



BOARD ADMINISTRATIVE PROCEDURE	
Administrative Procedure	Administrative Procedure Number
Supervised Alternative Learning and Other Excusals from Attendance at School	304
Directional Policy	
300 - Student Achievement and Well-Being	

Title of Administrative Procedure:

Supervised Alternative Learning and Other Excusals from Attendance at School

Date Approved:

April 30, 2024

Projected Review Date:

2029

Directional Policy Alignment:

This Administrative Procedure aligns with the Student Achievement and Well-Being Directional Policy – 300 by ensuring that the Board maximizes the achievement and well-being of all students. This administrative procedure also aligns with the Education Act, Ontario Regulation 374/10, Supervised Alternative Learning and other Excusals from Attendance at School.

Alignment with Multi-Year Strategic Plan:

The Supervised Alternative Learning Administrative Procedure supports our Vision for Achieving Excellence in Catholic Education and aligns with the Strategic Plan of Building a Community That Accompanies, particularly the Valuing Relationships goal to foster a sense of respect for the unique expertise and strengths of each individual, acknowledging and celebrating the efforts of our students, and working to ensure they feel valued, empowered and supported; and the Nurturing Mental Health and Well-Being goal to enhance collaborative efforts across our organization directed at working as a cohesive team to bring about ideal learning environments.

[PVNCCDSB Board Vision, Mission and Strategic Priorities](#)

Action Required:

1.0 Background

The Peterborough Victoria Northumberland Clarington Catholic District School Board realizes that, although most students will attend and successfully complete secondary school, a small number of students are at risk of leaving school early for a wide variety of reasons. Some students may need help addressing barriers to learning before they can fully engage in learning. These students may have difficulties with regular attendance and the Supervised Alternative Learning Program can provide these students with an alternative to enable the student to obtain the Ontario Secondary School Diploma or achieve other education and life goals, and to be successful.

Supervised Alternative Learning (SAL) may be used by the board and school for a very small segment of the student population, but only when other measures to help a young person remain in school are not effective. Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", enables the Supervised Alternative Learning Committee of the board to excuse students who are at least 14 years old and are of compulsory school age from attending school while they continue to participate in learning under the supervision of the board or a school of the board.

The primary goal of SAL is to offer a program that is in the student's best interests, reflects his or her input, and supports the student in meeting his or her goals. While in SAL, students may participate in a variety of learning activities. These may include taking courses and/or training, earning certifications, developing job-search skills and the various essential skills, work habits, and life skills that will help them lead productive adult lives. As much as possible, opportunities to earn credits shall be included in their programs.

2.0 Guidelines

The following steps outline the process the board and board staff shall follow for those students that fit the criteria for Supervised Alternative Learning:

1. SAL is for students who are at least 14 years old and are of compulsory school age. A student who turns 18 years old while participating in supervised alternative learning may, if they wish, continue until their plan expires or is terminated.
2. If a student is at least 16 years old and has withdrawn from parental control, any authority of a parent for a student is vested in the student.
3. If a student, or parent of a student, has a right to attend and be heard at a Supervised Alternative Learning meeting, the student and/or parent is entitled

- to attend the meeting, along with a support person or have a support person attend in his or her place. The support person has the same rights to attend and be heard as the student or parent.
4. Committee meetings are valid even when:
 - a. the members of the committee are not the same as those who participated in any earlier meeting about a student's participation in supervised alternative learning; or
 - b. the committee is not the same committee that held any earlier meeting about a student's participation in supervised alternative learning.
 5. Any individual who is required or permitted to collect, use, or disclose personal information will not collect, use, or disclose more information than is reasonably necessary to meet the purpose for which it is collected, used, or disclosed.
 6. Any individual who receives personal information will not use or disclose the information unless the use or disclosure is in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
 7. The Board designates these positions to be members of a committee:
 - a. Two members of the Board – one member will be the Chair, and the other will be an alternate. The member of the Board will be named at the Board's Annual/Inaugural meeting.
 - b. The Superintendent of Learning - Student Success;
 - c. One individual who is not a member or employee of the Board. This individual will be a community member who works in alignment with the mission of the Board. It shall be the responsibility of the Office of the Superintendent of Learning – Student Success to contact a community member for each meeting.
 - d. The Administrative Assistant for the Superintendent of Learning - Student Success will serve as secretary for the Supervised Alternative Learning Committee.
 8. The principal of a school at which a student is enrolled will refer the student to a committee if:
 - a. in the principal's opinion, it would be in the student's best interests to participate in supervised alternative learning; or
 - b. a parent of the student submits a request for a referral.
 9. A parent of a student, or a student who has withdrawn from parental control, may submit, in writing, to the principal of the school at which the student is enrolled:

- a. a request that the student participate in supervised alternative learning; and
 - b. the reasons that it would be in the student's best interests to participate in supervised alternative learning.
10. If a parent submits a request, the principal will refer the student to the committee within 15 school days after the day the principal receives the request.
11. A parent of a student is entitled to make a request in accordance with the following:
 - a. No more than two requests shall be made in respect of a student in a school year.
 - b. A second request in respect of a student in a school year will not be made until at least 60 school days have passed since the day the previous request was made.
12. A principal will develop a plan for a student before referring the student to a Supervised Alternative Learning Committee. A principal is not required to develop a plan if, in the principal's opinion, it would not be in the student's best interests to participate in supervised alternative learning.
13. Before initiating a referral for a student to a Supervised Alternative Learning Committee, a principal will provide the parent, or the student (if the student has withdrawn from parental control), with the following written information:
 - a. Notice to refer the student to the committee;
 - b. The basis for his or her opinion that it would be in the student's best interests to participate in supervised alternative learning;
 - c. Request that the parent provide the principal, by a date specified by the principal, with:
 - i. 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
 - ii. any other information that, in his or her opinion, would assist the committee in its consideration of the referral.
14. A referral will include the following written material:
 - a. 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;

- b. The basis for the parent'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;
 - c. A draft of the Supervised Alternative Learning plan, if available;
 - d. 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, if any;
 - e. A list of any other individuals who have information that is relevant to the referral;
 - f. Any other information that, in the principal's or the parent's opinion, would assist the committee in its consideration of the referral.
15. Before a principal initiates a referral to the committee, they will inform the parent/guardian and request a response from the parent by a defined date.
16. Within 20 school days of receiving a referral, the committee will 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 of the student makes a written request for a later date, or the parent of the student consents to a later meeting date.
17. The committee will give notice of the meeting to the following persons and they will have the right to attend the Supervised Alternative Learning Committee meeting:
 - a. The student;
 - b. The parent of the student (*and a support person if desired*);
 - c. The principal (or designate) of the student's school;
 - d. Any member of the staff of the school or the Board who was listed by the principal in the referral, and who, in the opinion of the committee, may have information that is relevant to the referral; and
 - e. Any other individual who, in the opinion of the committee, has information that is relevant to the referral.
18. Input from the following individuals will be requested in the course of developing the plan:
 - a. The student;
 - b. The parent of the student;
 - c. One or more members of the staff of the school at which the student is enrolled who have information that is relevant to the development of the plan;
 - d. One or more members of the staff of the Board who can contribute to the development of the plan;

- e. The principal of the school where any part of the supervised alternative learning will be provided:
 - i. A member of the staff of a community agency that may be involved in the supervised alternative learning;
 - ii. An employer who has indicated that they are interested in employing the student as part of supervised alternative learning; and
 - iii. Any other individual who has information about the student that may help in developing the plan.

19. A Supervised Alternative Learning plan will include the following information:

- a. The name of the student's primary contact person;
- b. The ways in which the student's primary contact person will monitor the student's progress;
- c. The student's own education and other life goals;
- d. The ways in which the student will be helped with his or her transition from supervised alternative learning back to school after the plan expires or is terminated;
- e. The expiry date of the plan. The expiry date of a plan shall not be later than June 30 in the school year to which the plan applies.
- f. Description of the activities in which the student will participate under the plan. The plan shall include one or more of the following activities:
 - i. Enrolment in a course or class in which a student may earn a credit;
 - ii. Enrolment in a non-credit life skills course or other non-credit course;
 - iii. Preparation for employment and development of general employment skills;
 - iv. Training for a specific job or type of employment;
 - v. Full-time or part-time employment;
 - vi. Counselling;
 - vii. Volunteering, which may count toward the 40 hours of volunteering for an Ontario Secondary School Diploma;
 - viii. Any other activity with the potential to help the student achieve the goals of Supervised Alternative Learning.

20. After a committee considers a referral with a Supervised Alternative Learning plan, the committee will make a decision as follows:

- a. Approve participation by the student in supervised alternative learning as described in the plan;

- b. Modify the plan and approve participation by the student in supervised alternative learning as described in the plan as modified; or
 - c. Not approve participation by the student in supervised alternative learning.
21. After a committee considers a referral without a Supervised Alternative Learning plan, the committee will make a decision as follows:
- a. Require the principal of the student's school to cause a plan to be developed for the student in accordance with guideline number 19 and directions of the committee, if any; or
 - b. Not approve participation by the student in supervised alternative learning.
22. Within five school days after a meeting, the committee will provide the student, the parent of the student, and the principal of the student's school with its written decision together with the following:
- a. If the committee approved participation by the student in supervised alternative learning, the committee will file these items:
 - i. A copy of the plan, including any modifications made by the committee
 - ii. Contact information for the student's primary contact person, and
 - iii. If the plan includes employment, contact information for the employer, if available.
23. If the committee's decision caused a principal to develop a plan, the committee will determine the date by which the plan is required to be submitted to the committee.
24. The committee will also provide the parent of the student with the following:
- a. If the committee approves participation by the student in supervised alternative learning, the committee will provide information about the right to reconsideration and the reconsideration process.
 - b. If the committee did not approve participation by the student in supervised alternative learning, the committee will provide:
 - i. Information about the right to reconsideration and the reconsideration process, and
 - ii. Information about the right to make a request.

- c. If the committee required the principal to cause a plan to be developed, the committee will provide the following information to the parent and the student:
 - i. Information about the parent's right to provide input in the course of developing the plan,
 - ii. A statement that the parent will receive a copy of the plan when it is submitted to the committee,
 - iii. A statement that the parent may provide materials to the committee for the committee's use in considering the plan and how those materials should be provided.
 - iv. A statement that the parent will receive notice from the committee of the time and place of the meeting to consider the plan, and information setting out the parent's rights in accordance with legislation.
25. If a principal is required to develop a plan, it will be done so in accordance with guideline number 19 and directions of the committee, if any; and submitted to the committee by the date specified by the committee. When the principal submits a plan to the committee, the principal will 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 of the student with a copy of the plan and any other information submitted.
26. Within 20 days of receiving a plan under guideline number 24(c), the committee will hold a meeting to consider the plan. The committee will 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. The committee will communicate its decision as per guideline numbers 22 and 23 of these administrative procedures.
27. A parent of a student may, within 10 school days of receiving the committee's written decision, submit to the principal of the student's school a written request that the committee reconsider the decision. A request for reconsideration may apply to the committee's decision and/or the student's plan. The principal will forward the request to the committee as soon as possible after receiving the request.
28. Within 20 school days after the day the committee receives the request, the committee will hold a meeting to reconsider its decision. The committee may hold a meeting on a date that is later than 20 school days after receipt of a request if the parent of the student makes a request by written notice, or the parent of the student consents.

29. The individuals mentioned in guideline number 17 are entitled to receive notice of the meeting, to attend and be heard at the meeting.
30. After the meeting, the committee will make a decision to confirm its original decision, 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.
31. The committee will communicate its decision within five school days after the meeting. The reconsideration decision is final.
32. If a student's supervised alternative learning is to include an activity at a place that is not a school site, the principal of the student's school will ensure that a member of the staff of the school or the Board visits the site before the student begins participating in the activity as part of supervised alternative learning unless, in the opinion of the principal, the visit is not necessary at that time.
33. If a student's supervised alternative learning is to include employment, the principal will send a letter to the employer stating that the employment is to be part of the student's participation in supervised alternative learning, that the student is excused from attending school for the purpose of participating in supervised alternative learning, and any other information that the principal considers advisable.
34. A principal will issue a report about the progress of each student enrolled in the principal's school who is participating in supervised alternative learning. The report will be issued at the same time as the principal issues report cards for other students. A principal will provide a copy of the report to the student and the parent of the student and include a copy in the student record.
35. The principal will assign a teacher at the school as the primary contact person to supervise the student's plan. The teacher should ideally be familiar with the student, have the time flexibility for this task, and be familiarized with their responsibilities under Regulation 374/10.
36. The primary contact person of a student participating in supervised alternative learning will monitor the student's progress. The primary contact person will contact the student at least one time in each month and more frequently if the primary contact person considers more frequent contact advisable. The primary contact person is entitled to receive information, including personal information, relevant to the student's progress from any individual who is

- involved in the implementation of the student's plan. The primary contact person will keep records of the observations that they make in monitoring the student's progress.
37. The primary contact person may make modifications to the plan at any time if the plan remains substantially the same and they first requested input from the student and the parent of the student.
 38. If the primary contact person modifies a plan, they will inform the principal, the student, and the parent of the student.
 39. If, in the opinion of the primary contact person, it would be in the student's best interests to make modifications to the plan that would result in the plan being substantially different, they will review the proposed modifications with the principal.
 40. The principal will make the proposed modifications to the plan if, in the opinion of the principal, it would be in the student's best interests, a supervisory officer qualified as a teacher agrees, and the principal first requested input from the student and the parent of the student. If a plan is modified, the principal will provide a copy of the modified plan to the student and the parent of the student.
 41. The student's primary contact person will provide the principal with at least one written report 15 days before the plan expires that includes observations of the progress made by the student, an overall review of the appropriateness and impact of the plan, and recommendations regarding whether, after the plan expires, the student should continue to participate in supervised alternative learning. The principal will provide a copy of each report to the student and the parent of the student.
 42. 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 will submit a recommendation with the written consent of the parent of the student to the committee to renew the plan or refer the student to a committee.
 43. Within 20 school days after the day a committee receives a recommendation, the committee will renew the student's plan, renew the student's plan with specified modifications, or require the principal to refer the student to the committee.
 44. The committee may only renew the student's plan in accordance with the following:

- a. For non-semester schools, the plan may be renewed for a maximum of one school year in total.
- b. For semester schools, the plan may be renewed for a maximum of one school year or two consecutive semesters in total.

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

- a. The student provides the principal with a written statement that they want to return to school.
- b. 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 a teacher, that termination is in the student's best interests.

46. A principal will send written notice of the termination of a plan to the following:

- a. The student,
- b. The parent of the student,
- c. The committee that approved the student's participation in supervised alternative learning,
- d. Any individual who is involved in the implementation of the student's plan.

47. A principal will 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 to school.

48. Outside of the Supervised Alternative Learning process, a principal may authorize a student who is at least 16 years old to be excused from attendance at school on a full-time basis if all of the following circumstances exist:

- a. The principal believes that there are compassionate grounds that justify the excusal,
- b. The principal requires the student to attend school on a part-time basis,
- c. The purpose of the excusal is not to enable the student to be employed during school hours,
- d. The student is not excused under this section for more than one school year in total.

49. A student who is approved by a 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.

Responsibilities:**The Board of Trustees is responsible for:**

- ensuring that this Administrative Procedure is in alignment with the Directional Policy: Student Achievement and Well-being; and
- reviewing this Administrative Procedure as part of its regular review cycle.

The Director of Education is responsible for:

- ensuring the implementation of this Administrative Procedure.

Superintendents of Schools and System Portfolios are responsible for:

- ensuring principals are consistent with the application of this Administrative Procedure; and
- being a member of the Supervised Alternative Learning Committee.

Principals and Vice-Principals are responsible for:

- providing leadership, management, and support for the members of their school communities in their knowledge, understanding, and the implementation of the Supervised Alternative Learning Administrative Procedure;
- ensuring that all appropriate alternative learning options have been considered;
- ensuring that the parent and student are informed about SAL as an option; and
- developing and overseeing the Supervised Alternative Learning plans in conjunction with individual students, parents/guardians, Student Success Team, and the Supervised Alternative Learning Committee.

Primary Contact is responsible for:

- contacting the student, at least monthly, to monitor progress, and document contacts;
- documenting student's performance and/or progress;
- informing principal of any concerns;
- assisting the student in addressing any issues that become apparent, or refers the student to the appropriate board or community resource;
- prepares a report in which they review the Supervised Alternative Learning plan;
- coordinates renewal request;
- modifies the Supervised Alternative Learning plan, if required; and
- supports the development of the transition plan.

Students are responsible for:

- providing input to school staff to develop the Supervised Alternative Learning plan;
- maintaining regular contact with the primary contact, as required;

- participating in the program as prescribed in the Supervised Alternative Learning plan; and
- following all school rules, safety and behaviour expectations, and the school's Code of Conduct while participating in a Supervised Alternative Learning program.

Parents/Guardians are responsible for:

- supporting the student and school in the development of and participation in the SAL plan; and
- maintaining communication with the primary contact and the school.

Progress Indicators:

- PVNCCDSB secondary schools are using Supervised Alternative Learning to re-engage students who are not attending school and are therefore at risk of not earning their Ontario Secondary School Diploma or achieving their other education and life goals.
- All Supervised Alternative Learning plans are developed according to the parameters and guidelines of this Administrative Procedure.
- Supervised Alternative Learning plans are reviewed at regular intervals to monitor success.

Definitions:

- **Committee** - A Supervised Alternative Learning Committee established by the Board.
- **Parent** - Includes a legal guardian.
- **Plan** - A supervised alternative learning plan developed for a student.
- **Primary Contact Person** - An employee of the Board who is assigned to carry out the functions of a primary contact person in respect of a student participating in supervised alternative learning.
- **Reconsideration** - Applies to a circumstance where there is new evidence or reason to review a decision.
- **School Day** - The same meaning as in Regulation 304 of the Revised Regulations of Ontario, 1990 (School Year Calendar, Professional Activity Days).
- **Supervised Alternative Learning (SAL)** - An individualized learning program consisting of one or more activities in accordance with Ontario Regulation 374/10.

References:

- [Education Act, Ontario Regulation 374/10](#)
- [Supervised Alternative Learning, Policy and Implementation 2010](#)