



# HURON-PERTH CATHOLIC

District School Board

## Supervised Alternative Learning (SAL)

Adopted:	November 25, 2019	Policy #:	P 2.2.5.
Revised:	April 22, 2024	Policy Category:	2.2. School Program

### BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that we serve students the home to nurture a Christ-centred environment, provide student-focused learning opportunities and support the growth of the whole person. The Board believes in approaches informed by Catholic Social Teaching that support achievement where we exercise a preferential option for the poor and marginalized.

### POLICY STATEMENT:

It is a policy of the Board to establish a Supervised Alternative Learning Committee (the Committee) to decide if students are suitable for Supervised Alternative Learning (SAL). The Committee shall follow the guidelines outlined in the Education Act (O. Reg. 374/10). The Committee will maintain clear and timely communication with parents and students involved in SAL, including notifications of referrals, Committee decisions, student plans, potential plan renewals, and plan terminations. All decisions made by the Committee will prioritize the best interests of the student. Students approved by the Committee for SAL are excused from regular school attendance as long as their plan is valid. Procedures will be developed to ensure that the work of the SAL Committee and the development of SAL Plans align with the Education Act and its Regulations.

### PROCEDURES:

#### 1. Eligibility for Supervised Alternative Learning (SAL)

Students who are at least 14 years of age are eligible for SAL. Supervised Alternative Learning (SAL) is useful for encouraging school-aged 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.

#### 2. Supervised Alternative Learning Committee

##### 2.1. Role of the Committee

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

## **2.2. Establishment of the Committee**

The Board shall establish a Supervised Alternative Learning Committee composed of at least one member of the Board, at least one Supervisory Officer (Committee Chair) 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. The parent/caregiver of the pupil being considered for SAL should be invited as well as the student in the appropriate circumstance. The Committee Chair may invite anyone they deem appropriate in the circumstance (e.g. the Primary Contact<sub>1</sub>).

A Supervisory Officer appointed to the SAL Committee 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.

## **3. Referral to the Supervised Alternative Learning Committee**

### **3.1. Before Referral**

Before referring a student to the Committee, a principal shall provide the parent/guardian<sub>1</sub> of the student with the following written information: notice of his or her intention to refer the student to the Committee, the basis for his or her opinion that it would be in the student'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 student'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.

### **3.2. Referral to the SAL Committee**

The principal of a school at which a student is enrolled shall refer the student to the Committee if, in the principal's opinion, it would be in the student's best interests to participate in Supervised Alternative Learning.

A parent/guardian of a student<sub>1</sub> may submit, in writing, to the principal of the school at which the student is enrolled, a request that the student participate in Supervised Alternative Learning; and the basis for the parent/guardian's opinion that it would be in the student's best interests to participate in Supervised Alternative Learning.

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

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

### 3.3. Contents of Referral

A referral shall include the following written material: 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; the basis for the parent/guardian's opinion that it would or would not be in the student'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 student and can speak knowledgeably about the student'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 student to the 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; and setting out their rights under O. Reg. 374/10.

***While not required, it is recommended that the principal, in consultation with appropriate parties (as required by O. Reg. 374/10 and this policy), submit a plan as prescribed in Section 5 (Appendix A) along with the referral to the SAL Committee so that the Committee can decide on whether to approve the referral to SAL and the plan at the same time.***

## 4. SAL Committee Meetings

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 student makes a written request for a later date or the parent/guardian of the student consents.

The Committee shall give notice of the meeting to the following: the student, the parent/guardian of the student,<sup>2</sup> 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 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.

### 4.1. Decisions of the SAL Committee

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

- If a plan was submitted to the Committee, the Committee shall approve participation by the student in Supervised Alternative Learning as described in the plan; modify the plan and approve participation by the student in Supervised Alternative Learning as described in the plan as

modified; or not approve participation by the student in Supervised Alternative Learning.

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

#### **4.2. Communication of the Decision**

Within five school days after a meeting, the 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:

- If the Committee approved participation by the student in Supervised Alternative Learning, a copy of the plan including any modifications made by the Committee, contact information for the student's primary contact person, and if the plan includes employment, contact information for the employer if available.
- 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 student with the following:

- If the Committee approved participation by the student in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process as outlined in O. Reg. 374/10.
- If the Committee did not approve participation by the student in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process, and information about the right to make a request. 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.

#### **4.3. Plan Ordered by the 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.

The principal shall use Appendix A for the development of the SALP.

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

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 student and the parent/guardian of the student with a copy of the plan.

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 student in Supervised Alternative Learning as set out in the plan; modify the plan and approve participation by the student in Supervised Alternative Learning as described in the plan as modified; or not approve participation by the student in Supervised Alternative Learning.

#### **4.4. Excusal from Attendance at School**

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

#### **4.5. Reconsideration of SAL Decision**

If a decision made by the SAL Committee is contested, the Education Act of Ontario provides avenues for reconsideration. The parent/guardian or the student, if they have reached the age of majority, may request reconsideration within a specified timeframe. The reconsideration process involves a review of the decision by the Committee or an impartial body designated by the Board.

### **5. The Student Alternative Learning Plan (SALP)**

#### **5.1. Considerations for the SALP**

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;
- The 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.

## **5.2. Activities of the SALP**

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

- Shall include at enrolment in one (minimum 350 minutes per week) or more courses in which the student may earn a credit (e.g. Co-op, e-learning, teacher directed courses or alternative learning courses - does not include ILC or correspondence courses or continuing education courses);
- 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.

## **6. Administration and Monitoring of the SALP**

### **6.1. Administration of the SALP**

The principal shall oversee the implementation of SALPs, ensuring compliance with applicable regulations and guidelines set forth by the Education Act of Ontario.

Regular documentation and record-keeping of SALP-related activities, including assessments, progress reports, and any modifications made to the plan, should be maintained by the principal or designated administrative staff.

### **6.2. Monitoring Requirements**

Monthly monitoring of student progress and participation in SAL activities should be conducted by the Primary Contact person identified in the SALP. The Primary Contact shall document contact with the student, document progress towards the goals of the SALP, track achievement and make modifications to the SALP insofar as they do not substantially change the plan approved by the Committee.

The principal or designated staff member shall periodically review SALPs to assess their effectiveness in meeting the student's educational and personal goals at least once per semester.

### **6.3. Renewal of the SALP**

Before the expiry of the plan, if in the opinion of the principal of the student's school it would be in the student'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 student), or refer the student to the Committee.

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

The Committee may only renew the student'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.

#### **6.4. The Enrolment Register**

The principal shall ensure that all students participating in SAL are accurately reflected in the school's enrolment register.

- Enroll student in SAL in the Student Information System - SIS (e.g. Edsembli).
- Ensure that the student is enrolled in at least one credit.
- Terminate SAL when receiving Notice of Termination.

**Documenting Attendance** - The Primary Contact Person shall document a 'C-code' in the SIS at least once per month. The C-code signifies contact by the Primary Contact. For each credit enrolled - a G-Code must be assigned to the student each day the student is in SAL (reason = Supervised Alternative Learning).

Information pertaining to SAL participation, including start date, duration, and any modifications to the student's enrolment status, should be filed in the Ontario Student Record.

#### **6.5. Termination of the SALP**

A plan is terminated if any of the following circumstances exist:

The student provides the principal with a written statement that he or she wants to return to school and the student's 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 qualified as such as a teacher, that termination is in the student's best interests.

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

## 6.6. Transition Plan

The 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.

OpenAI's ChatGPT, response to 'various prompts to simplify cumbersome legal jargon from draft plans'. ChatGPT, OpenAI, February 20, 2024, <https://chat.openai.com>

### DEFINITIONS:

**Primary Contact** - A person who works with the student to assist the Principal in monitoring the SALP. The Primary Contact may be a classroom teacher, Special Education Resource Teacher, Student Success Teacher, Guidance Counsellor, Vice-Principal or Principal.

### REFERENCES:

- N/A

### RESOURCES, APPENDICES AND FORMS:

- Appendix A - Supervised Alternative Learning Plan
- Appendix B - Supervised Alternative Learning Guide for Parents