

Procedure Title	Prior Learning Assessment and Recognition (PLAR)		
Date of Issue	February 19, 2002	Related Policy	BP 6950-D
Revision Dates	October 10, 2012; January 8, 2020	Related Forms	AF 6946 to AF 6955
Review Date		Originator	Administrative Council
References			
Policy/Program Memorandum No. 129; Policy/Program Memorandum No. 132; Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements (2016); Ontario Student Transcript Manual, 2013; Ontario Secondary Schools Program and Diploma Requirements; BP 6701-D "Ontario Student Record"; BP 1409-D "Privacy Policy"; Bluewater District School Board Classification and Retention Schedule			

1.0 RATIONALE

- 1.1 Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning, in accordance with Policy/Program Memorandums No. 129 and No. 132. Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways outside of secondary school. Students may have their knowledge and skills evaluated against the expectations set out in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.
- 1.2 Bluewater District School Board recognizes that learning is not exclusive to a classroom setting and is dedicated to the implementation of the PLAR process in an effort to assist students in obtaining credit(s) for their prior learning and life experience.
- 1.3 All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

2.0 DEFINITIONS

- 2.1 **Prior Learning Assessment and Recognition (PLAR)**
The formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.
- 2.2 **Day School Student**
A day school student is a student, other than a mature student, who is enrolled in a regular day school program. A student enrolled only in continuing education and/or correspondence courses is not considered a regular day school student.
- 2.3 **Mature Student**
A mature student, for the purpose of PLAR, is defined as a student who is at least 18 years of age (i.e., an adult) on or before December 31 of the school year in which they return to school, who was not enrolled in a day school program for a period of at least 10 consecutive months, and who is enrolled in a secondary school program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD).

2.4 Assessment of Mature PLAR Eligibility

An individual PLAR assessment is a review that includes examining a student's Ontario Student Transcript (OST), and application to determine eligibility for the granting of up to 16 Grade 9 and 10 credits and up to 10 Grade 11 and 12 credits to any one mature student in any one school year.

2.5 Equivalency

Equivalency credits can be granted to students who have completed secondary school in an educational system comparable to that in Ontario, have appropriate transcripts, and if the curriculum expectations and standards of achievement are similar to the curriculum expectations and standards granted to students who have taken the course.

2.6 Challenge Process

The challenge process is used by a student to obtain credits for prior learning or experience and is assessed through a variety of assessment strategies, including formal tests and assignments.

2.7 IEP

An Individual Education Plan (IEP) identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies.

2.8 OSSLT – Ontario Secondary School Literacy Test

Mature students working towards the OSSD under OSS/OS diploma requirements must also satisfy the diploma requirement with regard to successful completion of the Ontario Secondary School Literacy Test. A student who has failed the OSSLT and has had two opportunities to take the test may take the Ontario Secondary School Literacy Course. If the student successfully completes the course, they will have met the diploma requirement for successful completion of the OSSLT. Mature students have the option to take the Ontario Secondary School Literacy course without first attempting the OSSLT.

2.9 Community Involvement

Principals will determine the number of hours of community involvement activities that a mature student who is working towards the OSSD under OSS/OS diploma requirements will have to complete.

2.10 OSS

Ontario Secondary School diploma requirements.

2.11 OSSD Under OSIS Diploma Requirements

Principals will continue to determine which compulsory credit requirements (if any) must still be completed by a mature student to earn the OSSD under OSIS diploma requirements. The principal will refer to OSIS, sections 4.10 and 6.14, and use Appendix 5.4 of OSIS at their discretion, if the requirements outlined in Appendix 5.4 have been met.

2.12 Secondary School Graduation Diploma (SSGD)

A mature student who entered an Ontario secondary school program before September 1, 1984, will continue to work towards the SSGD. The process for assessing equivalent credit allowances and granting credits that is described in OSIS will apply to mature students working towards the SSGD.

2.13 Circular H.S.1

Diploma requirements in Circular H.S.1 for the SSGD apply to mature students who were enrolled in an Ontario secondary school program before September 1, 1984.

2.14 Interim Tracking Record

AF 6955 "PLAR Equivalency/Challenge for Credit - Interim Tracking Record" will be maintained for credits obtained through the equivalency and challenge processes in a school outside the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" forms to communicate the student's results to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the appropriate "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR.

3.0 PROCEDURE**3.1 GUIDELINES - MATURE STUDENTS PROGRAMMING**

- 3.1.1 Mature students will have the opportunity to be evaluated for equivalent credits in Grades 9 to 12 or to use a challenge process to receive credit for courses offered in BWDSB in which they have demonstrated competency, as per ministry regulations.
- 3.1.2 An intake session, outlining the student's pathway, process and application procedures will be offered to each mature student upon entry to the Adult Education program.
- 3.1.3 Mature students wishing to start an educational program will be placed into an appropriate course/program based on an initial assessment by the principal, or designate.
- 3.1.4 Mature students shall be assessed using board documents and associated Ministry of Education Policy Program Memoranda (PPM) under which they would have been governed in the year they entered Grade 9.
- 3.1.5 The principal of adult and continuing education, or designate, will be the supervising principal responsible for this procedure's implementation, and for the assessment of mature students covered by this procedure and PPM 132.

3.2 GRADE 9 AND 10 EQUIVALENCY PROCESS FOR MATURE STUDENTS

- 3.2.1 The principal of adult and continuing education may grant up to four equivalent credits for demonstrated achievement in each of four areas; English, Mathematics, Science and Geography/History. These Grade 9 and 10 credits must meet the diploma requirements that would usually be met through successful completion of the Grade 9 and 10 programs.
- 3.2.2 The mature student, who is enrolled in a secondary school program, begins the application process for PLAR by submitting AF 6946 available through the Adult Education outreach locations, to the principal, or designate, of Adult Education.
- 3.2.3 The PLAR assessment process for mature students comprises the following:
 - a) A review and analysis of a transcript showing up to two years of secondary schooling comparable to the Ontario Grade 9 and 10 program (a maximum of 16 Grade 9 and 10 equivalent credits can be granted through this process);(the transcript must be translated into English or French);
 - b) Mature students, who have completed all or part of the first two years of secondary school in an educational system comparable to that in Ontario and have appropriate transcripts, are granted equivalent credits by the principal based on an examination of the transcript. The principal will grant the equivalent credits if the curriculum expectations and standards of achievement are similar to the curriculum expectations and standards where credits are granted to students who have taken the course;
 - c) Mature students who do not have transcripts or have not completed the first two years of secondary school, may be required to successfully complete an individual assessment in some or all of Grade 9 and 10 Canadian Geography/History, English, Mathematics and Science. The individual assessment may involve a written component and may also include an oral component. The individual assessment is a "pass/fail" assessment.
 - d) Mature students who are unable to access their transcripts, such as those with refugee status, may submit a validated affidavit as confirmation of completed courses.
- 3.2.4 Entries on the student's Cumulative Tracking Record (AF 6951) will show the equivalent credits granted for Grades 9 and 10, entered as one total for each subject area (e.g., English, 2). Entries on the student's Ontario Student Transcript will show the equivalent credits granted for Grades 9 and 10, entered as one total, using the code PLE.

- 3.2.5 Students who fail an assessment may retake it as often as necessary for them to complete it successfully.

3.3 GRADE 11 AND 12 EQUIVALENCY PROCESS FOR MATURE STUDENTS

- 3.3.1 The principal may grant up to 10 credits for prior learning and/or work experience based on concrete evidence that shows the prior learning relates directly to the Ontario curriculum expectations for specific courses.
- 3.3.2 The process involves an assessment of a mature student's education and/or training credentials and/or other appropriate documentation of learning gained from other programs, courses, or work and life experiences. These credentials and documents must show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.
- 3.3.3 The mature student, who is enrolled in a secondary school course, begins the process by submitting, to the principal or designate, AF 6947, accompanied by items outlined in 3.3.4.
- 3.3.4 The process for applying for equivalent education credits includes the following:
- i. A secondary school transcript and/or other documentation of education, training, work experience, and volunteer experience that indicates completion of learning similar to the expectations of specific courses in the Ontario Grade 11 and 12 programs. These documents must be translated and validated as true translations if written in a language other than English or French. The following types of credentials and other documentation may be submitted:
 - a) Formal transcripts issued by recognized educational or training institutions within or outside Ontario;
 - b) Certificates of Apprenticeship and Certificates of Qualification for apprenticeships granted by or recognized by the Ministry of Training, Colleges and Universities;
 - c) Other appropriate documentation of learning gained from other programs, courses, or work experience.
- 3.3.5 A determination will be made by the principal of Adult Education about equivalent credits based on the direct relationship between the credentials and other documentation presented by the student and the Ontario curriculum expectations for specific Grade 11 and/or 12 courses. A meeting to discuss the need for more details may be required between the principal (or designate) and the student.
- 3.3.6 Mature students must earn a minimum of four Grade 11 and 12 credits (including Grade 12 English) by taking the necessary courses. The principal may delay granting Grade 11 and 12 equivalent credits until these four courses have been successfully completed. There are four compulsory credits for mature students who wish to obtain an OSSD:
- i. Grade 11 English,
 - ii. Grade 12 English,
 - iii. Grade 11 or 12 Mathematics,
 - iv. one of:
 - a) Grade 11 or 12 Science; or
 - b) Grade 9, 10, 11, or 12 Technological Education; or
 - c) Computer Studies; or
 - d) one Cooperative Education course.

Note: Instead of taking the Grade 11 or 12 Mathematics course, Grade 11 or 12 Science, or Grade 9, 10, 11, or 12 Technological Education or Computer Studies or the Cooperative Education course, a mature student may ask to be allowed to substitute any Grade 9, 10, 11 or 12 course that is from one of the Ontario curriculum policy documents published in 1999 or later and that meets a compulsory credit requirement for the OSSD.

- 3.3.7 Mature students may obtain no more than 10 Grade 11 and 12 credits through the equivalency and challenge processes combined.

- 3.3.8 Entries on the student's Ontario Student Transcript (OST) will show the appropriate course codes for equivalent credits granted for all Grade 11 and 12 courses through the equivalency process. EQV (Equivalent) will be recorded under the percentage grade column.
- 3.3.9 Students may participate in the equivalency process during the school year, although the process may extend over a period-of-time.
- 3.3.10 Equivalent education credits may be granted to students who would have commenced secondary school prior to September 1999 (under HS1 and OSIS) using the process outlined on the Maturity Credits/Prior Learning Assessment Record (AF 6948).
- i. An application and required credentials will be reviewed by the principal, or designate.
 - ii. Student may be granted up to a maximum of 12 QMA - Maturity Credits for experiences and learning documented, since leaving high school – two credits per year.
 - iii. Students may be granted up to a maximum of two QAP credits – Apprenticeship Training Allowance – per documented Apprenticeship training session.
 - iv. Students may be granted QEE Equivalent Education Allowance Credits for documented courses taken, since leaving high school.
 - v. Mature students must earn a minimum of four Grade 11 and 12 credits (including Grade 12 English) by taking the necessary courses, in order to earn the OSSD Pre-1999 or SSGD Diploma.
- 3.3.12 Entries on the students Cumulative Tracking Record (AF 6952) will show the equivalent credits granted for Grades 11 and 12.

4.1 GUIDELINES - EQUIVALENT PROCESS FOR DAY SCHOOL STUDENTS

- 4.1.1 Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.
- 4.1.2 Equivalency credits are granted for placement only.
- 4.1.3 The principal will determine where the student should be placed and determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.
- 4.1.4 To ensure provincial consistency principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS, Appendix 5.5: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.
- 4.1.5 In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.
- 4.1.6 OSS diploma requirements apply to all students who do not have Ontario credits who enter, or are placed in, Grade 11 in 2001 and Grade 12 in 2002.
- 4.1.7 Principals will ensure that equivalency is recorded in accordance with The Ontario Student Transcript (OST): Manual, 2013.

4.2 GUIDELINES – CHALLENGE PROCESS FOR DAY SCHOOL STUDENTS

- 4.2.1 Students have the opportunity to use a challenge process to receive credit for courses offered in BWDSB in which they have demonstrated competency, as per ministry regulations.

- 4.2.2 Day school students may earn no more than four credits through the day school PLAR challenge process with no more than two being in any one subject area, covered by one curriculum document.
- 4.2.3 It is the student's responsibility to initiate the challenge process as outlined in the school course calendar and outlined in Appendix C.
- 4.2.4 Students will have the opportunity to challenge credits once per year in January, and if the demand exists, in May according to the process identified in Appendix C.
- 4.2.5 Students must submit all required documents referred to in AF 6949:
 - i. no later than six (6) weeks after the first day of semester one for the January challenge;
 - ii. no later than six (6) weeks after the first day of semester two, for the May challenge.
- 4.2.6 Students must provide relevant proof of competency in a subject before they are granted the opportunity to challenge a course.
- 4.2.7 If a student's application to challenge a course is declined by the principal or designate responsible for PLAR, the student may appeal to the superintendent of education with responsibility for PLAR. The decision of the superintendent is final and is not subject to appeal.
- 4.2.8 The challenge process is only open to students registered in Bluewater District School Board.
- 4.2.9 Form AF 6954 will be used to track the challenge process.

4.3 THE CHALLENGE PROCESS AND DOCUMENTATION – GRADE 10-12 DAY SCHOOL STUDENTS; 11 AND 12 MATURE STUDENTS

- 4.3.1 The principal of the school/principal of adult and continuing education may allow a student to challenge for a credit.
- 4.3.2 The challenge process is used to obtain credits by a student whose prior learning is assessed through a variety of assessment strategies, including formal tests (written work and practical demonstrations), valued at 70%, and other assessment strategies, valued at 30%. With a few exceptions, any courses, developed from an Ontario curriculum policy document published since 2000 and offered by the local school board, may be challenged. The standards of achievement must be the same as the standards for credits granted to students who have taken the course.
- 4.3.3 Any student, who is enrolled in a secondary school course, begins the process by submitting an application form, available from their principal of the school/principal of adult and continuing education, or designate.
- 4.3.4 AF 6949 and the components of the PLAR listed on that form must be completed, signed and submitted to the principal of the school/principal of adult and continuing education by the application deadline as specified in 4.2.5.
- 4.3.5 The Cumulative Tracking Record (AF 6953 (mature) or 6954 (day school)) provides an official record of the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.
- 4.3.6 Entries on the student's Ontario Student Transcript (OST) will show the appropriate course codes for challenged credits. A percentage mark will be recorded under the Percentage Grade column.
- 4.3.7 If a challenge for credit is denied by the principal, a student may submit a request in writing to the appropriate superintendent of education asking for a review of their application to challenge a course.
- 4.3.8 Students will be permitted to challenge for credit for a specific course a second time, after an appropriate interval, if they can provide reasonable evidence to the principal, or designate, that they are likely to be successful after having benefited from additional study and experience during the interval.

4.3.9 A student cannot challenge for:

- i. a course previously failed;
- ii. a course for which the student has already earned a credit but for which they wish to improve the mark;
- iii. a course in any subject if a credit has already been granted for a course in that subject in a later grade; - a course for which there is significant overlap with a course for which credit has been granted;
- iv. a transfer course;
- v. a locally developed course;
- vi. a co-operative education course;
- vii. a course in English as a Second Language (ESL), English Literacy Development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English;
- viii. a course in French as a Second Language (FSL), Actualisation linguistique en Français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français;
- ix. the Ontario Secondary School Literacy Course (OSSLC);
- x. a course that is not offered within BWDSB.

6.0 APPENDICES

- A. PLAR Process Summary Chart for Mature Students
- B. Challenge PLAR For Day School Student Process Summary Chart
- C. Challenge PLAR Communications, Timelines and Process
- D. PLAR Statement for Course Calendars

APPENDIX A: PLAR Process Summary Chart for Mature Students

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Mature students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum documents in order to earn credits towards the secondary school diploma. The PLAR process for mature students involves “equivalency” and “challenge”. Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students.

- This process summary chart, refers to mature students who are working towards an OSSD under OSS/OS diploma requirements.
- The process for assessing students working toward an OSSD under OSIS, or working toward an SSGD would fall under those older diploma requirement regulations.

	Assessment/Equivalency Process: Grade 9 and 10 Credits	Assessment/Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
What is it?	An individual mature student assessment process for the purpose of granting up to 16 Grade 9 and 10 equivalent credits through a) transcripts, or b) transcripts and completion of individual assessments, or c) completion of individual assessments	A process of assessing a mature student's credentials and other documentation for the purpose of granting up to 10 Grade 11 and 12 equivalent credits through: a) formal transcripts from educational or training institutions b) documentation regarding apprenticeships, and c) other appropriate documentation of learning gained from other programs, courses, or work experiences	The process for obtaining credits whereby a mature student's prior learning is assessed through a variety of assessment strategies appropriate for the particular course that includes a) formal tests (written work and practical demonstrations), and b) other assessment strategies
Beginning of assessment process	The mature student initiates the process of individual assessment/equivalency by submitting AF 6946 (available from the school or board office) and providing the appropriate credentials and documentation	The mature student initiates the equivalency process by submitting AF 6947 (available from the school or board office) and providing the appropriate credentials and documentation	The mature student initiates the challenge process by submitting AF 6949 (available from the school or board office) and providing reasonable evidence that they would likely be successful in earning the credit
Results of assessment process	Equivalency of up to 16 Grade 9 and Grade 10 credits	Up to 10 Grade 11 and 12 equivalent credits granted through the challenge and equivalency processes	Up to 10 Grade 11 and 12 credits in any one discipline through the challenge process
Subjects/Courses for which credit may be granted	Four Subjects • Canadian Geography/History • English • Mathematics • Science • Up to 4 equivalent credits per subject	• Any Grade 11 or 12 course, whether full-or half-credit (with some exceptions), if the student's transcripts or other documents show evidence of learning that relates directly to the Ontario curriculum expectations for the specific course • Half-credits may be granted only	• Any Grade 11 or 12 course, whether full-or half-credit (with some exceptions), that is actually taught in schools operated by the school board • Arrangements may be made with other boards or e-Learning Ontario for courses not taught in local schools

	Assessment/Equivalency Process: Grade 9 and 10 Credits	Assessment/Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
Deferral issues	The principal may defer assessment on Grade 9 Canadian Geography and Grade 10 Canadian History until the student has had sufficient time to develop language skills and/or become more familiar with Canadian culture	Although the determination of equivalent credits may be made early to assist with planning, principals should delay assigning Grade 11 and 12 equivalent credits until mature students have met the PLAR requirement of taking and successfully completing four Grade 11 and 12 courses	Not applicable
Limitations	<ul style="list-style-type: none"> • The Grade 9 and 10 credits granted must meet the diploma requirements that would usually be met through successful completion of the Grade 9 and 10 program • All credits must represent the same standards of achievement as credits granted to students who have taken the courses 	<ul style="list-style-type: none"> • The mature student's transcripts and other documents must show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses • There must be a direct relationship between the credentials and/or other appropriate documentation presented by the mature student and the curriculum expectations for a specific Grade 11 or 12 course in one of the Ontario curriculum policy documents published in 2000 or later • All credits must represent the same standards of achievement as credits granted to students who have taken the courses 	<ul style="list-style-type: none"> • There are some courses for which a mature student cannot be granted credits (see PPM 132, p. 9) • The assessment and evaluation must be based on the curriculum expectations and levels of achievement of the Ontario Curriculum –all strands and all categories – published in 2000 or later • Mature students may challenge for credit for a specific course a second time after an appropriate interval, if they can provide reasonable evidence that they are likely to be successful after having benefited from additional study and experience during the interval • All credits must represent the same standards of achievement as credits granted to students who have taken the courses
Number of funded assessments for a mature student per fiscal year	One assessment for up to 16 Grade 9 and 10 credits per mature student per fiscal year.	One assessment for up to 10 Grade 11 and 12 equivalent credits per mature student per fiscal year.	Funding for each completed challenge for credit (for up to 10 full-credit courses per student or the equivalent in half-credit courses), whether successfully or unsuccessfully completed
Number of times a mature student may participate in the process during the school year	No specified limit –students who fail an assessment may retake it as often as necessary for them to complete it successfully	Limits set by local boards regarding the number of times during a year when a student may present documents for the determination of equivalent Grade 11 and 12 credits	Limits set by local board procedures regarding the number of times during a year challenges will be held for various courses

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	Assessment/Equivalency Process: Grade 9 and 10 Credits	Assessment/Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
Charges for conducting the assessments	No charge for mature students	No charge for mature students	No charge for mature students
How results are recorded on Interim and Cumulative Tracking Records	<p>Pass/Fail</p> <p>Ensure each assessment/interview is entered into the student management system as per SMS documentation. Also ensure each credit granted is entered into the SMS</p>	<p>The course code is listed, with "EQV" being entered in the "percentage grade" column</p> <p>Ensure each assessment/interview is entered into the student management system as per SMS documentation. Also ensure each credit granted is entered into the SMS</p>	<p>Percentage grade</p> <p>Ensure each challenge is entered into the student management system as per SMS documentation. Also ensure each credit granted is entered into the SMS</p>
How data is reported to the Ministry of Education	Data entered into the student management system is uploaded to the Ministry's OnSIS system. OnSIS does not populate this data to the Ministry's financial reporting system. Data/reports need to be submitted to the BWDSB Financial Services department. See student information system documentation for specific reports to compile this information.	Data entered into the student management system is uploaded to the Ministry's OnSIS system. OnSIS does not populate this data to the Ministry's financial reporting system. Data/reports need to be submitted to the BWDSB Financial Services department. See student information system documentation for specific reports to compile this information.	Data entered into the student management system is uploaded to the Ministry's OnSIS system. OnSIS does not populate this data to the Ministry's financial reporting system. Data/reports need to be submitted to the BWDSB Financial Services department. See student information system documentation for specific reports to compile this information.

APPENDIX B: Challenge PLAR Process Summary Chart for Day School Students

Challenge Process for Day School Students	
What is it?	The process for obtaining credits whereby a day school student's prior learning is assessed through a variety of assessment strategies appropriate for the particular credit being challenged.
Beginning the assessment process	The day school student initiates the challenge process in consultation with the staff member responsible for PLAR procedures in their home school. This includes submitting a completed PLAR application form (AF 6949).
Results of the assessment process	Day school students may earn up to 4 credits in total in courses at the Grade 10, 11 or 12 level though no more than 2 credits may be earned in any one-subject discipline.
Subjects/Courses for which credit may be granted	Any Grade 10, 11 or 12 course that is offered within BWDSB excluding the following: <ul style="list-style-type: none"> • A course previously failed • A course for which the student has already earned but for which the student wishes to improve the mark • A course in any subject if a credit has already been granted for a course in that subject in a later grade • A course for which there is significant overlap with a course for which credit has already been granted • A transfer course • A locally developed course • A co-operative education course • A course in English as a Second Language (ESL), English Literacy Development (ELD) or Anglais pour débutants (APD), if the student has one or more credits in English • A course in French as a Second Language (FSL), Actualisation linguistique en Français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français • The Ontario Secondary School Literacy Course (OSSLC)
Assessment regulations	<ul style="list-style-type: none"> • The assessment and evaluation for the credit challenge must be based on curriculum expectations and levels of achievement outlined in the Ontario Curriculum-all strands and categories-published in 2000 or later • A grade will be determined for the student based on assessments of 70% from formal tests and 30% from a variety of other assessment strategies appropriate to the subject
Results Reporting	Final marks will be recorded as percentage grades on the Cumulative Tracking Report and on the OST

APPENDIX C: Challenge PLAR Communications, Timelines, and Process

“Prior learning includes the knowledge and skills that students have acquired outside secondary school both formally and informally. Students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).” (OSS, section 6.6)

The “PLAR challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.

A. Student Communication

The student will be informed about when they can challenge for credit and what opportunities for challenge are available through the school course calendar and at the time of registration. **It is the student’s responsibility to attend an information session in order to initiate the PLAR process.**

B. PLAR Challenge Timelines

A student must request a PLAR challenge and submit all required documentation to the principal no later than six (6) weeks after the first day of semester one for the January challenge, and no later than six (6) weeks after the first day of semester two, for the May challenge.

C. PLAR Challenge Process

Step 1: Application and Initial Assessment

- Student seeks information on the PLAR Challenge process and receives the PLAR Brochure
- Counsellor, in consultation with the student, will review the transcript and education plan.
- Student decides to challenge and initiates the PLAR Challenge Process by submitting a completed application to their school’s guidance office by the deadline date and time. After this point, any withdrawal will appear on the student’s Cumulative Record of PLAR Challenges.
- The principal, in consultation with qualified board staff, will provide an initial assessment of the student’s eligibility for the PLAR challenge and respond to the student accordingly; and, if appropriate, set the time and location of the challenge.

Step 1 continued: Initial Assessment Criteria

A student may challenge credits:

- only for courses that have not been completed through previous enrolment;
- that are currently taught within BWDSB;
- that do not contain significant overlap with a course for which a credit has already been granted;
- where the student has completed all course prerequisites;
- where the student has not been granted a credit in that subject in a later grade;
- where parental approval has been provided (for students who are not adults);
- that are not transfer courses, locally developed courses, cooperative education courses and ESL courses (if student has one or more English credits)

As well as the above criteria, the documentation in the application package will be used by the principal to decide if the student has shown reasonable evidence of success in the challenge. Submission of an incomplete application package will result in the termination of the PLAR challenge process

Step 2: Evaluation of Application

- The principal, if necessary, will hire a teacher to review the documentation and determine if reasonable evidence for success exists.
- The principal, in consultation with the subject knowledgeable teacher, will recommend whether the challenge should occur and inform the student, and if applicable, the student's parent/guardian the result of the application evaluation.

Step 3: Challenge

- The principal will hire or assign a teacher to create, administer, and evaluate the assessment.
- A percentage grade will be determined for the student based on assessments of 70% from formal tests and 30% from a variety of other assessment strategies appropriate to the particular course.

Step 4: Reporting and Recording

- The principal will:
 - Grant the credit, if the challenge was successful;
 - Complete the appropriate PLAR Cumulative Tracking Record and file in OSR;
 - Communicate to the student the resulting percentage grade earned through the PLAR challenge process.
- The principal will update the OST.

APPENDIX D: PLAR Statement for Course Calendars

Bluewater District School Board recognizes that learning is not exclusive to the classroom and is dedicated to assisting students in obtaining credits for their prior life experience and learning. This will be accomplished by conducting an equivalency process for mature students and challenge process for day school and mature students.

The following statement is to be published in all secondary school course calendars:

Day school students can challenge for credit once per semester by submitting AF 6949 'Application to Challenge for Credit', along with all supporting documentation, to the principal no later than six (6) weeks after the first day of each semester. Day school students may earn up to four credits in total, in courses at the Grade 10, 11, or 12 level, though no more than two credits may be earned in any one subject/discipline. Challenge courses must be offered in BWDSB excluding the following:

- a) A course previously failed;
- b) A course for which the student has already earned but for which the student wishes to improve the mark;
- c) A course in any subject if a credit has already been granted for a course in that subject in a later grade;
- d) A course for which there is significant overlap with a course for which credit has already been granted;
- e) A transfer course;
- f) A locally developed course;
- g) A co-operative education course;
- h) A course in English as a Second Language (ESL), English Literacy Development (ELD) or Anglais pour débutants (APD), if the student has one or more credits in English;
- i) A course in French as a Second Language (FSL), Actualisation linguistique en Français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français;
- j) The Ontario Secondary School Literacy Course (OSSLC)

For more information, students can contact their guidance office.

The following statement is to be published on the adult education website:

Prior Learning Assessment and Recognition (PLAR) for Mature Students is the formal evaluation and credit-granting process through which mature students, who are enrolled in a secondary school program, may obtain credits for prior learning. Mature students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired, in both formal and informal ways, outside secondary school.

A mature student is one who is 18 years of age and has been out of school for ten months following their 18th birthday.

The PLAR process involves:

- a) Grade 9 and 10 individual assessment/equivalency process
- b) Grade 11 and 12 equivalency process
- c) Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience, and training must be directly related to the provincial curriculum expectations.

By using this process, mature students may be granted up to 26 credits towards their OSSD by the principal of adult or continuing education.

For more information and details about how to apply, please contact the guidance office or the BWDSB Adult and Continuing Education Department.