



Policy: Supervised Alternative Learning (SAL) #200.06

Adopted:	October 23, 2012
Last Reviewed/Revised:	May 24, 2022
Responsibility:	Superintendent of Education
Next Scheduled Review:	2025-26

Purpose

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.

Application and Scope

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.

References

O. Reg. 374/10, s. 7

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

Appendices

- Appendix A – Supervised Alternative Learning Plan
- Appendix B – Employer Agreement Form
- Appendix C – Decision Letter Template
- Appendix D – Return to School Letter Template
- Appendix E – Transition Form

Responsibilities

Specific direction is given to trustees, the Director of Education, superintendents, school administrators, teachers, and social workers.

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



School Administrator(s): are 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 skill 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 school administrators to the SAL Committee without requiring the student to appear before the committee.

Administrative 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.



Where a pupil is participating in a SAL program and has a SALP in accordance with Ontario Regulation 374/10, the pupil may go on the register the day after the committee approval meeting. A pupil is not considered a SAL pupil until there is a committee approval. The pupil's full-time or part-time status is based on the approved SALP, or modifications to the SALP made at a later date and approved by a supervisory officer. Record the pupil as follows in the day school register:

- Full-time, with an FTE of 1.0, if the pupil's SALP includes an average of at least 70 minutes of instruction per school day in which the pupil may earn a credit.
- Part-time, with an FTE of 0.50, if the pupil's SALP includes an average of less than 70 minutes of instruction per school day in which the pupil may earn a credit.

3.0 Referral of Pupil to Committee

The school administrators of a school at which a pupil is enrolled shall refer the pupil to the Committee if, in the school administrators' 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 school administrators 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 school administrators shall refer the pupil to the Committee within 15 school days after the day the school administrator(s) 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 school administrator(s) 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 school administrator(s) 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 school administrator(s), by a date specified by the school administrator(s), 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 school administrator(s) shall not make a referral until the parent/guardian provides a response to a request by the date specified by the school administrator(s).

6.0 Contents of Referral

A referral under section 3.0 shall include the following written material: the basis for the school administrator(s)'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 school administrator(s)); 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



school administrator(s)'s or the parent/guardian's opinion would assist the Committee in its consideration of the referral.

When a school administrator(s) refers a pupil to the Committee, the school administrator(s) 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 school administrator(s) of the pupil's school, any member of the staff of the school or the Board who was listed by the school administrator(s) 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 school administrator(s) 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.
- 8.3** The SALP is usually prepared by the Student Success team, including the school administrator(s), primary contact, and other appropriate school and board personnel, in consultation with the student and parent. The SALP outlines and describes the student's learning activities for a maximum of one school year and includes the following: □
- the student's educational and personal goals for the short and long term
 - the methods by which the student will attempt to achieve these goals □
 - a description of the student's program, including one or more of the following: o
 - working on credit or non-credit course(s)
 - acquiring skills through, for example:
 - volunteering –
 - earning a certification or taking training for a specific job
 - developing job-search skills –
 - developing Essential Skills and work habits, using the Ontario Skills Passport to track achievement
 - working full- or part-time
 - training to develop life skills addressing barriers to learning (e.g., taking life skills training, participating in counselling)
 - participating in other activities that would help the student achieve his or her educational and personal goals



8.4 TYPES OF DELIVERY MODELS

There are many types of models for delivering a SAL program, three of which are described briefly below. Such models can be adapted or combined to meet a variety of student needs while taking into consideration the resources and realities of specific communities, boards, and schools.

SAL Centre

In a “SAL centre”, students are grouped together for a common program. In this model, teachers can draw on techniques of differentiated instruction and a variety of assessment methods, as necessary, to provide the flexibility and support that will enable students to experience success. It is particularly important that differentiated instruction be used when delivering credit courses to a group of students, since it is key to the success of individual students in the group. The SAL centre model can also work well for culturally based approaches, such as programs for Indigenous students.

In a SAL centre model, the daily schedule could include the following:

- time to build group cohesiveness and to encourage discussion on issues and topics that are relevant to the individual students
- delivery of credit courses that are selected to meet the needs of the group as well as the goals of individual students
- hands-on learning activities in which students can practise and increase their skills (For example, students can participate in the planning, preparation, and sharing of a meal.)
- participation in experiential learning (For example, once a student demonstrates the necessary employability skills and has completed any other preparatory activities, experiential learning could be scheduled for one day a week.)
- volunteering in the local community

Partly Structured Program

In a partly structured program, a component can be included that requires attendance for one or two periods a day at a school or at a board site, such as a storefront classroom. This model keeps the student connected to a specific site so that he or she can benefit from the supervision by and contact with school and board staff. The student may be able to make the transition gradually back to a regular secondary school program by adding an additional period or two when appropriate.

Independent Program

Where there is an insufficient number of students in a community to support either a SAL centre or a partly structured model, it may be necessary to establish an independent program of work/study for a student in SAL. This model may also be used at other times when it is the best model for the student. However, in cases where a student is not attending any kind of central site regularly, the role of the primary contact becomes even more crucial. The primary contact may meet with the student at the student’s home school or at another location in the community (e.g., a coffee shop, a community agency). The Student Success



programs and alternative education sites of a board may provide additional academic support.

8.5 Special Education and Mental Wellness

SAL program will be inclusive to students with special education and mental needs

- IEP will be maintained in the SALP
- Accommodations/modifications to reflect programming

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 school administrator(s) 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 school administrator(s) 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 school administrator(s) 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 school administrator(s) is required to cause a plan to be developed, the school administrator(s) 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 school administrator(s) submits a plan to the Committee, the school administrator(s) shall also submit any other information that in the school administrator(s)'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 school administrator(s) 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 school administrator(s) of the pupil's school it would be in the pupil's best interests to continue to participate in Supervised Alternative Learning, the school administrator(s) 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 school administrator(s) 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 Return to School Letter

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

A school administrator(s) shall send written notice of the return to school 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 school administrator(s) 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
Procedures Preceding a SAL Application	<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 school administrator(s) requests SAL for the student.</p> <p>The school administrator(s) 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 school administrator(s) develops a SALP only if he or she agrees with the request for SAL.</p> <p>The school administrator(s) 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 school administrator(s) 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>School administrator(s) 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>School administrator(s) 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 school administrator(s) and the chair of the SAL Committee.</p> <p>Substantial modifications to the SALP require the approval of the school administrator(s), 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 school administrator(s) 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>

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>

