



Procedure Section: **School Administration**

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Procedure Name: **Supervised Alternative Learning (SAL)**

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PROCEDURE

Supervised Alternative Learning (SAL)

Rationale

The Ministry of Education and Keewatin-Patricia District School Board (KPDSB) recognize that some students may not experience success in a regular school setting. Therefore, Supervised Alternative Learning (SAL) provides an alternative for students of compulsory school age between fourteen (14) and seventeen (17) years of age.

The purpose of Supervised Alternative Learning is to provide students, who have significant difficulties with regular attendance at school, with an alternative learning experience and individualized plan to enable the student to progress towards obtaining an Ontario Secondary School Diploma or achieving their other education and life goals.

The use of Supervised Alternative Learning is used when all other strategies to reengage students have been thoroughly explored.

Procedure

SAL Committee

The KPDSB SAL Committee is comprised of the following:

- Superintendent of Schools
- Member of the Board
- NWHU Representative
- KPDSB Safe and Supportive Schools Administrator
- Central Secondary Program Administrator

The SAL committee meets once per year and within 20 days when an application is submitted.

Referral of Student to SAL Committee

1. The Principal, in consultation with the relevant school Student Success Team of the school the student is enrolled, and the Superintendent, or Designate, shall refer the student to the SAL Committee if:
 - a) In the Principal's opinion it would be in the student's best interests to participate in Supervised Alternative Learning; or

- b) A parent/guardian of the student submits a request as identified in section 2 below.
2. A parent/guardian of a student may submit, in writing, to the Principal of the school at which the student is enrolled:
 - a) A request that the student participate in Supervised Alternative Learning; and
 - b) The basis for the parent/guardian's opinion that it would be in the student's best interests to participate in Supervised Alternative Learning.
3. Referrals must be submitted to the SAL Committee within fifteen (15) school days after the day the Principal receives the request

Supervised Alternative Learning Plan

1. A Principal shall develop a Supervised Alternative Learning Plan (SALP) for a student before referring the student to the SAL Committee. (*Form 7*)
2. A SALP shall include the following information:
 - a) The student's own education and other life goals;
 - b) A description of the activities in which the student will participate under the plan. The plan shall include one or more of the following activities:
 - i) Enrolment in a course or class in which a student may earn a credit;
 - ii) Enrolment in a non-credit life skills course or other non-credit courses;
 - iii) Preparation for employment and development of general employment skills;
 - iv) Training for a specific job or type of employment;
 - v) Full-time or part-time employment;
 - vi) Counselling;
 - vii) Volunteering; or
 - viii) Any other activity with the potential to help the student achieve the goals described in a) above.
 - c) The name of the student's school primary contact person;
 - d) The ways in which the student's school primary contact person will monitor the student's progress;

- e) The ways in which the student will be helped with their transition from SAL after the plan expires or is terminated; and
 - f) The expiry date of the plan.
3. The expiry date of a plan shall not be later than June 30 in the school year to which the plan applies.
 4. Input from the following individuals shall be requested in developing the SALP:
 - The student;
 - The parent/guardian of the student; and
 - One (1) or more members of the staff of the school at which the student is enrolled who have information that is relevant to the development of the plan.
 5. Input from the following individuals may be requested in the development of the SALP:
 - a) One (1) or more members of the staff of the board who can contribute to the development of the plan;
 - b) The Principal of the school where any part of the SALP will be provided;
 - c) A member of the staff of a community agency;
 - d) An employer who has indicated that he or she is interested in employing the student as part of the SALP; and/or
 - e) Any other individual who has information about the student that may help in developing the plan.

Referral

1. Before referring a student to a SAL Committee, a Principal shall provide the parent/guardian of the student with the following written information:
 - a) Notice of intention to refer the student to a committee (*Form 2*);
 - b) The basis for their opinion that it would be in the student's best interests to participate in SAL; and

- c) A request that the parent/guardian provide the Principal, by a date specified by the Principal, with:
 - i) their opinion regarding whether it would be in the student's best interests to participate in SAL and the basis for that opinion; and
 - ii) any other information that would assist the committee in its consideration of the referral.
2. A referral shall include the following written material to the SAL Committee:
 - a) The basis for the Principal's opinion that it would or would not be in the student's best interests to participate in Supervised Alternative Learning;
 - b) The basis for the parent/guardian's opinion that it would or would not be in the student's best interests to participate in SAL if those reasons are provided to the Principal;
 - c) The completed Supervised Alternative Learning Plan (*Form 7*);
 - d) A list of one (1) or more members of the staff of the school or the Board who know the student and can speak knowledgeably about the student's academic performance and progress and the appropriateness of the plan, if any;
 - e) A list of any other individuals who have information that is relevant to the referral; and
 - f) Any other information that, in the Principal's or the parent/guardian's opinion, would assist the committee in its consideration of the referral.
3. When a Principal refers a student to the SAL Committee, the Principal shall provide the student and the parent/guardian of the student 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.
4. The following list of forms will be required in presentation of the application to the SAL Committee:
 - SAL Plan (*Form 7*)
 - SAL Application Form (*Form 5*)
 - Parent/Guardian Consent to Release Information Form (*Form 6*)

SAL Committee Meeting

1. Within twenty (20) school days of receiving a referral, the SAL Committee shall hold a meeting to consider the referral.
2. The SAL Committee may hold a meeting on a date that is later than twenty (20) school days after receipt of a referral if:
 - The parent/guardian of the student makes a written request for a later date; or
 - The parent/guardian of the student consents.
3. The SAL committee shall provide notice of the meeting to the following:
 - The student;
 - The parent/guardian of the student;
 - The Principal of the student'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 SAL Committee may have information that is relevant to the referral; and
 - Any other individual who in the opinion of the SAL Committee has information that is relevant to the referral.
4. The Principal, or Designate, will present the application to the committee on behalf of the school and student unless the parent/guardian wishes to do so on their child's behalf.

SAL Committee Decision

1. After the SAL Committee considers a referral, the committee shall decide as follows:
 - a) If a plan was submitted to the SAL Committee, the SAL Committee shall:
 - i) approve participation by the student in Supervised Alternative Learning as described in the plan;
 - ii) modify the plan and approve participation by the student in Supervised Alternative Learning as described in the plan as modified; or
 - iii) not approve participation by the student in SAL.
 - b) If a plan was not submitted to the SAL Committee, the SAL Committee shall:
 - i) require the Principal of the student's school to develop a plan for the

- student if SAL is to be granted to the student; or
- ii) not approve participation by the student in SAL.
2. Within five (5) school days after a meeting, the SAL Committee shall provide the student, the parent/guardian of the student, and the Principal of the student's school with its written decision together with the following: (*Form 4*)
- a) If the SAL Committee approved participation by the student in SAL:
 - i) a copy of the plan, including any modifications made by the committee;
 - ii) contact information for the student's school;
 - iii) school primary contact person; and
 - iv) if the plan includes employment, contact information for the employer if available.
 - b) If the SAL Committee requires the Principal to develop a plan, the date by which the plan is required to be submitted to the committee is identified.
3. The SAL Committee shall also provide the parent/guardian of the student with the following:
- a) Information about the right to reconsideration and the reconsideration process; and
 - b) If the SAL Committee required the Principal to develop a plan:
 - i) information about the parent/guardian's right to provide input in the course of developing the plan;
 - ii) that the parent/guardian will receive a copy of the plan when it is submitted to the committee;
 - iii) 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; and
 - iv) that the parent/guardian will receive notice from the committee of the time and place of the meeting to consider the plan.

Reconsideration of SAL Committee Decision

This section applies if there is parent/guardian disagreement to a SAL Committee decision to approve or not approve participation by a student in Supervised Alternative Learning.

1. A parent/guardian of a student may, within ten (10) school days of receiving the committee's written decision, submit to the Principal of the student's school a written request that the committee reconsiders the decision.
2. A request may include a request for reconsideration of the decision with respect to the student's SAL Plan.
3. The Principal shall forward the request to the committee as soon as possible after receiving the request.
4. Within twenty (20) school days after the day the SAL Committee receives the request, the committee shall hold a meeting to reconsider its decision.
5. The SAL Committee may hold a meeting on a date that is later than twenty (20) school days after receipt of a request if:
 - the parent/guardian of the student makes a written request; or
 - the parent/guardian of the student consents.
6. The individual student/parent/guardian is entitled to receive notice of the meeting and to attend and be heard at the meeting.
7. The SAL Committee shall communicate its decision and is not required to provide;
 - a) information about the right to reconsideration or the reconsideration process; or
 - b) if a copy of the plan and information described was provided after the original decision was made and has not changed, the plan and information.

Administration of Supervised Alternative Learning

Principal Responsibilities

1. If employment is part of the SALP, the Principal sends a letter to the employer stating that the student is excused from attending school for the purposes of participating in SAL (*Form 10*)
2. Ensures that the SALP is implemented within the timelines established by the SAL Committee

3. Ensures that staff of the school, or the Board, visit the location where the student will be participating in SAL activities to check that the site is appropriate (i.e., with regard to health, safety, and accessibility considerations, etc.) before the student begins.
4. Ensures that, if a student has an IEP, accommodations are reflected in the SALP.
5. Receives updates from the school primary contact.
6. Ensures that all SAL forms are kept in the student's OSR.

School Primary Contact Responsibilities

1. Contacts the student, at least monthly, to monitor progress, and documents contacts (*Form 8*).
2. Documents the student's performance and/or progress – for example, development of learning skills and/or essential skills and work habits described in the Ontario Skills Passport, progress in training for certification, or academic achievement, in accordance with their SALP.
3. Informs the Principal of any concerns regarding the student's compliance with the SALP or any issues regarding the SALP.
4. Assists the student in addressing any issues or refers the student to appropriate Board or community resources.

Parent/Guardian Responsibilities

1. Maintains communication with the school primary contact, as required.
2. Supports the student in meeting the requirements of the SALP.
3. Advises the school primary contact of any issues that have an impact on the SALP and that may require consideration.

Student Responsibilities

1. Participates in the program, as prescribed in the SALP.
2. Maintains regular communication with the school primary contact, as required.
3. Advises the school primary contact of any issues that have an impact on the SALP and that may require consideration.

4. Builds a SAL portfolio, if possible, by filing artifacts that demonstrate progress and/or achievement.

Student Success Team and Other School Staff Responsibilities

1. Assist in the implementation of the SALP, as required.
2. Advise the school primary contact of any issues that may have an impact on the SALP and that may require intervention or other support.

Community Agency or Employer Responsibilities (if applicable)

1. Maintains regular contact with the school primary contact, as required.
2. Advises the school primary contact of issues that have an impact on SALP and that may require intervention or other support.

Plan Modification, After SAL Committee Approval

1. The school primary contact person may modify the plan at any time if the plan remains substantially the same and if input was first requested from the student and the parent/guardian of the student.
2. If the school primary contact person modifies a plan, they will inform the Principal, the student, and the parent/guardian of the student.
3. If in the opinion of the school primary contact person it would be in the student's best interests to make modifications to the plan that would result in the plan being substantially different, the proposed modifications will be reviewed with the Principal.
4. The Principal shall make the proposed modifications to the plan if:
 - a) in the opinion of the Principal, it would be in the student's best interests;
 - b) a supervisory officer agrees; and
 - c) the Principal first requested input from the student and the parent/guardian of the student.
5. If a plan is modified, the Principal shall provide a copy of the modified plan to the student and the parent/guardian of the student.

Review of plan

1. The student's school primary contact person shall provide the Principal with at least one (1) written report before the plan expires that includes:
 - a) observations of the progress made by the student;
 - b) an overall review of the appropriateness and impact of the plan; and
 - c) recommendations regarding whether, after the plan expires, the student should continue to participate in Supervised Alternative Learning.
2. The school primary contact person shall give the Principal a minimum of one (1) report at least fifteen (15) school days before the plan expires.
3. The Principal shall provide a copy of each report to the student and the parent/guardian of the student.

Renewal of plan

1. Before the expiry of the plan, if in the opinion of the Principal, it would be in the student's best interest to continue to participate in Supervised Alternative Learning, the Principal shall, submit a recommendation to the SAL Committee to renew the plan, with the written consent of the parent/guardian of the student. (*Form 13*)
2. Within twenty (20) school days after the day a committee receives a recommendation, the SAL Committee shall:
 - renew the student's SALP, or
 - renew the student's SALP with specified modifications, or
 - not renew the SALP, or
 - require the Principal to refer the student to the committee for further consultation.
3. The SAL committee may only renew the student's plan under this section in accordance with the following:
 - a) For non-semestered schools, the plan may be renewed for a maximum of one (1) school year in total.
 - b) For semestered schools, the plan may be renewed for a maximum of one (1) school year or two (2) consecutive semesters in total.

- c) For quadmestered schools, the plan may be renewed for a maximum of one (1) school year or four (4) consecutive quadmasters in total.

Termination of plan

1. A plan is terminated if any of the following circumstances exist:
 - a) The student provides the Principal with a written statement that they want to return to school; and/or
 - b) The student's school primary contact person provides the Principal with a written statement that the student is not complying with the plan and the Principal determines, with the agreement of a Supervisory Officer with OCT certification, that termination is in the student's best interests.
2. A Principal shall send written notice of the termination of a plan to the following:
 - The student;
 - The parent/guardian of the student;
 - The SAL Committee that approved the student's participation in SAL; and
 - Any individual who is involved in the implementation of the student's plan.

Transition plan for student

A Principal shall ensure that a transition plan has been developed for helping a student whose Supervised Alternative Learning plan has expired or been terminated with the student's transition from Supervised Alternative Learning. (*Form 12*)

Workplace Safety

If the SAL plan contains a work placement component, the student's school primary contact person will:

1. Complete safety inspection of work experience/workplace;
2. Ensure that Worker's Safety Insurance Board forms are completed if appropriate;
3. Ensure student has required safety equipment (i.e., safety boots, etc.);
4. Complete Safety Awareness Checklist; and
5. Monitor student appropriately.

FORM 1

Step	Key Actions	Details and Documentation
<p>Procedures Preceding a SAL Application (“Pre-SAL”)</p>	<p>The Student Success Team reviews the student’s situation. All appropriate strategies are considered. Information about options, including SAL, is shared with the student and parent/guardian.</p>	<p>Strategies used prior to recommending SAL are documented (Checklist of Pre-SAL Procedures (Form 14)) Information on SAL is given to the parent/guardian.</p>
<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 the receipt of a request from a parent/guardian, or from a student who has withdrawn from parent/guardian control, to submit the application to the SAL Committee. The Principal develops a SALP only if he or she agrees with the request for SAL.</p> <p>The Principal files the application with the SAL Committee.</p> <p>If the SAL activity site is not at a board site, the site is visited to confirm that it is appropriate – e.g., checked for health and safety and accessibility. (If the Principal already knows the site is appropriate, a visit is not required at this time.)</p>	<p>The request for SAL should be in writing. The Principal notes the date of receipt on the request. The application includes the following:</p> <ul style="list-style-type: none"> - KPDSB “Request for Supervised Alternative Learning” (Form 5) - A form signed by the parent/guardian giving consent to release information on the student, unless it has been previously completed or unless one is not required (KPDSB “Consent For Release of Information Form”) (Form 6). - The SALP, including a suggested school primary contact (Form 7) “List of Possible School Primary Contacts”) - Attendance report - OSR review - Credit summary - Employer agreement, if applicable (Form 9) - IEP, if applicable - Other relevant content <p>The Principal advises the parent/guardian in writing that an application for SAL has been submitted (Form 2)</p>

<p>Step 2: Consideration of the Application</p>	<p>The SAL Committee schedules a meeting to review the application within 20 school days of receiving it. The following are invited:</p> <ul style="list-style-type: none"> - the parent/guardian - the student - relevant school and board staff - other relevant community members <p>The committee provides written notification of its decision within 5 school days of the meeting, including confirmation of the student's school primary contact. The parent/guardian may submit a written request for reconsideration of the SAL Committee's decision within 10 school days of receiving written notification of the decision. The SAL Committee holds a meeting to reconsider the decision within 20 school days of receiving the parent/guardian's request.</p>	<p>The parent/guardian is notified in writing of the date and time of the SAL Committee meeting (Form 3)</p> <p>The parent/guardian is notified in writing of the decision of the SAL Committee, and receives a copy of the SALP if SAL is approved. (Form 4) Employer is sent a letter communicating the SAL Committee's decision. (Needs to also indicate whether or not a student has permission to work during the school day.) (Form 10) If the parent/guardian has requested a reconsideration, the SAL Committee holds a meeting within 20 school days of receiving the request and notifies the parent/guardian of its decision in writing with 5 school days of the meeting.</p>
<p>Step 3: Implementation and Monitoring</p>	<p>Monitoring is carried out by the student's school primary contact at least once a month. Communication between the student and the school primary contact may be carried out in the following ways:</p> <ul style="list-style-type: none"> - in person (recommended) - by telephone - by email - by teleconferencing or video conferencing. 	<p>The SALP is filed in the OSR along with progress reports. The student and parent/guardian receive copies of the approved SALP and the progress reports.</p> <p>Communication between the student and the school primary contact is documented via a monitoring log (Form 8). Reports on progress are issued to each student in SAL at the same time as report cards for other students.</p>
<p>Step 4: Review, Renewal, and Transition Planning</p>	<p><i>Review of the SALP</i> The school primary contact reviews the SALP at least 15 school days before the plan expires; however, it is recommended that it be</p>	<p>Review processes and decisions are tracked, and the reviews are filed in the OSR. If the SALP is modified, the Principal will provide a copy of the modified</p>

	<p>reviewed at least once per semester. The review is submitted to the Principal. If substantial modifications are made to the SALP, the approval of the Principal and a supervisory officer is required, as well as the agreement of the student and parent/guardian.</p> <p><i>Renewal of SAL</i> The SAL Committee may renew SAL for a maximum of one school year. The committee must make a decision within 20 school days of receiving the Principal's recommendation for renewal. If the parent/guardian does not support aspects of the SALP, a SAL committee meeting must be reconvened to consider the renewal, and the student and parent/guardian must be invited to attend.</p> <p><i>Development of a Transition Plan:</i> A transition plan is developed to support the student in their transition from SAL to the next step.</p>	<p>SALP to the student and the parent/guardian.</p> <p>An employer is notified of any relevant changes made to the SALP.</p> <p>If it is deemed to be in the best interest of the student, a request to renew the SALP plan for a maximum of 1 additional year can be filed with the Principal. (Form 13)</p> <p>As the SALP is ending, A transition plan is developed and filed in the OSR (Form 12)</p>
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FORM 2

Sample Letter to Parent/Guardian

Date:

Parent/guardian/Guardian's Address:

Dear (Parent/guardian/Guardian name):

Re: student name
DOB

At (school name) we are committed to providing all students with opportunities to access appropriate educational programming. As you are aware, (student name), has been struggling with regular school attendance. Unfortunately, interventions to date have not been successful. (student name) has missed over ___ days this year.

As a result, I am submitting a referral for Supervised Alternative Learning (SAL). The purpose of SAL is to provide students who have significant difficulties with regular attendance at school with alternative learning experiences and individualized planning to enable them to progress educationally. The attached Supervised Alternative Learning Plan (SALP) contains more information about the proposed program for your student. In addition, a brochure explaining the SAL process is attached.

The SAL Referral will be reviewed by the KPDSB SAL Committee. You will be notified in writing of the date and location of this meeting. If the request is approved, the SALP will be coordinated by the SAL school primary contact (_____)

You will find attached two forms which require your signature. Please return the SAL Request Form and the Consent for Release of Information Form to me at the school. If you have any questions, please feel free to contact me.

Sincerely,

Principal
(name of school)



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FORM 3

Sample Letter from SAL Committee for Notice of SAL Referral

Date
Parent/guardian/Guardian address

Dear

Re: Student's Name
Date of Birth

This letter is to advise you that the Supervised Alternative Learning Committee has received (student's first name) application for a full-time Supervised Alternative Learning program. The Committee will be meeting on (Date & Time) to consider the application.

This meeting will take place at (location).or virtual (platform).

Although you are not required to be present for the meeting, you and your student are most welcome to attend.

If you would like to attend the meeting, please contact _____. If you have any questions about the SAL process, please contact your student's School Principal.

Sincerely,

cc.: Principal (name of school)



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FORM 4

Sample Letter of Decision from SAL Committee

Supervised Alternative Learning (SAL) Committee

Record of Decision

Date:

Address: (of Parent/guardian/Guardian)

Dear: (Parent/guardian/Guardian Name)

Re: Student Name
DOB

As you are aware, the KPDSB Supervised Alternative Learning (SAL) Committee met on _____ to review your student's application. The application was approved by the committee. Please see the attached Supervised Alternative Learning Plan (SALP) for additional details about the educational program plan for your student. Specifically, please refer to the "Outcome of SAL Committee Meeting" section of the SALP.

Please contact either myself, your student's home school Principal, or the SAL School Primary Contact person identified on the SALP, if you have any questions or concerns.

Sincerely,

(name here)

cc: Principal (name of school)
School Counsellor
Administrative Assistant
SAL School Primary Contact
First Nation Education Counsellor
OSR



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FORM 5

REQUEST FOR SUPERVISED ALTERNATIVE LEARNING (REFERRAL FORM)

Request made by

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

Student information

Grade: _____	OEN: _____	
Last name: _____	First name: _____	Middle name: _____
Date of birth: _____	Home telephone: _____	Cellular telephone: _____
Address: _____	City/Town: _____	Postal code: _____

Parent/guardian/Guardian information

Name: _____ Telephone (day): _____

Address (if different from student's): _____

Email: _____

Home School Information

Name of School: _____ Last day of school attendance: _____

The above named student, registered at (**school name**), is being referred to Supervised Alternative Learning as a legal excusal from attendance at school in accordance with Ontario Regulation 374/10. The basis of the referral is:



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Reason for Request/Comments

Proposed activities

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

Please provide the following documents to the office of the Supervising Principal of Student Pathways for Success:

- Request For Supervised Alternative Learning (Referral Form)
- Supervised Alternative Learning Plan (SALP)
- Consent For Release of Information
- Employer Agreement (If Applicable)

Student

Parent/guardian/Guardian

Principal

Date

Date

Date



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FORM 6

CONSENT FOR RELEASE OF INFORMATION

Student: _____

Student OEN Number: _____

Birthdate: _____
Y/M/D

Present School: _____ Grade: _____

I give consent to Keewatin Patricia District School Board SAL Committee to give or receive information regarding _____(student's name), academic, social, emotional, behavioural, medical, or school attendance concerns to the following person(s):

This form is valid for the 20__ - 20__ school year only.

Parent/guardian/Guardian/Adult Student (Print)

(Date)

Parent/guardian/Guardian/Adult Student (Signature)

(Date)



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FORM 7

SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)

Current School and Address:

Student Information

Name:

Address: _____ Postal Code: _____

Home Phone: _____ Alternative Telephone: _____

OEN: _____ Date of Birth: _____

Age: _____ Grade: _____

Does student have an Individual Education Plan (IEP)? Yes No

Is the student identified with a learning exceptionality as per the IPRC Process? Yes No

Parent/guardian/Guardian Information

Name(s):

Address (if different from student's above)

Home Telephone (if different from student's above):

Alternative Telephone/Email:

SAL School Primary Contact

Name:

Position:

Name of Principal:

People consulted in the development of the SALP

Name/Position:

Name/Position:



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Name/Position:

 Name/Position:

Monitoring Schedule

Contact Frequency (Circle one): *Weekly* *Biweekly* *Monthly* *Other*

SAL School Primary Contact's Responsibilities:

Student's Educational Goal(s)/Pathway	Strategies to Achieve Educational Goal(s)/Pathway
<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) _____	

Student's Personal Goal(s)	Strategies to achieve personal goal(s) and tracking of personal goals
<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>
Employment/Placement <input type="checkbox"/> The venues have been visited and found to be appropriate (e.g., they comply with health and safety and accessibility legislation).	
Skill Acquisition <input type="checkbox"/> volunteering <input type="checkbox"/> earning a certification or taking training <input type="checkbox"/> developing job-search skills <input type="checkbox"/> developing essential skills and work habits <input type="checkbox"/> working part-time <input type="checkbox"/> working full-time <input type="checkbox"/> Other	<i>Details: description of activities, student's schedule, location</i>
Community Supports/Counselling	<i>Details: frequency and length of sessions, name of agency, type (e.g., anger</i>



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FORM 8

Monitoring Log for a Student in SAL

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



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Procedure Name: **Supervised Alternative Learning (SAL)**

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	<p>Comments:</p>
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FORM 9

EMPLOYER AGREEMENT FOR A STUDENT IN SUPERVISED ALTERNATIVE LEARNING

Under the Education Act, youth must attend school until the age of 18, and employers are prohibited from employing youth during school hours. However, youth who are 14 - 17 years of age may be excused from school to attend Supervised Alternative Learning programs, which may include employment (Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School").

Completion of this employer agreement confirms your interest in offering employment to the undersigned student and your willingness to adhere to the guidelines specified below under "Agreement". This form will be included in the student's application for Supervised Alternative Learning (SAL).

Student Information

Name: _____ Date of birth: _____

Address:

School: _____ Grade/Level: _____

Employer

Name of business: _____

Address of business: _____

Business telephone: _____

E-mail address of supervisor: _____

Type of business: _____

Brief description of job: _____

Employment Conditions

Hours per day: _____ Days per week: _____

Rate of pay: _____ Starting date: _____



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Duration of employment: _____

Agreement

If the SAL Committee approves the student's application for SAL, the employer will be notified that the student is permitted to be employed. If the student's work placement in SAL is approved, the employer agrees to the following:

- A visit by board staff will be made to confirm the safety of the proposed work and workplace.
- Contact will be allowed between the School Primary Contact (identified in the approval letter) and the above-named student during work hours. This individual will arrange the contact time with the employer.
- The employer will inform the School Primary Contact by telephone within five school days of the end of employment of the above-named student.

The employer and the student will be given final confirmation by the school board. The employer will receive a letter from the board or school specifying the conditions of the student's placement, and that letter will provide the documentation allowing the student to be legally employed during school hours. A formal workplace agreement form with WSIB information will also be completed.

Signature of student

Name of company (print)

Signature of SAL School Primary Contact

Signature of company officer

Name of SAL School Primary Contact (print)

Name of company officer (print)

Date

Position

Date _____



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FORM 10

Sample Letter to Employer

[date]

[name of employer]

[address]

Dear *[name of employer]*:

On *[date of SAL Committee meeting]*, the Supervised Alternative Learning (SAL) Committee of the Keewatin Patricia District School Board considered the request for *[name of student]* 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 school primary contact *[insert name]* and the above-named student during work hours. The school primary contact will arrange the contact time with you.
- You will inform the school 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.
- The WSIB Form is to be completed prior to the commencement of the student's work placement.

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 _____

Sincerely,

Principal (name of school below)



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FORM 11

Student Agreement for a SAL Work Placement

For students earning credits in a cooperative education program, please see *Cooperative Education, 2018* for the appropriate guidelines and documentation.

Name of student: _____ Work placement: _____
OEN: _____

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

- ___ The school or the work supervisor may stop my work program.
- ___ My SAL school primary contact will talk to my work supervisor about my duties and work.
- ___ The work supervisor will give my SAL school primary contact reports on my work.
- ___ My school primary contact will discuss my performance at work with others including my Principal and parent/guardians.

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

- ___ I must complete the forms asked for by my school primary contact before I go to the workplace.
- ___ I must report for work on time.
- ___ I must not miss workdays without a good reason.
- ___ I must contact my school primary contact and my work supervisor ahead of time if I will be late or absent.
- ___ I must follow the work 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 tell my school primary contact of any problems so they can help me solve them.
- ___ I will talk with my school 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's signature: _____ Date: _____



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FORM 12

SAL Exit Transition Plan

Name of student: _____

Next destination: _____

Student strengths and interests:	
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"/> _____
<input type="checkbox"/> Earn OSSD	_____
<input type="checkbox"/> Enter college/university	
<input type="checkbox"/> Enter apprenticeship/trades	<input type="checkbox"/> _____
<input type="checkbox"/> Enter the workforce	_____
<input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> _____
<input type="checkbox"/> Other (specify) _____	_____
<input type="checkbox"/> Other (specify) _____	<input type="checkbox"/> _____

	<input type="checkbox"/> _____

	<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"/> _____	<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:
Action:	Responsibility:	Timeline:
Action:	Responsibility:	Timeline:



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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/guardian

Date



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FORM 13

SAL Renewal Request

Student's name: _____ Date of birth: _____

OEN: _____ School: _____

Date of initial SAL approval: _____

- Request for renewal of SAL for the next school year with no changes to the Supervised Alternative Learning Plan*
- Request for renewal of SAL for the next school year with changes to the Supervised Alternative Learning Plan*

* Written consent of the parent/guardian must be obtained. SAL may be renewed for a maximum of one school year without requiring a new SAL application.

Documents submitted:

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

Principal's comments:

Principal's signature: _____ Date: _____

Parent/Guardian supports renewal of SAL: Yes No

Parent/Guardian's comments:

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

Parent/Guardian'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: _____

The home school is to forward this completed form to the office of the Superintendent of Education prior to June 1st.

FORM 14

CHECKLIST OF “PRE-SAL” PROCEDURES

Strategies for Responding to a Student’s Attendance Problems		Staff Responsible	Timelines	Done
Class-room Level	Check OSR for information, IEP, Sharing Forms and Behaviour/Safety Plans			
	Keep accurate attendance records and look for patterns.			
	Follow protocols for student safety and problem prevention.			
	Talk to the student.			
	Communicate absences to parent/guardian in accordance with school policy.			
	Consult with the Student Success team and guidance staff.			
	Implement the strategies in the school’s set procedure for absences (ex. pyramid of intervention).			
	Report concerns to administrators.			

Strategies for Responding to a Student's Attendance Problems		Staff Responsible	Timelines	Done
School Level	<p><i>*Prior to Success Team meeting communicate with parent to gather information</i></p> <p>Convene a school Student Success team meeting (include the School Attendance Counsellor, and other Educational Services staff, as appropriate) to:</p> <ul style="list-style-type: none"> ➤ assess the student's profile; ➤ discuss the attendance challenges (e.g., possible causes, implications); ➤ develop a re-engagement plan; ➤ identify supports and interventions. 			
	<p>Notify all team members and the student's teachers of the re-engagement plan.</p>			
	<p>Meet with the parent/guardian to:</p> <ul style="list-style-type: none"> ➤ identify the school's expectations and concerns; ➤ determine the student's expectations and goals; ➤ discuss the parent/guardian's expectations; ➤ generate a plan that includes any of the following: <ul style="list-style-type: none"> ○ Student Success team support ○ support from School Attendance Counsellor and other Educational Services Staff ○ a modified timetable ○ credit completion ○ continuous entry cooperative education ○ an alternative education course or program ○ independent or eLearning course(s) ○ referral for a formal assessment, if necessary ○ referral to a community program/agency 			
	<p>Monitor and assess the success of the re-engagement plan.</p>			
	<p>Document the student's participation in the plan and schedule a follow-up meeting, if required.</p>			

Strategies for Responding to a Student's Attendance Problems		Staff Responsible	Timelines	Done
	<p>Have a follow-up meeting, if required, with the parent, student, and School Counsellor to:</p> <ul style="list-style-type: none"> ➤ review the success of the plan for the student; ➤ identify ongoing concerns, challenges, and strengths; ➤ realign goals (in small increments); ➤ revise/add strategies to the re-engagement plan, if required; ➤ discuss legal implications of non-attendance (Education Act); 			
	<p>If required, revise the plan and schedule a follow-up meeting.</p>			
	<p>Refer to strategies under "Board Level" for interventions in accordance with board protocols.</p> <p>Discuss the possibility of SAL as an option if current plan is not successful.</p>			
Board Level	<p>Enroll student in an alternative education program, if appropriate.</p>			
	<p>Start the SAL process, with student and parent input. The school Student Success Team remains part of board-level discussions since SAL process is initiated and monitored by student's home school.</p>			