



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Supervised Alternative Learning (SAL)

		Policy Number:	200.06
Adopted:	October 23, 2012	Former Policy Number:	N/A
Revised:	N/A	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board is committed to providing individualized programming for students who are experiencing significant difficulties with regular attendance at school. The Board believes that each pupil is created in the image and likeness of God and therefore believes in the dignity of the human person, the preferential option of the poor, and the principle that everyone has the right to education necessary for human fulfillment. Supervised Alternative Learning, as a method to help students obtain a secondary school diploma or reach other educational/life goals, is consistent with Catholic social teaching.

Responsibilities:

Board of Trustees: It is the responsibility of the Board to assign a trustee to sit on the Supervised Alternative Learning Committee.

Director of Education: It is the responsibility of the Director of Education to assign a Supervisory Officer as a member of the Supervised Alternative Learning Committee.

Supervisory Officer: It is the responsibility of the Supervisory Officer assigned to the Supervised Alternative Learning Committee to ensure that staff and community members are assigned to the committee.

Policy Statement:

It is the policy of the Brant Haldimand Norfolk Catholic District School Board that:

- a Supervised Alternative Learning Committee will be created to determine the suitability of pupils for Supervised Alternative Learning;
- the process used by the Committee will be consistent with the Education Act (O. Reg. 374/10);
- the Committee shall ensure prompt and thorough communication with parents and pupils that are being referred to the Committee, especially as it relates to notifications of referrals, decisions of the Committee, plans for pupils, potential renewals of Supervised Alternative Learning (SAL) plans, and termination of SAL plans; and
- the decisions of the Committee be in the best interests of the pupil.

Glossary of Key Policy Terms:

N/A

References:

O. Reg. 374/10, s. 7

<http://www.edu.gov.on.ca/eng/policyfunding/alternative.html>



**Supervised Alternative Learning (SAL)
AP 200.06**

Procedure for:	Superintendents, Principals, Vice-Principals, Teachers, Social Workers	Adopted:	October 23, 2012
Submitted by:	Chris N. Roehrig, Director of Education	Revised:	N/A
Category:	Students		

Purpose

The purpose of this Administrative Procedure is to provide direction to school board staff regarding the roles, responsibilities and processes associated with Supervised Alternative Learning (SAL).

Responsibilities

Specific direction is given to trustees, the Director of Education, superintendents, principals, vice-principals, teachers, and social workers.

Superintendents: responsible for monitoring the implementation of this procedure, including the coordination of the SAL Committee.

Principals: responsible for participating in the SAL plans for students and for monitoring the plans.

Teachers and Social Workers: have responsibilities in participating in the development and implementation of SAL plans.

Information

Supervised Alternative Learning is useful for encouraging young people who are at risk of not graduating to continue their learning if they are not attending school regularly and if other retention strategies have not been successful.

Activities that may constitute all or part of a Supervised Alternative Learning Plan (SALP) are:

- 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 (i.e., learning workplace certifications, developing general employment skills);
- full- or part-time employment at a work placement that has been visited and found appropriate;
- volunteering (meets the community service requirement);
- counseling (to address barriers to learning); and/or
- any other activity that will help the student reach their education and/or personal goals.

Considerations and components of a Supervised Alternative Learning Plan:

- incorporates student's educational and personal goals;
- includes credit-bearing activities, wherever possible;
- outlines methods of assessing the student's progress towards his or her educational and personal goals;
- identifies a primary contact at the school or board and makes provision for monitoring, which must occur *at a minimum* once per month;
- includes a transition plan for returning to school or for proceeding to a post-secondary option when the student reaches the age of eighteen;



- Board has the responsibility to ensure appropriateness of placements off school/board property; for activities taking place off-site (working, volunteering, etc.), a site visit is to take place before the student begins the activity to ensure the site complies with health, safety, and accessibility requirements;
- all SALPs expire no later than June 30;
- a SALP may be renewed for a maximum of one school year on the recommendation of the principal to the SAL Committee without requiring the student to appear before the committee.

Procedures

1.0 Supervised Alternative Learning Committee

The Brant Haldimand Norfolk Catholic District School Board shall establish a Supervised Alternative Learning Committee comprised of at least one member of the Board, at least one Supervisory Officer qualified as such as a teacher and employed by the Board, and at least one individual who is not a member or employee of the Board.

A Supervisory Officer appointed under subsection (1.0) may designate an individual that the Supervisory Officer considers appropriate to act in his or her place as a member of the Committee without the approval of the Board.

The function of the Committee is to make decisions at meetings regarding Supervised Alternative Learning by pupils of the Board.

2.0 Excusal from Attendance at School

A pupil who is approved by the Committee to participate in Supervised Alternative Learning is excused from attendance at school as long as the pupil's plan has not expired or been terminated.

3.0 Referral of Pupil to Committee

The principal of a school at which a pupil is enrolled shall refer the pupil to the Committee if, in the principal's opinion, it would be in the pupil's best interests to participate in Supervised Alternative Learning; or a parent/guardian of the pupil submits a request.

A parent/guardian of a pupil may submit, in writing, to the principal of the school at which the pupil is enrolled, a request that the pupil participate in Supervised Alternative Learning; and the basis for the parent/guardian's opinion that it would be in the pupil's best interests to participate in Supervised Alternative Learning.

If a parent/guardian submits a request, the principal shall refer the pupil to the Committee within 15 school days after the day the principal receives the request.

A parent/guardian of a pupil is entitled to make a request in accordance with the following: no more than two requests shall be made in respect of a pupil in a school year and a second request in respect of a pupil in a school year shall not be made until at least 60 school days have passed since the day the previous request was made.

4.0 Supervised Alternative Learning Plan

Should the Committee approve a student for Supervised Alternative Learning, the principal shall cause a learning plan to be developed in accordance with O. Reg. 374/10.

The expiry date of a plan shall not be later than June 30 in the school year to which the plan applies.

5.0 Notice of referral

Before referring a pupil to the Committee under clause, a principal shall provide the parent/guardian of the pupil with the following written information: notice of his or her intention to refer the pupil to the Committee, the basis for his or her opinion that it would be in the pupil's best interests to participate in Supervised Alternative Learning and a request that the parent/guardian provide the principal, by a date specified by the principal, with his or her opinion regarding whether it would be in the pupil's best interests to participate in Supervised Alternative Learning and the basis for that



opinion, and any other information that in his or her opinion would assist the Committee in its consideration of the referral.

A principal shall not make a referral until the parent/guardian provides a response to a request by the date specified by the principal.

6.0 Contents of Referral

A referral under section 3.0 shall include the following written material: the basis for the principal's opinion that it would or would not be in the pupil's best interests to participate in Supervised Alternative Learning; the basis for the parent/guardian's opinion that it would or would not be in the pupil's best interests to participate in Supervised Alternative Learning (if those reasons are provided to the principal); the plan developed (if any); a list of one or more members of the staff of the school or the Board who know the pupil and can speak knowledgeably about the pupil's academic performance and progress and the appropriateness of the plan; a list of any other individuals who have information that is relevant to the referral; and any other information that in the principal's or the parent/guardian's opinion would assist the Committee in its consideration of the referral.

When a principal refers a pupil to the Committee, the principal shall provide the pupil and the parent/guardian of the pupil with a copy of the referral together with a written statement explaining that they will receive notice from the Committee of the time and place of the meeting to consider the referral; and setting out their rights under O. Reg. 374/10.

7.0 Committee Meeting

Within 20 school days of receiving a referral, the Committee shall hold a meeting to consider the referral. The Committee may hold a meeting on a date that is later than 20 school days after receipt of a referral if the parent/guardian of the pupil makes a written request for a later date or the parent/guardian of the pupil consents.

The Committee shall give notice of the meeting to the following: the pupil, the parent/guardian of the pupil, the principal of the pupil's school, any member of the staff of the school or the Board who was listed by the principal in the referral and in the opinion of the Committee may have information that is relevant to the referral, any other individual who in the opinion of the Committee has information that is relevant to the referral, and an individual who receives notice has a right to attend and be heard at the meeting.

8.0 Committee Decision

After the Committee considers a referral, the Committee shall make a decision as follows:

- 8.1 If a plan was submitted to the Committee, the Committee shall approve participation by the pupil in Supervised Alternative Learning as described in the plan; modify the plan and approve participation by the pupil in Supervised Alternative Learning as described in the plan as modified; or not approve participation by the pupil in Supervised Alternative Learning.
- 8.2 If a plan was not submitted to the Committee, the Committee shall require the principal of the pupil's school to cause a plan to be developed for the pupil in accordance with the directions of the Committee, if any; or not approve participation by the pupil in Supervised Alternative Learning.

9.0 Communication of Decision

Within five school days after a meeting, the Committee shall provide the pupil, the parent/guardian of the pupil and the principal of the pupil's school with its written decision together with the following:



- 9.1 If the Committee approved participation by the pupil in Supervised Alternative Learning, a copy of the plan including any modifications made by the Committee, contact information for the pupil's primary contact person, and if the plan includes employment, contact information for the employer if available.
- 9.2 If the Committee required the principal to cause a plan to be developed, the date by which the plan is required to be submitted to the Committee.

The Committee shall also provide the parent/guardian of the pupil with the following:

- 9.2.1 If the Committee approved participation by the pupil in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process as outlined in O. Reg. 374/10;
- 9.2.2 If the Committee did not approve participation by the pupil in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process, and information about the right to make a request.
- 9.2.3 If the Committee required the principal to cause a plan to be developed, information about the parent/guardian's right to provide input in the course of developing the plan, a statement that the parent/guardian will receive a copy of the plan when it is submitted to the committee, a statement that the parent/guardian may provide materials to the committee for the committee's use in considering the plan and how those materials should be provided, a statement that the parent/guardian will receive notice from the committee of the time and place of the meeting to consider the plan, and information setting out the parent/guardian's rights.

10.0 Plan Ordered by Committee

If a principal is required to cause a plan to be developed, the principal shall cause the plan to be developed in accordance with the directions of the Committee and submitted to the Committee by the date specified by the Committee.

When the principal submits a plan to the Committee, the principal shall also submit any other information that in the principal's opinion would assist the Committee in its consideration of the plan and provide the pupil and the parent/guardian of the pupil with a copy of the plan.

11.0 Committee Meeting and Decision

Within 20 school days of receiving a plan, the Committee shall hold a meeting to consider the plan.

After the Committee considers a plan, the Committee shall make a decision to approve participation by the pupil in Supervised Alternative Learning as set out in the plan; modify the plan and approve participation by the pupil in Supervised Alternative Learning as described in the plan as modified; or not approve participation by the pupil in Supervised Alternative Learning.

The Committee shall communicate its decision within five school days after a meeting. The Committee shall provide the pupil, the parent/guardian of the pupil and the principal of the pupil's school with its written decision together with a copy of the plan, including any modifications made by the Committee, contact information for the pupil's primary contact person, and if the plan includes employment, contact information for the employer, if available.

12.0 Administration of the Supervised Alternative Learning Plan (SALP)

The administrative procedure for Supervised Alternative Learning outlines the administration, modifications, and review of the SALP.



13.0 Renewal of Plan

Before the expiry of the plan, if in the opinion of the principal of the pupil's school it would be in the pupil's best interests to continue to participate in Supervised Alternative Learning, the principal shall submit a recommendation to the Committee to renew the plan (with the written consent of the parent/guardian of the pupil), or refer the pupil to the Committee.

Within 20 school days after the day the Committee receives a recommendation, the Committee shall renew the pupil's plan or renew the pupil's plan with specified modifications or require the principal to refer the pupil to the Committee.

The Committee may only renew the pupil's plan under this section in accordance with the following: for non-semestered schools, the plan may be renewed for a maximum of one school year in total; for semestered schools, the plan may be renewed for a maximum of one school year or two consecutive semesters in total.

14.0 Termination of Plan

A plan is terminated if any of the following circumstances exist: the pupil provides the principal with a written statement that he or she wants to return to school and the pupil's primary contact person provides the principal with a written statement that the pupil is not complying with the plan and the principal determines, with the agreement of a Supervisory Officer qualified as such as a teacher, that termination is in the pupil's best interests.

A principal shall send written notice of the termination of a plan to the following: the pupil, the parent/guardian of the pupil, the Committee that approved the pupil's participation in Supervised Alternative Learning and any individual who is involved in the implementation of the pupil's plan.

15.0 Transition Plan for Pupil

A principal shall ensure that a transition plan has been developed for helping a pupil whose Supervised Alternative Learning plan has expired or been terminated with the pupil's transition from Supervised Alternative Learning.

Procedures for Developing a Supervised Alternative Learning Plan

Procedures preceding a Supervised Alternative Learning Plan (Planning Form – Appendix A):

Step	Key Actions	Details and Documentation
<p>Procedures Preceding a SAL Application</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/guardian.</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/guardian.</p>



Step	Key Actions	Details and Documentation
<p>Step 1: Application for SAL</p>	<p>The parent/guardian, student, or principal requests SAL for the student.</p> <p>The principal has 15 school days from receipt of request from parent/guardian 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 (i.e., 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/guardian 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/guardian • the student • relevant school and board staff • other relevant community members, with the agreement of the parent/guardian <p>The Committee confirms the student’s primary contact.</p> <p>Parent/guardian may request a reconsideration of the SAL Committee’s decision within 10 days.</p>	<p>Parent/guardian is notified of date and time of the SAL meeting.</p> <p>Parent/guardian is notified of the decision of the SAL Committee.</p>



Step	Key Actions	Details and 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 (i.e., 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/guardian 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 and the chair of the SAL Committee.</p> <p>Substantial modifications to the SALP require the approval of the principal, a supervisory officer (or designate), the student, and the parent/guardian.</p> <p>The SAL Committee may renew the SAL for a maximum of one additional academic year.</p> <p>The transition plan in the SALP is further developed to support the student's transition from SAL to his or her next step.</p>	<p>Reviews processes, 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/guardian.</p> <p>Employer is notified of any changes made to the SALP.</p> <p>The parent/guardian 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>

Definitions – N/A

References

Regulation 374/10 Education Act:
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_100374_e.htm

Supervised Alternative Learning: Policy and Implementation 2010
<http://www.edu.gov.on.ca/eng/policyfunding/alternative.html>

Instructions for the Use of Computerized Enrolment Registers for Elementary and Secondary Schools
<http://www.edu.gov.on.ca/eng/policyfunding/forms.html>



**Brant Haldimand Norfolk Catholic District School Board
APPENDIX A**

SUPERVISED ALTERNATIVE LEARNING PLANNING FORM

School:	
Student Information	
Name:	
Address:	Postal code:
Home telephone:	Alternative telephone:
OEN:	Date of birth:
Age:	Grade:
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	
Date of SAL Committee meeting: _____, 201_	
Is this a renewal? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Outcome of SAL Committee meeting:	
Parent/Guardian Information	
Name(s):	
Address (if different from student's above):	
Home telephone (if different from student's above):	
Work telephone:	
People consulted in the development of the SALP	
Name/Position:	Telephone:
Monitoring schedule	
Details:	



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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 personal 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)	<i>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</i>



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

- 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