

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

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Section	PROGRAM		
Policy Name	PRIOR LEARNING ASSESSMENT AND RECOGNITION		609
Board Approved:	August 26, 2024 March 26, 2019 September 18, 2012 December 4, 2007	Reviewed: August 19, 2024 January 8, 2019 September 4, 2012	Review By: December 2029

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## RATIONALE

The Superior Greenstone District School Board recognizes that students acquire important knowledge, skills and competencies in a variety of settings outside, as well as inside, the formal education setting. Prior Learning Assessment and Recognition (PLAR) allows students to have their skills and knowledge evaluated against the expectations outlined in Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

## POLICY

It is the policy of the Superior Greenstone District School Board to evaluate a student's skills and knowledge against the expectations outlined in current Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a challenge and equivalency process.

## GUIDELINES

- 1.0 In accordance with provincial Policy/Program Memorandum (PPM) No.129, Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools, students may challenge for credit only Grade 10, 11, and 12 courses in provincial curriculum policy documents, (See Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2011, Section 7.2.5.1)
- 2.0 Each secondary school course calendar shall contain information regarding challenges for credit and opportunities for challenge. Schools may not charge students any fee for undergoing the challenge process.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. to challenge for credit for

a

related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are

accepted for credits in Ontario Schools, Kindergarten to Grade 12 Appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, Appendix 4.

4.0 Students may challenge for credit for a course, only, if they can provide reasonable evidence to the school principal that they would likely be successful in the challenge process. The responsibilities of the student include:

- a) initiating the PLAR challenge by approaching the principal to discuss the challenge process.

10.3 Principals shall ensure that equivalency is recorded in accordance with the Ontario Student Transcript (OST): Manual, 2010.

11.0 The Director of Education is authorized to issue such procedures as may be necessary to support this policy.

## DEFINITIONS

“Prior Learning Assessment and Recognition (PLAR)” is 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. Students 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. The PLAR process involves two components: “challenge” and “equivalency”.

“Challenge” means the process whereby students’ prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

“Equivalency” is the process of assessing credentials from other jurisdictions.

“Credits” Challenge for credit for courses based on provincial curriculum policy documents will be available to students only in courses that are actually taught in schools operated by the Board. All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

“Reasonable Evidence” means documentation that the curriculum expectations of the course have already been achieved and that the student would likely be successful in the challenge process.

References
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements 2011