



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES SUPERVISED ALTERNATIVE LEARNING

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

Principal/Vice-Principal:

- Considers that all appropriate alternative options
- Ensures that if the student has an Individual Education Plan (IEP), all supports, accommodations, and modifications will be implemented to optimize student learning.
- Ensures that the parent/guardian(s) and student are informed about SAL as an option
- Connects appropriate school staff to work with the student and family and engage them in the process of the development of the SAL plan

Parent/Guardian:

- Collaborates with school staff to provide input into the development of the SAL plan

Student:

- Contributes to the development of the plan and goal setting with the SAL team and/or primary contact
- Meets with school team to provide input for a re-engagement plan.

Student Success Team and Other School/Board Staff:

- Discusses the referral and reviews the student’s academic and non-academic strengths, needs, and areas of growth
- Collaborates on the development of the SAL plan.
- Communicate with the parent/guardian(s) along with Principal or designate

STEP 1: APPLICATION FOR SAL

Principal/Vice-Principal:

- Initiates the request with input from the parent/guardian and student or receives a request from a parent/guardian.
- Prepares the SAL application package. (Appendix A)

Parent/Guardian:

- May initiate a request for a SAL program or provide input to the principal’s application by completing the parent/guardian’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principal, unless it has been previously completed or unless one is not required, as in the case of the student who has withdrawn from parental control.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 SAL plan.

Student:

- Provides input to the Student Success team and school/Board staff to develop the SAL plan.

Attendance Counsellor:

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

Student Success Team and Other School/Board Staff:

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

Community Partners:

- Contribute to the development of the SAL plan by providing documentation (e.g. Employer Agreement – Appendix E).

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 SAL plan.
- Invites attendees to the scheduled committee meeting.
- reviews the application and SAL plan and makes the decision for next steps.
- 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 B or C)
- May suggest types or means of two-way contact for monitoring and the preferred schedule for monitoring according to student needs.

Principal/Vice-Principal, Parent/Guardian, 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 SAL plan.
- Approves or denies the request to reconsider the SAL decision.

- Approves or modifies the SAL should additional recommendations be made at the meeting.
- Notifies the parent/guardian or student and the principal regarding the committee's decision.

Principal/Vice-Principal:

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

Parent/Guardian:

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

Student:

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

Primary Contact:

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

STEP 3: IMPLEMENTATION AND MONITORING

Principal/Vice-Principal:

- If employment is part of the SALP, then they will send a letter to the employer stating that the student is excused from attending school for the purpose of participating in SAL. (Appendix F)
- Ensures that the SAL plan is implemented in the timelines established by the SAL Committee.
- Ensures that staff of the school and/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 part of the SAL plan.
- Identifies the primary contact.
- Receives updates from the primary contact.

Primary Contact:

- Contacts the student, at least monthly, to monitor progress. Additional contact may be recommended as per the recommendation of the committee.
- Documents progress monitoring for each contact.
- Documents the student's performance and/or progress.
- Informs the school administration of any concerns regarding the student's compliance with the SAL plan or any issues regarding the SAL plan.
- Assists the student in addressing any issues that become apparent or refers the student to appropriate Board or community resources.

Parent/Guardian:

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

Student:

- Participates in the program, as communicated in the SAL plan.
- Maintains regular communication with the primary contact, as required.
- Advises the primary contact of any issues that have an impact on the SAL plan and that may require consideration.

Student Success Team and Other School/Board Staff:

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

STEP 4: REVIEW AND TRANSITION PLANNING

Principal/Vice-Principal:

- Reviews the primary contact's report on the student's SAL plan a minimum of fifteen (15) school days before it expires (recommended that the SAL plan be reviewed at least once per semester).
- Reviews the primary contact's report in collaboration with the primary contact, parent/guardian, student, and others (as required), and whenever significant changes to the SAL plan 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 SAL plan is provided to the student and parent/guardian.

Parent/Guardian and Student:

- Participate in the review of the SAL plan, as required.

Primary Contact:

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

Student Success Team and School/Board Staff:

- Participate in the review of the SAL plan, as required.

Community Partner (if applicable):

- Participates in the review of the SAL plan, 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 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

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| A | Supervised Alternative Learning Plan (SAL) |
| B | Letter Notifying a Parent/Guardian of the SAL Committee's Decision – Approval Granted |
| C | Letter Notifying a Parent/Guardian of the SAL Committee's Decision – Approval Not Granted |
| D | Letter Notifying an Employer Whether or Not A Student Has Permission to Work |
| E | Employer Agreement for a Student in Supervised Alternative Learning |
| F | Request for the SAL Committee to Renew Supervised Alternative Learning |