



## **SUPERVISED ALTERNATIVE LEARNING (SAL)**

### **Procedures**

Most students continue to be engaged in their learning through prevention and intervention strategies introduced at the class, school and/or board level. These strategies are described in the Checklist of Pre-SAL Procedures ([Appendix A](#)).

A few students may require alternative learning opportunities to earn credits and be successful. For these students, SAL should be considered. If the decision is that a student would benefit from SAL the procedures below, as outlined in [Appendix B](#), should be followed.

### **Procedures Preceding a SAL application (“PRE-SAL”)**

#### **Principal**

- Ensures that all appropriate alternative options have been considered
- Ensures that, if the student has an 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 and student are informed about SAL as an option, and are made aware of:
  - The rationale for the recommendation to SAL
  - The content of the SALP
  - Their right to have input to the plan

#### **Attendance Counsellor**

- Receives the referral and follows the board’s procedures
- Reports on the student’s attendance history (elementary and secondary)
- Explores all options to improve attendance
- Considers SAL as a possible solution

#### **Parent**

- Ensures that the student attends school regularly until excused
- Meets with school staff to provide input

#### **Student**

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

### **Student Success Team and Other School Staff**

- Meet to discuss the student's situation
- Generate a re-engagement plan
- Monitor the student's re-engagement and attendance
- Communicate with the parent

### **1.0 Step 1: Application for SAL**

A parent, a student who has withdrawn from parental control, or a Principal with the support of the parent and student may make a request for SAL. Once a decision is made to pursue SAL for the student, an application package is assembled that includes the following:

- Request for Supervised Alternative Learning (SAL) form is completed ([Appendix C](#))
- Supervised Alternative Learning Plan (SALP) ([Appendix D](#))
- An employer agreement (recommended), if the SALP includes employment ([Appendix E](#))
- Other documentation that is relevant to the SAL Committee's decision (e.g., attendance records, credit summary, IEP)

A face-to-face meeting will be convened at the school between the student, parent, and School SAL Committee (e.g. Principal, Attendance Counsellor, Student Success teacher and primary contact). The purpose of this meeting is to review the application and develop a SALP to include in the application to the Board SAL Committee. The meeting can occur if the parent does not attend, but it is highly recommended to have both student and parent in attendance.

The SALP includes a suggested primary contact for the student. The role of the primary contact is to monitor the student's progress, make minor revisions or recommend significant changes to the SALP, and, ideally to act overall as a mentor to the student. Examples of individuals who might serve as a primary contact are a Guidance Counsellor, Attendance Counsellor or Student Success teacher. If the SALP includes credit courses, a certified teacher must be involved in that portion of the SALP.

The Principal has **15 school days** from the receipt of a SAL request in which to submit the application package to the Student Success Administrator. If the Principal does not agree with the request, they should submit a written report outlining the reasons for their concerns, as well as a recommendation for a program for that student. The student is legally required to continue attending school until the SAL committee has made its decision.

### **Roles and Responsibilities**

#### **Principal**

- Receives the parent's request for SAL or initiates the request with input from the parent and student
- Participate in the School SAL Committee meeting
- Notifies the parent that the application has been submitted

### **Attendance Counsellor**

- Organizes the School SAL meeting with the help of the Principal to consider the SAL application
- Prepares the SAL application, specifically the SALP in consultation with the student, parent, Guidance Counsellor and Student Success teacher – completed at the School SAL Meeting
- Submits the completed application electronically to the Student Success Administrator for consideration by the Board SAL Committee

### **Parent**

- May initiate a request for a SAL program or provide input to the Principal's application
- May be requested to complete a form giving consent to the release of information on the student and to submit it to the Principal, unless it has been previously completed or unless it is not required
- Works with the Student Success team and other school staff to develop SALP
- Encouraged to participate in the School SAL Committee meeting

### **Student**

- Provides input to the development of the SALP
- Participate in the School SAL Committee meeting

### **Community Partners**

- Contribute to the development of the SALP by providing documentation (e.g., an employer agreement)

## **2.0 Step 2: Consideration of the Application**

The Board SAL committee is composed of the following individuals:

- Supervisory Officer who is qualified as a teacher
- Three regional board Trustees
- Three Attendance Counsellors
- Student Success Administrator
- Community partner
- Board Lead for Mental Health & Well-Being

The Board SAL committee must hold a meeting to review the application within **twenty school days** of receiving the SAL application package from the Student Success Administrator. To accommodate this, there will be a standing SAL committee meeting scheduled each month to review new SAL applications and monitor existing SAL students. The SAL committee will review new SAL applications after the school holds the face-to-face School SAL Meeting.

Within **five school days** of the entire committee reviewing all aspects of the SALP, the Attendance Counsellor provides the parent, the Principal, and the primary contact with written notification of its decision ([Appendix F](#)). The Principal and the parent each receive a copy of the SALP, including any modifications made by the committee, as well as contact information for the primary contact and the employer, if a work placement is included.

## **Roles and Responsibilities**

### **Student Success Administrator**

- Ensures all applications, including SALPs, are forwarded electronically to the Board SAL Committee for their consideration

### **Board SAL Committee**

- Should convene monthly SAL meetings when required
- Approves the application for SAL and modifies the SALP if necessary

### **Attendance Counsellor**

- Ensures that all parties are notified of the decision of the committee

## **3.0 Step 3: Implementation and Monitoring**

Once approved by the SAL Committee, the SALP is implemented by appropriate board or school staff within the timelines specified by the SAL Committee. Before the student begins participating in an activity at a location that is not a board or school site, the site is visited and is checked with regard to health, safety, accessibility, and other considerations to ensure that it is appropriate. However, if school staff members are familiar with the site, the principal may deem the site to be appropriate and not require a site visit before the student starts the activity. Participation in SAL requires a commitment on the part of the student. Monitoring of the student's involvement in SAL is carried out by the student's primary contact and occurs monthly, at a minimum, during the term of the SALP. If the student's attendance in SAL becomes problematic, the primary contact needs to discuss the issue first with the student and parent to resolve the problem.

## **Roles and Responsibilities**

### **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 purposes of participating in SAL
- Ensure 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 that the site is appropriate
- Ensures that, if a student has an IEP, accommodations are reflected in the SALP and provided to the student

### **Attendance Counsellor**

- Implementation of the SALP
- Works directly with the primary contact to monitor attendance portion of the SALP and advises of any issues that may have an impact on the SALP and that may require intervention or other support

### **Primary Contact**

- Contacts the student, at least monthly, to monitor progress, and documents contacts with a “C” code attendance entry in Aspen
- Documents the student’s performance and/or progress via Aspen
- 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 meeting the requirements of the SALP
- Advises the primary contact of any issues that have an impact on 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 SAL portfolio if possible, by filing artefacts showing progress and/or achievement

### **Student Success Team**

- Assists in the implementation of the SALP, as required
- Advises the 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 (if applicable)**

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

## **4.0 Step 4: Review, Renewal, and Transition Planning**

The SALP, which describes the student’s program, must be reviewed **at least fifteen school days before the plan expires**. It is recommended that the SALP be reviewed at least once per semester and whenever a change is required. After the review, the Principal may recommend that the SAL committee renew the SALP for a maximum of one year. If the student turns eighteen while participating in SAL, they may choose to continue participating in SAL until the SALP expires or is terminated.

**All Supervised Alternative Learning Plans expire on or before June 30<sup>th</sup> of the current school year.**

#### **4.1 Review of the Student's SAL**

The primary contact responsible for the student's SALP provides regular updates to the Student Success Team and the school Principal. The Board SAL committee will convene at least twice a year, once in January and once in June to review all SALP's. The committee will be informed of the progress made by the student. The Attendance Counsellor will share a statement on the appropriateness of the SALP and the impact of the SALP on the student's success. The committee will make recommendations on whether or not the student should continue to participate in SAL.

#### **Roles and Responsibilities**

##### **SAL Committee**

- Convene a meeting towards the end of each semester to review all SALP in the board

##### **Supervisory Officer**

- Approves significant modifications to the student's SALP based on recommendations from the primary contact and SAL committee

##### **Principal**

- Reviews the primary contact's report on the student's SALP a minimum of fifteen school days before it expires
- Reviews the primary contact's report in collaboration with the primary contact, parent, student, and other members of the School SAL committee
- Ensures that, if there are significant changes, approval is obtained from the Board SAL Committee and the revised SALP is provided to the student and parent
- Ensures that the review is filed in the OSR

##### **Parent, Student, Student Success Team and Attendance Counsellor**

- Participate in the review of the SALP, as required

##### **Primary Contact**

- Prepares a report to be shared with the school Principal and School SAL committee in which they review the SALP. The review report contains the following:
  1. Information on the progress made by the student
  2. A statement on the appropriateness of the SALP and the impact of the SALP on the student's success
  3. Recommendations on whether or not the student should continue to participate in SAL

##### **Community Partners**

- Participate in the review of the SALP, as required

## 4.2 Renewal of SAL for the Student

### Roles and Responsibilities

#### SAL Committee

- Reviews the requests for renewal ([Appendix G](#)) at the end of each semester
- Approves or does not approve the request to renew the SAL. This decision must be made within twenty days of the receipt of the Principal's recommendation. The decision options regarding renewal are as follows:
  1. Renew SAL for up to one school year (one time only), without the need for another application or revised SALP
  2. Revise SALP as needed and renew SAL for up to one school year (one time only)
  3. Not renew SAL and require the student to enter another Board or school program
- Notifies the parent, regarding the committee's decision

#### Principal

- Notifies employer of the committee's decision if a work placement is included in the SALP

#### Parent and Student

- Participate in the renewal request, as required

#### Attendance Counsellor

- Submits the request for renewal ([Appendix G](#)) to the SAL committee
- Coordinates the renewal request
- Modifies the SALP, if required

## 4.3 Transition Plan

If the SALP is terminated or not renewed, a transition plan will be developed to support the student's transition from SAL to their next step ([Appendix H](#)). A transition plan, required for every student in SAL, assists the student in making a successful transition from SAL to a regular school, to an alternative education program, or to the next step after secondary school. The transition plan will be filed in the OSR.

### Appendices

**Appendix A: Checklist of Pre-SAL Procedures**

**Appendix B: Steps in Supervised Alternative Learning**

**Appendix C: Request for Supervised Alternative Learning (SAL)**

**Appendix D: Supervised Alternative Learning Plan (SALP)**

**Appendix E: Employer Agreement for a Student in Supervised Alternative Learning**

**Appendix F: SAL Approval Letter**

**Appendix G: Request for the SAL Committee to Renew Supervised Alternative Learning**

**Appendix H: Transition Plan**

### References

**Ontario Regulation 374/10**



**CHECKLIST OF PRE-SAL PROCEDURES**

**Student Name:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

Strategies for Responding to a Student’s Attendance Problems		Staff Responsible	Timelines	Done (✓)
<b>Classroom Level</b>	Keep accurate attendance records and look for patterns.			
	Follow protocols for student safety and problem prevention.			
	Talk to the student.			
	Communicate absences to parent in accordance with school policy.			
	Report concerns to administrators.			
	Check OSR for information.			
	Consult with the Student Success team and guidance staff.			
	Consult with the child and youth worker and/or social worker, if appropriate, in accordance with board policy.			
	Refer to strategies under “School Level” for intervention in accordance with school protocols.			
<b>School Level</b>	Convene a school Student Success team meeting (and include the attendance counsellor, if appropriate) to: <ul style="list-style-type: none"> <li>• assess the student’s profile;</li> <li>• discuss the attendance issue (e.g., possible causes, implications);</li> <li>• develop a re-engagement plan;</li> <li>• identify supports and interventions.</li> </ul>			
	Notify all team members and the student’s teachers of the re-engagement plan.			
	Monitor and assess the success of the re-engagement plan.			



	<p>Meet with the parent to:</p> <ul style="list-style-type: none"> <li>• identify the school’s expectations and concerns;</li> <li>• determine the student’s expectations and goals;</li> <li>• discuss the parent’s expectations;</li> </ul> <p>Generate a plan that includes any of the following:</p> <ul style="list-style-type: none"> <li>• Student Success team support</li> <li>• support from a child and youth worker or chaplain</li> <li>• support from a social worker or attendance counsellor</li> <li>• a modified timetable</li> <li>• credit recovery</li> <li>• continuous-entry cooperative education</li> <li>• an alternative education course or program</li> <li>• independent learning course(s)</li> <li>• referral to assessment, if necessary</li> <li>• referral to a community program</li> </ul>			
	<p>Document the student’s participation in the plan and schedule a follow-up meeting, if required.</p>			
	<p>Have a follow-up meeting, if required, with the parent, student, and attendance counsellor to:</p> <ul style="list-style-type: none"> <li>• review the success of the plan for the student;</li> <li>• identify ongoing concerns;</li> <li>• realign goals (in small increments);</li> <li>• revise/add strategies to the re-engagement plan, if required;</li> <li>• discuss legal implications of non-attendance (Education Act);</li> <li>• discuss the possibility of SAL as an option.</li> </ul>			
	<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>			
<b>Board Level</b>	<p>Enrol 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.</p>			





**STEPS IN SUPERVISED ALTERNATIVE LEARNING (SAL)**

Step	Key Actions	Details and Documentation
<b>Procedures Preceding a SAL Application (“Pre-SAL”)</b>	<p>The Student Success team reviews the student’s situation.</p> <p>All appropriate actions are considered (APPENDIX A).</p> <p>Information about options, including SAL, is shared with the student and parent.</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.</p>
<b>Step 1: Application for SAL</b>	<p>The parent, student, or principal requests SAL for the student in writing.</p> <p>The principal has <b>15 school days</b> from receipt of request from parent or student to submit the application to the Board SAL Committee.</p> <p>The Attendance Counsellor organizes a School SAL Committee Meeting with the Parent &amp; Student to review the application and develop the SALP</p> <p><i>Note: The Attendance Counsellor develops a SALP-only if they agree with the request for SAL.</i></p> <p>The Attendance Counsellor submits the SAL application to the Student Success Administrator, who will forward it to the Board SAL Committee.</p> <p>If the activity site is not at a board site, visit to confirm it is appropriate (e.g., compliance with health and safety legislation.) If the principal already knows the site is appropriate, a site visit is not required at this time.</p>	<p>(APPENDIX C)</p> <p>Request includes a “Consent to Obtain/Release information” form.</p> <p>Principal notes date of receipt on the request.</p> <p>Parent is notified of date and time of the School SAL meeting.</p> <p>Possible components of an application are the following:</p> <ul style="list-style-type: none"> <li>• the SALP (APPENDIX D)</li> <li>• attendance report</li> <li>• OSR review</li> <li>• credit summary</li> <li>• employer agreement, if applicable</li> </ul>
<b>Step 2: Consideration of Application</b>	<p>Board SAL Committee schedules a meeting <b>within 20 school days of</b> receiving the SAL application package</p> <p>The Board SAL Committee confirms the student’s primary contact, and may modify the SALP if necessary.</p> <p>Within <b>5 school days</b> of the entire committee reviewing all aspects of the SALP, the committee provides the parent, the principal, and the primary contact with written notification of its decision in writing.</p>	<p>Parent is notified of date and time of the Board SAL meeting.</p> <p>(APPENDIX F)</p>

	<p>Parent may request a reconsideration of the SAL Committee’s decision within <b>10 days</b>.</p>	
<p><b>Step 3: Implementation and Monitoring</b></p>	<p>Before the student begins participating in an activity at a location that is not a board or school site (e.g., 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 receive copies of the approved SALP.</p> <p>Contacts between the student and the primary contact are documented in Aspen.</p> <p>Reports on progress are issued to each SAL student following the same timelines as reporting for regular students.</p>
<p><b>Step 4: Review and Transition Planning</b></p>	<p>The primary contact reviews the SALP <b>15 school days</b> before the plan expires; however, it is recommended that it be reviewed once per semester. The review is submitted to the principal.</p> <p>Substantial modifications to the SALP require the approval of the principal, a supervisory officer, the student, and the parent.</p> <p>The SAL Committee may renew the SAL for a maximum of an additional academic year (APPENDIX G).</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 (APPENDIX H).</p>	<p>Review processes and decisions are tracked and documentation of reviews is filed in the OSR.</p> <p>If a plan is modified, the principal will provide a copy of the modified plan to the student and the student’s parent.</p> <p>Employer is notified of any changes made to the SALP.</p> <p>The parent has input into the SALP and receives a copy of the changes to the SALP and the renewal of SAL.</p> <p>The transition plan is filed in the OSR.</p>



**REQUEST FOR SUPERVISED ALTERNATIVE LEARNING (SAL)**

**Request made by**

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

**Student Information**

Grade: \_\_\_\_\_ OEN: \_\_\_\_\_ Language Spoken: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Middle Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_ Home Phone: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email: \_\_\_\_\_

**Parent/Guardian Information**

Name: \_\_\_\_\_ Phone (day): \_\_\_\_\_

Address (if different from student): \_\_\_\_\_

**School Last Attended by Student**

Name: \_\_\_\_\_ Last day of Attendance: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

**Reason for Request**

**Proposed Activities**

- Credit Course(s)
- Employment
- Non-Credit Courses  
(e.g., Life Skills)
- Certification and Training
- Counselling
- Volunteer Opportunity
- Other:

**Signatures**

\_\_\_\_\_  
Student

\_\_\_\_\_  
Parent/Guardian (if student is under 18)

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**SUPERVISED ALTERNATIVE LEARNING PLAN (SALP)**

Current School: \_\_\_\_\_

Address: \_\_\_\_\_

**Student Information**

Name: \_\_\_\_\_

Address: \_\_\_\_\_ Postal code: \_\_\_\_\_

Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

OEN: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Date of SAL Committee meeting: \_\_\_\_\_ Is this a renewal?  Yes  No

Outcome of SAL Committee meeting:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Parent/Guardian Information**

Name(s): \_\_\_\_\_

Address (if different from student): \_\_\_\_\_

Home Phone (if different from student): \_\_\_\_\_ Work Phone: \_\_\_\_\_

**Primary School and Attendance Counsellor contacts for SAL**

School Contact: \_\_\_\_\_ Position: \_\_\_\_\_

Principal: \_\_\_\_\_

Attendance Counsellor: \_\_\_\_\_

**People consulted in the development of the SALP**

Name and Position:	Phone:

**Monitoring Schedule**

Details:

**Student's Educational Goal(s)**

Methods to achieve goal(s) / Ways student's progress will be monitored

- Earn credit(s)
- Earn OSSC
- Earn OSSD
- Enter college/university
- Enter apprenticeship/trades
- Enter the workforce
- Other (specify)  
\_\_\_\_\_
- Other (specify)  
\_\_\_\_\_
- Other (specify)  
\_\_\_\_\_

**Student's Personal Goal(s)**

Methods to achieve goal(s) / Ways student's progress will be monitored

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Description of Student's Program**

**Courses**

- Credit
- Non-credit (e.g., life skills courses)

**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

<p><b>Skill acquisition</b></p> <p><input type="checkbox"/> Volunteering</p> <p><input type="checkbox"/> Earning a certification or taking training for a specific job</p> <p><input type="checkbox"/> Developing job-search skills</p> <p><input type="checkbox"/> Developing Essential Skills and work habits and using the Ontario Skills Passport to track achievement</p> <p><input type="checkbox"/> Working part-time</p> <p><input type="checkbox"/> Working full-time</p>	<p><b>Details:</b> <i>description of activities, student's schedule, location</i></p>
<p><b>Counselling</b></p> <p><input type="checkbox"/> Counselling</p>	<p><b>Details:</b> <i>frequency of sessions, location, type (e.g., anger management, substance abuse counselling)</i></p>
<p><b>Other</b></p> <p><input type="checkbox"/> Other activities to enable the student to achieve their goals</p>	<p><b>Details:</b> <i>description of activities, student's schedule, location</i></p>

The venues have been visited and found to be appropriate (e.g., they comply with health and safety and accessibility legislation).

No visit was necessary at this time (e.g., the venues are known and considered to be appropriate).

**Transition Plan**

(Overview to be completed with the application. Detailed transition plan to be completed when SAL is terminated.)

**Overview:**

**Signatures**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Attendance Counsellor

\_\_\_\_\_  
Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date



## EMPLOYER AGREEMENT FOR A STUDENT IN SUPERVISED ALTERNATIVE LEARNING

Under the Education Act, youth must attend school until the age of eighteen, and employers are prohibited from employing youth during school hours. However, youth who are fourteen to seventeen 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

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Grade/Level: \_\_\_\_\_

### Employer Information

Business Name: \_\_\_\_\_

Business Address: \_\_\_\_\_

Business Phone: \_\_\_\_\_

Supervisor Email: \_\_\_\_\_

Type of Business: \_\_\_\_\_

Brief Job Description:

### Employment Conditions

Hours per Day: \_\_\_\_\_ Days per Week: \_\_\_\_\_

Rate of Pay: \_\_\_\_\_ Starting Date: \_\_\_\_\_

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 primary contact (identified in the approval letter) and the above-named student during work hours. The primary contact will arrange the contact time with the employer.
- The employer will inform the 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.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Name of Company (please print)

\_\_\_\_\_  
Signature of Primary Contact

\_\_\_\_\_  
Signature of Company Officer

\_\_\_\_\_  
Name of Primary Contact (please print)

\_\_\_\_\_  
Name of Company Officer (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position



**SAL APPROVAL LETTER**

(Print on Board Letterhead)

Date

Parent, Guardian or Adult Student Name  
Address

Dear Parent, Guardian or Adult Student Name

Re: **Name of Student**

Date of birth:

OEN:

On **Date of Meeting/Approval**, the Supervised Alternative Learning (SAL) Committee of District School Board Ontario North East granted approval for the above named student to participate in Supervised Alternative Learning in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The approved Supervised Alternative Learning Plan, which outlines the program, has been discussed with you, and you indicated agreement with it.

The primary contact will be Name of primary contact. You may contact them at Contact Information. - Include student's employer contact information here as well, if applicable.

You were also advised of the following conditions of the approval:

1. The student shall comply with the Supervised Alternative Learning Plan, as prescribed by the SAL Committee, in order to maintain their status in Supervised Alternative Learning.
2. The primary contact must be notified of any proposed changes to the student's circumstances.
3. The primary contact will maintain regular communication with those associated with Supervised Alternative Learning, and will also keep you updated on a regular basis.
4. Significant breaches of the Supervised Alternative Learning Plan may result in termination of Supervised Alternative Learning. Termination means that the student would no longer be excused from regular attendance at school.
5. The Supervised Alternative Learning Plan will be reviewed periodically. The plan will be reviewed near the end of its term so that decisions can be made regarding the student's participation in Supervised Alternative Learning. You will be invited to provide input into the review.

Should you have any questions regarding these conditions or other issues as they relate to the Supervised Alternative Learning Plan, please contact the primary contact or the principal of the school. If you wish the committee to reconsider its decision, including the decision on the student's Supervised Alternative Learning Plan, please submit your written request, within ten school days of receiving this letter, to Name of principal and school.

Yours truly,

Attendance Counsellor Name  
Attendance Counsellor, on behalf of the  
DSB Ontario North East SAL Committee

cc: School Principal, Primary Contact, Superintendent, Student Success Administrator



**REQUEST FOR THE SAL COMMITTEE TO RENEW  
SUPERVISED ALTERNATIVE LEARNING**

Student Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ OEN: \_\_\_\_\_

Date of Initial SAL Approval: \_\_\_\_\_

- Request for renewal of SAL with no changes to the Supervised Alternative Learning Plan.<sup>1</sup>
- Request for renewal with changes to the Supervised Alternative Learning Plan.<sup>1</sup>
- Request for a SAL Committee meeting to review SAL and the Supervised Alternative Learning Plan with the student and parent present.

1. Written consent of the parent must be obtained. SAL may be renewed for a maximum of 1 year without requiring a new SAL application.

**Documents Submitted:**

- Supervised Alternative Learning Plan
- Other Documents (e.g. Principal's review, report from Primary Contact, Attendance report, etc.)  
Please List:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Principal's Comments:**

\_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent supports renewal of SAL:  Yes  No

**Parent's Comments:**

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

Parent'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 \_\_\_\_\_



**TRANSITION PLAN**

**Name of Student:** \_\_\_\_\_

**Next Destination:** \_\_\_\_\_

Student's Educational Goal(s)	Methods to Achieve Goal(s)
<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) _____ <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____	
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"/> _____	
Description of Student's Post-SAL Program	
Courses and Other Learning Activities:	Details:

**Plan to Assist the Student in the Transition**

Action:	Responsibility:	Timeline:

**Signatures**

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Date