16 or 17 years of age and withdrawn from parental consent

Section A: Student Data

RETAIN ORIGINAL IN O.S.R.

STUDENT: IEP: YES NO
 SCHOOL: PRINCIPAL:
 PARENT/GUARDIAN: HOME PHONE: CELL:
 EMAIL ADDRESS:
 911 ADDRESS:
 PRESENT GRADE OR YEAR: DATE OF BIRTH: O.E.N.:

Proposed Activities:

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

Reason for Application: _____

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 Counsellor
 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 – SCHOOL INFORMATION**

SAL APPLICATION – PART 2

RETAIN ORIGINAL IN O.S.R.

STUDENT:

IEP: YES NO

DATE OF BIRTH:

IPRC: YES NO

SCHOOL:

GRADE:

Last elementary school attended:

Academic performance in elementary:

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:

Steps taken by parent and school to keep this student in school:

Attitude of student toward the SAL proposal:



**SUPERVISED ALTERNATIVE LEARNING (SAL)
APPLICATION – SCHOOL INFORMATION**

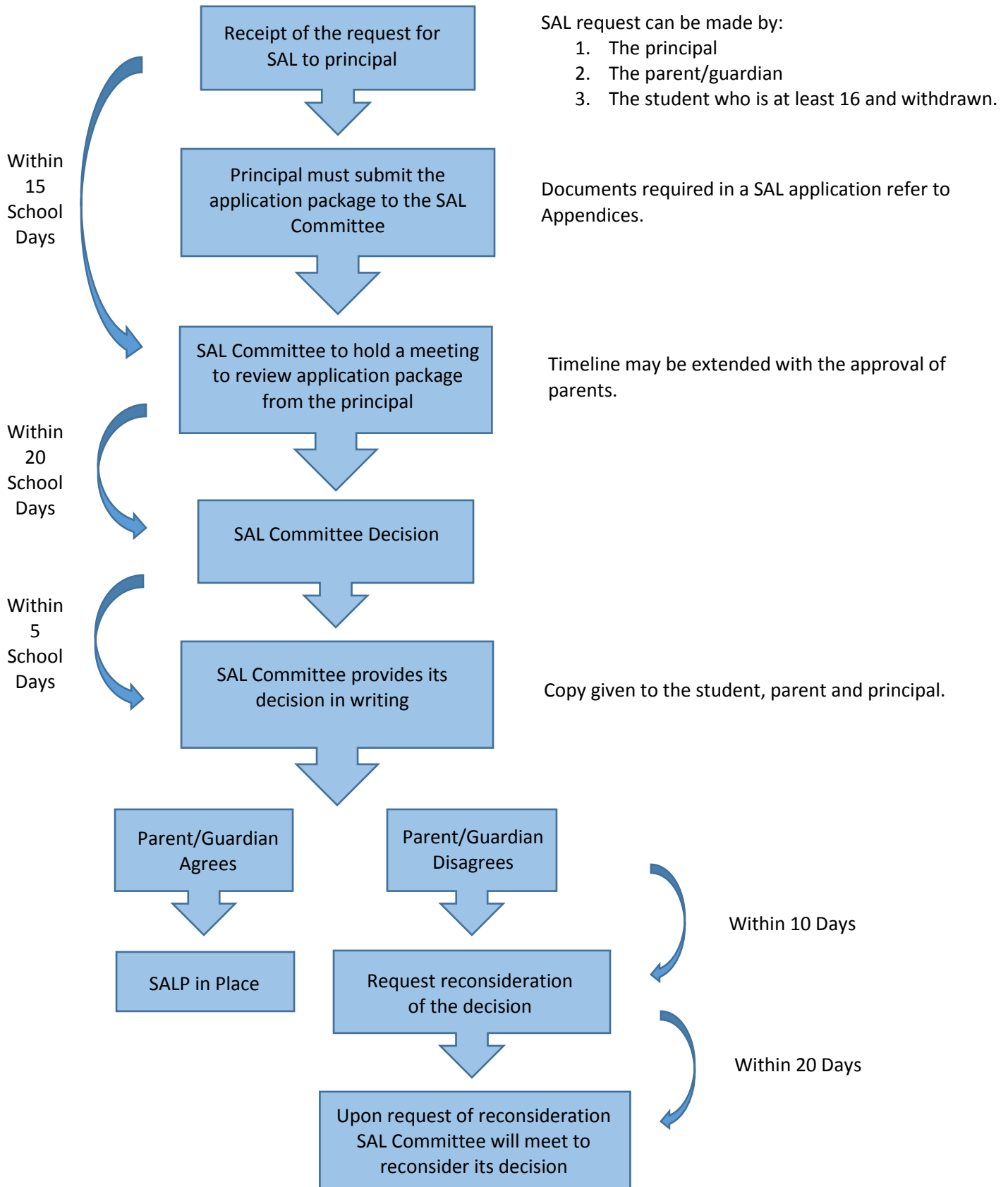
Other agencies known to be involved with this student:

Other relevant data:

Outline the plan for school supervision of the SAL program:

Staff Supervisor: _____

Principal's Signature: _____ Date: _____





SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)

STUDENT INFORMATION

NAME:
 ADDRESS: CITY: POSTAL CODE:
 HOME PHONE: CELL:

DATE OF BIRTH: OEN: GRADE:
 IEP: YES NO AGE: GENDER:

SCHOOL: PRINCIPAL:
 ADDRESS: CITY: POSTAL CODE:

Date of SAL Committee meeting: _____
 Is this a renewal? YES NO

Outcome of SAL Committee meeting:

Expiration date of SALP: _____
(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:
 ADDRESS: CITY: POSTAL CODE:
 HOME PHONE: CELL: WORK:

PRIMARY CONTACT FOR SAL

NAME: POSITION:
 NAME OF PRINCIPAL:

PEOPLE CONSULTED IN THE DEVELOPMENT OF THE SALP

NAME/POSITION: PHONE:
 NAME/POSITION: PHONE:
 NAME/POSITION: PHONE:
 NAME/POSITION: PHONE:

MONITORING SCHEDULE

DETAILS:



SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)

STUDENT'S EDUCATION GOAL(S)

Methods to achieve educational goal(s) and ways in which the student's progress will be monitored.

- Earn credit(s)
- Earn OSSC
- Earn OSSD
- Enter college/university
- Enter apprenticeship/trades
- Enter the workforce
- Other (specify)
- Other (specify)

STUDENT'S PERSONAL GOAL(S)

Methods to achieve educational goal(s) and ways in which the student's progress will be monitored.

- _____
- _____
- _____
- _____
- _____

DESCRIPTION OF STUDENT'S PROGRAM

Details include 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.

- Credit Course

- Non-credit Course (e.g. life skills courses)

SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)

SKILL ACQUISITION

Details include description of activities, student's schedule, location.

- Volunteering
- Earning a certification or taking training for specific job
- Developing job-search skills
- Developing essential skills and work habits and using the Ontario Skills Passport
- Working part-time
- Working full-time

OTHER

Details include type and description, student's schedule, location.

- Counselling
- Other activities to enable the student to achieve his or her goals

SITE CHECKS

- 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.

Principal's Signature: _____ Date: _____

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

Student's Signature: _____ Date: _____

Parent/Guardian: I have been consulted in the creation of the Supervised Alternative Learning Plan.

Parent/Guardian Signature: _____ Date: _____



**SUPERVISED ALTERNATIVE LEARNING (SAL) COMMITTEE
OATH OF CONFIDENTIALITY &
ACKNOWLEDGEMENT OF PRIVACY OBLIGATIONS**

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 SAL 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.

SAL Member Signature

Print Name

Date

Witness Signature

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



SUPERVISED ALTERNATIVE LEARNING (SAL)

SAL APPLICATION – PART 3A

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

STUDENT INFORMATION

STUDENT: DATE OF BIRTH:
SCHOOL: GRADE:

EMPLOYER INFORMATION

NAME: PHONE:
ADDRESS:

NAME OF SUPERVISOR:
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.

Employer's Signature: _____

Date: _____



SUPERVISED ALTERNATIVE LEARNING (SAL)

SAL APPLICATION – PART 3B

VOLUNTEER INFORMATION *(to be completed for unpaid placements)*

STUDENT INFORMATION

STUDENT: DATE OF BIRTH:
SCHOOL: GRADE:

VOLUNTEER PLACEMENT AGENCY INFORMATION

NAME: PHONE:
ADDRESS:

NAME OF SUPERVISOR:

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.

Volunteer Placement Supervisor's Signature: _____

Date: _____



SUPERVISED ALTERNATIVE LEARNING (SAL)

SAL APPLICATION – PART 3C

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

STUDENT INFORMATION

STUDENT:
SCHOOL:

DATE OF BIRTH:
GRADE:

ACTIVITY INFORMATION

NAME OF ACTIVITY:
LOCATION/ADDRESS:

NAME OF CONTACT:
PHONE:

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.

Alternative Activity Supervisor's Signature: _____

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/Guardian Signature: _____ Date: _____



TEMPLATE FOR A LETTER NOTIFYING A PARENT OF THE
SUPERVISED ALTERNATIVE LEARNING (SAL)
COMMITTEE'S DECISION

APPENDIX K

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 A PARENT OF THE
SUPERVISED ALTERNATIVE LEARNING (SAL)
COMMITTEE'S DECISION**

APPENDIX L

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

[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 [phone number].

Yours truly,

Principal

cc: Primary Contact



**TEMPLATE FOR A MONITORING LOG
FOR A STUDENT IN
SUPERVISED ALTERNATIVE LEARNING (SAL)**

STUDENT INFORMATION

STUDENT: DATE OF BIRTH:
ADDRESS: PHONE:
SCHOOL: EMAIL:
SAL APPROVAL DATE: PRIMARY CONTACT:
OTHER INFORMATION:

DESCRIPTION OF SALP ACTIVITIES

DETAILS

DATE:

TYPE OF CONTACT:

- Observation of student on location Meeting in person Email
 Phone call Other: _____

CONTENT OF DISCUSSION:

- Problem solving Progress/Assessment Other: _____

PRIMARY CONTACT'S INITIALS _____

COMMENTS:



TEMPLATE FOR A REQUEST FOR THE SUPERVISED ALTERNATIVE LEARNING (SAL)

COMMITTEE TO RENEW SUPERVISED ALTERNATIVE LEARNING

STUDENT INFORMATION

STUDENT: DATE OF BIRTH:
SCHOOL: OEN:
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'S COMMENTS

Parent supports renewal of SAL: Yes No

I have been consulted on the renewal of SAL and the SALP.

Parent/Guardian Signature: Date:

STUDENT'S COMMENTS

I have been consulted on the renewal of SAL and the SALP.

Student's Signature: Date:

STUDENT INFORMATION

STUDENT:

NEXT DESTINATION:

EDUCATIONAL GOALS

- Earn a credit(s)
- Earn OSSC
- Earn OSSD
- Enter college/university
- Enter apprenticeship/trades
- Enter the workforce
- Other (specify)
- Other (specify)
- Other (specify)

METHODS TO ACHIEVE GOAL(S)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

STUDENT'S PERSONAL GOAL(S)

- _____
- _____
- _____
- _____
- _____

METHODS TO ACHIEVE GOAL(S)

- _____
- _____
- _____
- _____
- _____

DESCRIPTION OF STUDENT'S POST-SAL PROGRAM

Includes details, courses and other learning activities.



**SUPERVISED ALTERNATIVE LEARNING (SAL)
TEMPLATE FOR A TRANSITION PLAN**

PLAN TO ASSIST THE STUDENT IN THE TRANSITION

ACTION: RESPONSIBILITY: TIMELINE:

ACTION: RESPONSIBILITY: TIMELINE:

ACTION: RESPONSIBILITY: TIMELINE:

ACTION: RESPONSIBILITY: TIMELINE:

Principal's Signature: _____ Date: _____

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

Parent/Guardian Signature: _____ Date: _____

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

Student's Signature: _____ Date: _____

**STEPS IN
SUPERVISED ALTERNATIVE LEARNING (SAL)**

Step	Key Actions	Details & Documentation
<p>Procedures Preceding a SAL Application (“Pre-SAL”)</p>	<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>
<p>Step 1: Application for SAL</p>	<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>Note: 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>
<p>Step 2: Consideration of the Application</p>	<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 Committee’s decision within 10 days.</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
<p>Step 3: Implementation and Monitoring</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>
<p>Step 4: Review and Transition Planning</p>	<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>

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 INFORMATION

STUDENT: OEN:
DATE OF BIRTH: GRADE:
DATE OF DATA COLLECTION: IEP: YES NO
COLLATED BY: IPRC: YES NO

CONCERNS:

ACADEMIC HISTORY

KINDERGARTEN: GRADE 1:
GRADE 2: GRADE 3:
GRADE 4: GRADE 5:
GRADE 6: GRADE 7:
GRADE 8: GRADE 9:

STUDENT SERVICES INTERVENTIONS – STUDENT AND YOUTH WORKER INVOLVEMENT

GRADES:
DURATION OF INVOLVEMENT:
REASONS FOR INVOLVEMENT:

MEDICAL REPORTS

DOCTOR:
INFORMATION:

ACADEMIC TESTING

SPEECH AND LANGUAGE:
Age 5 to January 20_____

PSYCHO-EDUCATIONAL ASSESSMENT REPORT:

BRIGANCE:



TEMPLATE FOR A REQUEST FOR SUPERVISED ALTERNATIVE LEARNING (SAL)

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

NAME: _____
 ADDRESS: _____ CITY: _____ POSTAL CODE: _____
 HOME PHONE: _____ CELL: _____
 EMAIL ADDRESS: _____

DATE OF BIRTH: _____ OEN: _____ GRADE: _____
 LANGUAGE SPOKEN: _____ AGE: _____ GENDER: _____

PARENT/GUARDIAN INFORMATION

NAME: _____
 ADDRESS: _____ CITY: _____ POSTAL CODE: _____
 HOME PHONE: _____ CELL: _____ WORK: _____

SCHOOL LAST ATTENDED BY STUDENT

SCHOOL: _____ PRINCIPAL: _____
 ADDRESS: _____ CITY: _____ POSTAL CODE: _____
 PHONE: _____ LAST DAY OF ATTENDANCE: _____

REASON FOR REQUEST

PROPOSED ACTIVITIES

- Credit course(s)
- Certification and training
- Other: _____
- Employment
- Counselling
- Non-Credit course(s)
- Volunteer opportunity

COMMENTS

Parent/Guardian Signature: _____ Date: _____
 Student's Signature: _____ Date: _____
 Principal's Signature: _____ Date: _____