



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES SUPERVISED ALTERNATIVE LEARNING

ROLES AND RESPONSIBILITIES PRECEDING A SAL APPLICATION (“PRE-SAL”):

Principal:

- Ensures that all appropriate alternative options have been considered. (Appendix A)
- Ensures that, if the student has an Individual Education Plan (IEP), all supports, accommodations, and modifications have been implemented to optimize student learning.
- Refers the student to the attendance counsellor and other appropriate support personnel.
- Ensures that the parent(s) and student are informed about SAL as an option.

Parent:

- Ensures the child attends regularly until excused.
- Meets with school staff to provide input.

Student:

- Attends school daily until excused.
- Meets with school personnel to provide input for a re-engagement plan.

Attendance Counsellor:

- Receives the referral and follows the board’s administrative procedures.
- Explores all options to improve attendance.
- Considers SAL as a possible solution.

Student Success Team and Other School Staff:

- Meets to discuss the student’s situation, including attendance.
- Generate a re-engagement plan.
- Monitor the student’s re-engagement strategies and attendance.
- Communicate with the parent(s).

STEP 1: APPLICATION FOR SAL

Principal:

- Receives the parent’s request for SAL or initiates the request with input from the parent and student. (Appendix B)
- Prepares the SAL application package. (Appendix C)

Parent:

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principal, unless it has been previously completed or unless one is not required, as in the case of the student who has withdrawn from parental control.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

Student:

- Provides input to the Student Success team and school staff to develop the SALP.

Attendance Counsellor:

- Assists with the completion of all documentation required for the SAL application.

Student Success Team and Other School Staff:

- Assists the principal in the development of the SALP and the gathering of appropriate documentation for submission with the application (e.g. Attendance Reports, IEP).

Community Partners:

- Contribute to the development of the SALP by providing documentation (e.g. Employer Agreement – Appendix D).

STEP 2: CONSIDERATION OF THE APPLICATION

SAL Committee:

- Establishes regular SAL meeting dates (monthly meetings are recommended).
- Convenes as a committee to review the application and SALP.
- Invites attendees to the scheduled committee meeting.
- Approves, modifies, or denies the application and SALP.
- Ensures that all parties are notified (under the signature of the Board Superintendent on the committee) of decision of the committee within five (5) school days. (Appendix E-F)
- May suggest types or means of contact for monitoring and the preferred schedule for monitoring according to student needs.

Principal, Parent, Student, Proposed Primary Contact:

- All should attend the SAL meeting.

Reconsideration of the Committee's Decisions:

SAL Committee:

- Reviews the request to reconsider the SAL decision or the SALP.
- Approves or denies the request to reconsider the SAL decision.
- Approves or modifies the SALP.
- Notifies the parent or student and the principal regarding the committee's decision.

Principal:

- Attends the meeting when the SAL decision or the SALP is reconsidered, as required.

Parent:

- Requests that SAL Committee reconsider the SAL decision or the SALP within ten (10) school days of receiving the written decision.
- Attends the meeting when the SAL decision or the SALP is reconsidered to present reasons for the reconsideration request.

Student:

- Attends the meeting when the SAL decision or the SALP is reconsidered.

Primary Contact:

- May attend the meeting when the SAL decision or the SALP is reconsidered.

STEP 3: IMPLEMENTATION AND MONITORING

Principal:

- If employment is part of the SALP, sends a letter to the employer stating that the student is excused from attending school for the purpose of participating in SAL. (Appendix G)
- Ensures that the SALP is implemented in the timelines established by the SAL Committee.
- Ensures that staff of the school or the board visit the location where the student will be participating in SAL activities to check on the health, safety, and accessibility features of the venue before the student begins.
- Ensures that, if a student has an IEP, accommodations are reflected in the SALP.
- Identifies the primary contact.
- Receives updates from the primary contact.

Primary Contact:

- Contacts the student, at least monthly, to monitor progress.
- Documents contacts. (Appendix H)
- Documents the student's performance and/or progress – for example, development of learning skills and/or Essential Skills and work habits, progress in training for certification, or academic achievement, in accordance with his or her SALP (This progress could be documented in a portfolio to which the student contributes content indicating skills and knowledge). (Appendix K)
- Informs the principal of any concerns regarding the student's compliance with the SALP or any issues regarding the SALP.
- Assists the student in addressing any issues that become apparent, or refers the student to appropriate board or community resources.

Parent:

- Maintains communication with the primary contact, as required.
- Supports the student in complying with the SALP.
- Advises the primary contact of any issues that have an impact of the SALP and that may require consideration.

Student:

- Participates in the program, as prescribed in the SALP.
- Maintains regular communication with the primary contact, as required.
- Advises the primary contact of any issues that have an impact on the SALP and that may require consideration.
- Builds a SAL portfolio, if possible, by filing artifacts showing progress and/or achievement.

Student Success Team and Other School Staff:

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

Community/Business Partner (if applicable):

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

STEP 4: REVIEW AND TRANSITION PLANNING

Principal:

- Reviews the primary contact's report on the student's SALP a minimum of fifteen (15) school days before it expires (recommended that the SALP be reviewed at least once per semester)
- Reviews the primary contact's report in collaboration with the primary contact, parent, student, and others (as required), and whenever significant changes to the SALP may be needed.
- Completes the review documentation, noting any changes.
- Ensures that, if there are significant changes, approval is obtained from a Supervisory Officer and the revised SALP is provided to the student and parent.

Parent and Student:

- Participate in the review of the SALP, as required.

Primary Contact:

- Prepares a report in which he or she reviews the SALP.

Student Success Team and School Staff:

- Participate in the review of the SALP, as required.

Community Partner (if applicable):

- Participates in the review of the SALP, as required.

DATA COLLECTION AND RECORD KEEPING

- The Principal is responsible for ensuring that the student's attendance and coding follow the requirements for maintaining enrolment registers.
- The Principal must ensure that the appropriate documentation is placed in the student's OSR and recorded in the student information management system.
- The SAL Committee will receive from board staff a report each year that includes data related to students in SAL and SAL programs in the board, the number of applications received by the SAL Committee and the number and types of decisions that the SAL Committee made.

APPENDICES

- A Checklist of Pre-SAL Procedures
- B Request for Supervised Alternative Learning (SAL)
- C Supervised Alternative Learning Plan (SALP)
- D Employer Agreement for a Student in Supervised Alternative Learning
- E Letter Notifying a Parent of the SAL Committee's Decision – Approval Granted
- F Letter Notifying a Parent of the SAL Committee's Decision – Approval Not Granted
- G Letter Notifying an Employer Whether or Not A Student Has Permission to Work
- H Monitoring Log for a Student in SAL
- I Request for the SAL Committee to Renew Supervised Alternative Learning
- J Transition Plan
- K Using the Ontario Skills Passport to Track Development of Essential Skills and Work Habits
- L Student Agreement for a Non-Credit SAL Work Placement