

Prior Learning Assessment and Recognition Procedure

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Section 1 – Intent, Definitions, Objective, Roles and Responsibilities, and How to Navigate this Document

1. Intent

- 1.1. This procedure describes the steps students, educators, staff, schools and TVDSB will follow to obtain credits or equivalency credits for prior learning, helping them efficiently earn their Ontario Secondary School Diploma (OSSD).
- 1.2. This procedure has been created to align with the Ontario Ministry of Education Policy and Program Memoranda (PPM) 129 and 132.

2. Definitions

- 2.1. **Challenge Process** refers to a process of evaluation and assessment in PPM 129 and 132 to grant credits.
- 2.2. **Discipline** refers to the subject area covered by any one curriculum. All courses in that curriculum are considered to belong to that discipline.
- 2.3. **Equivalency Process** refers to a process of assessing prior learning and life experiences to award equivalency credits, including the Senior Equivalent Credit Application (SECA).
- 2.4. **Indigenous** refers to First Nations, Métis, or Inuit.
- 2.5. **Mature Student** refers to a student who is at least 18 years of age on or after January 1 of the current school year and is enrolled in a program to obtain an OSSD.
- 2.6. **OSIS** refers to the Ontario Schools, Intermediate and Senior Divisions program released in 1989 that sets out the diploma requirements for Ontario Secondary School students enrolling in that same year and until September 1st, 1999.
- 2.7. **Prior Learning** refers to the knowledge and skills that students have acquired, in both formal and informal ways.
- 2.8. **Prior Learning Assessment and Recognition (PLAR)** refers to the formal

evaluation and credit-granting process as outlined in PPM 129 and 132, whereby students may obtain credits for Prior Learning. Students may have their knowledge and skills assessed to earn credits.

- 2.9. **PLAR Individual Assessment** refers to subject-specific assessment materials used to evaluate a mature student's knowledge and skills against the overall expectations of the compulsory Grade 9 and 10 courses.

3. Objective of Procedure

- 3.1. This procedure states the steps TVDSB will follow when granting both equivalency and credits using the Prior Learning Assessment and Recognition (PLAR) process. It aims to support students in completing their OSSD using PLAR-granted credits in a consistent and standardized manner. This process aligns with the TVDSB Prior Learning Assessment and Recognition Policy (NEW).

4. Roles and Responsibilities

- 4.1. The **Principal** will:

- 4.1.1. Ensure that all eligible students are aware of the PLAR processes outlined in PPM 129 and 132.
- 4.1.2. Grant credits or equivalency credits to eligible students based on the PLAR processes outlined in this procedure.
- 4.1.3. Grant, at their discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the student, in the principal's judgement, has met the requirements for the OSSC.

- 4.2. The **Principal** or **designate** will ensure the following actions are taken for all PLAR-eligible students:

- 4.2.1. Inform students of PLAR eligibility under PPM 129 and/or PPM 132, including the Equivalency, SECA and Challenge Processes, during registration or when eligibility is determined.
- 4.2.2. Determine the student's prior learning history using available evidence, including formal and informal education from within and outside Ontario.

- 4.2.3. Support documentation collection by guiding students or referring them to appropriate support services, ensuring that no financial burden is placed on the student.
- 4.2.4. Review documentation and evidence to assess the number of credits—compulsory and optional—required to meet diploma requirements and determine how PLAR can be applied.
- 4.2.5. Obtain appropriate consent from the student (verbal or written, as required by the PLAR process) before initiating assessments or granting credits. Consent may need to be reconfirmed throughout the process.
- 4.2.6. Determine if PLAR 129 and/or 132 process is appropriate based on the student's circumstances and available evidence, in consultation with the student and relevant staff. This determination will inform whether PLAR Individual Assessments are required.
- 4.2.7. If required by the PLAR processes selected in step 4.2.6, conduct PLAR Individual Assessments.
- 4.2.8. Grant credits or equivalency credits as appropriate, and ensure accurate record keeping and reporting in accordance with TVDSB PLAR Guidelines.
- 4.3. The **Director of Education** or **designate** is authorized to issue operational guidelines to implement this procedure consistent with legislation or regulations.

5. How to Navigate This Document

- 5.1. Section 2 of this document outlines the procedures and processes that must be used for PLAR, no matter the PPM being used.
- 5.2. Section 3 of this document outlines the procedures and processes unique to PLAR as outlined in PPM 129.
- 5.3. Section 4 of this document outlines the procedures and processes unique to PLAR for Mature Students as outlined in PPM 132.

Section 2 – Procedures that Apply to Both PPM 129 and 132 PLAR Processes

1. The PLAR Process: Equivalency and Challenge Processes

- 1.1. PLAR provides students with the opportunity to complete diploma requirements in an expedited manner, facilitating timely access to employment or postsecondary opportunities.
- 1.2. Upon registration and during pathway planning discussions Schools will inform students of their eligibility for PLAR 129 and/or 132.
 - 1.2.1. If a student becomes eligible for PLAR 132 during a school year that student will be notified as soon as possible and before October 31st in semester one or March 31st in semester two.
- 1.3. PLAR, as outlined in PPM 129 and 132, has two options: the Equivalency Process and the Challenge Process.
- 1.4. The Equivalency Process determines how previous learning experiences can inform the granting of equivalency credits.
 - 1.4.1. The SECA Interview Form used as part of this process to document as evidence a students prior learning is included as Appendix C
- 1.5. The Challenge Process enables students who demonstrate a reasonable chance of success to earn credits with a percentage grade.
 - 1.5.1. Students do this by demonstrating the knowledge and skills outlined in the Ontario curriculum for that course, without needing to take the course.

2. Ensuring an Equitable PLAR Process for All Students

- 2.1. The PLAR process must be uniquely tailored to each eligible student. Considerations should be given to that student's life experiences and previous academic achievements, then an individual PLAR plan should be developed for them.
- 2.2. As school staff are determining the appropriate PLAR process for mature students, the student's age and their broader life experience must be considered.
- 2.3. TVDSB and its staff will use relevant and culturally responsive assessment tasks and

processes that consider the unique perspectives of Indigenous, Black, Muslim and other students from racialized communities, and newcomers to Ontario.

- 2.4. TVDSB will provide appropriate accommodations and support to meet our obligations as duty holders under the Ontario Human Rights Code. including but not limited to literacy and language supports.
- 2.5. Staff involved in PLAR are encouraged to participate in ongoing training related to anti-bias and culturally responsive practices to support inclusive evaluation of prior learning.
- 2.6. Students engaging in either PLAR following PPM 129 or 132 may request accommodation, interpretation, or culturally responsive guidance as needed.

3. Determining Which PLAR Process the Student Will Follow

- 3.1. The Principal or designate will determine if PPM 129, PPM 132 or both will apply to the student based on what is in the best interest of the student. After meeting with their Principal or designate, the student (if over 18) or parent/caregiver (if the student is under the age of 18) must provide consent.
 - 3.1.1. Consent may need to be reconfirmed multiple times throughout the PLAR process in PPM 132.
- 3.2. For detailed steps, refer to:
 - 3.2.1. Section 3 for the PPM 129 PLAR process,
 - 3.2.2. Section 4 of this document for the PPM 132 PLAR for mature students process.

4. Requirements for the Challenge Process

- 4.1. Ensure information is available to students regarding the Challenge Process by November 1st of each school year, including the Challenge Process information Package included in Appendix C.
- 4.2. It is the student's responsibility to meet the principal or designate to discuss the Challenge Process and specify which course they would like to challenge, and be provided with the following:

- 4.2.1. The TVDSB Prior Learning and Recognition Policy (NEW), along with this Procedure, should also be shared with a student's parent(s) and caregivers if that student is under the age of 18.
- 4.2.2. The curriculum expectations for the course being challenged.
- 4.3. Students have until December 1st to submit a Challenge Process application (included as Appendix D), including evidence, to their principal.
- 4.4. Students will complete their challenges starting in January.
- 4.5. The following applies to the assessment and evaluation Challenge Process for both PPM 129 and 132:
 - 4.5.1. Assessment and evaluation through the Challenge Process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum.
 - 4.5.2. A student's level of achievement will be recorded as a percentage grade on the Ontario Student Transit (OST) in the same way as achievement in other courses.
 - 4.5.3. The principal is responsible for ensuring the development and administration of formal examination and assessment strategies that best align with the specific course a student is challenging for credit.
 - 4.5.3.1. Assessment and evaluation strategies for the challenge process must include formal examination (70% of the final mark) and a variety of other assessment strategies appropriate for the particular course (30% of the final mark). The formal examination must have a balance between written work and practical demonstration that is appropriate for the subject/discipline.
 - 4.5.3.1.1. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, quizzes, and observation of student work.

Section 3 – The PPM 129 PLAR Process

1. Equivalency Process as outlined in PPM 129

- 1.1. For Students transferring from non-inspected private schools or schools outside Ontario the Principal or Designate shall:
 - 1.1.1. Grant equivalency credits for placement ideally during the registration process, and at the latest, within the student's first semester of arrival.
 - 1.1.1.1. Secondary school placement may be independent of equivalent credits granted.
 - 1.1.2. Determine, as equitably as possible, the total credit equivalency of the student's previous learning using the TVDSB PLAR Guidelines, and the number of compulsory and optional credits still to be earned.
 - 1.1.2.1. In secondary school, equivalent credits should be awarded for previous education, whether or not this is supported by documentation.
 - 1.1.3. Use as a guide the table entitled "Requirements for the OSSD Under OSS" as attached in Appendix 1.
 - 1.1.4. Ensure that equivalency is recorded in accordance with the *OST: Manual*.

2. The Challenge Process Guidelines as outlined in PPM 129

- 2.1. The Challenge Process is an evaluation procedure and cannot be used by students to raise their marks in a course for which they have already received a credit, nor as a way to earn a credit for a course they previously failed.
- 2.2. Students can only challenge for grade 10, 11, and 12 course credits, as outlined in provincial curriculum policy documents.
- 2.3. Students may earn no more than four credits through the Challenge Process, including a maximum of two credits in any one discipline.
- 2.4. Students may challenge for credit for a course only if they can provide reasonable evidence to the Principal or designate that they would be likely to be successful in the challenge process.

- 2.4.1. When a student over the age of 18 or a parent of a student disagrees with the Principal or designate's decision about whether the student should challenge for credit, they may request that the appropriate superintendent of learning support services review the matter.
- 2.5. A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.
- 2.6. Credit will be granted only for the specific course that the student has successfully challenged for credit.

3. Steps in the PPM 129 Challenge Process

- 3.1. The Principal or designate will ensure that there is sufficient evidence that a student is likely to succeed in the Challenge Process before the process can begin.
- 3.2. For credits being granted to a student using the Challenge Process in PPM 129 the Principal or designate will do the following:
 - 3.2.1. Ensure that students are aware that they are responsible for initiating the Challenge Process and fulfilling all requirements.
 - 3.2.1.1. Additionally, inform students under the age of 18 that they must obtain parental approval before applying to challenge a course for credit.
 - 3.2.2. Ensure that every prospective PPM 129 PLAR applicant and, where appropriate, their parents, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the OST.
 - 3.2.3. Ensure that every prospective applicant is provided with an application form, as well as materials that indicate the curriculum expectations of the course for which the student wishes to challenge for credit.
 - 3.2.4. Evaluate each application in consultation with the Student's parents or a Mature Student and appropriate school staff to determine whether reasonable evidence for success exists and whether the challenge should occur.

3.2.5. Develop formal tests and other assessment strategies.

3.2.6. Conduct the testing.

3.2.7. Evaluate and report on the student's performance.

4. Record Keeping Regarding PLAR Processes in PPM 129

4.1. TVDSB will report to the ministry in the School September Reports the number of all challenges for credit which students earned a final percentage grade.

4.1.1. For semestered schools, this information will also be submitted in the School March Reports.

4.2. Principal or designates will ensure that all PPM 129 PLAR processes are reported following the steps in the TVDSB PLAR: Prior Learning Assessment Recognition Guidelines.

Section 4 – The PPM 132 PLAR Process

1. Ontario Secondary School Diploma Requirements as Outlined in Ontario Schools for Mature Students

- 1.1. Mature Students working toward an Ontario Secondary School Diploma through the use of PPM 132 are required to complete four mandatory Grade 11 and 12 courses. The mandatory courses and any permitted substitutions are as follows:
 - 1.1.1. English, grade 11 course – only the following substitution is permitted:
 - 1.1.1.1. Students may count a completed English as a Second Language or English Literacy Development course.
 - 1.1.2. English, grade 12 course - no substitution is permitted.
 - 1.1.3. Mathematics, grade 11 or 12 course- no substitution is permitted.
 - 1.1.4. Computer Studies, Science, Technological Education, or Math, grade 11 or 12 courses – substitutions permitted.
- 1.2. Mature Students are required to meet the secondary school literacy graduation requirement to earn an OSSD.
 - 1.2.1. Mature students registered in regular day school programming are encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT).
 - 1.2.2. Mature students can enrol directly in the Ontario Secondary School Literacy Course (OSSLC) instead of attempting the OSSLT.
- 1.3. The Principal or designate will determine, at their discretion, the number of hours of community involvement activities that a Mature Student who is working towards the OSSD may have to complete (from 0 to 40).
- 1.4. A Mature Student may choose to work towards an OSSD following either the current curriculum standards or if the student entered school before 1999 please refer to Appendix A for other options.

2. PLAR Process Guidelines Following PPM 132

- 2.1. PLAR following PPM 132 can award a maximum of 26 equivalency credits.

- 2.2. At the discretion of the Principal or designate, following individual assessment, the Equivalency Process may award up to 16 equivalency credits at the grade 9 and 10 levels.
- 2.3. Requirements for grade 11 or 12 equivalency credits for the SECA Process and credits for the Challenge Process are as follows:
 - 2.3.1. Up to 10 at the grades 11 and 12 levels may be granted through either the Equivalency or Challenge process.
 - 2.3.1.1. Only four credits can be awarded using the Challenge process.
 - 2.3.2. At a minimum, the courses outlined above in 4.1.1 must be completed through course completion with the following exception:
 - 2.3.2.1. At the discretion of the Principal or designate, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualification may be granted up to 30 equivalency credits for the OSSD under Ontario Schools.
- 2.4. When granting grade 11 or 12 equivalency credits through the SECA process the following types of credentials and other documentation may be accepted:
 - 2.4.1. Formal transcripts granted by an accredited educational or training institution or a government ministry or body.
 - 2.4.2. Other appropriate documentation of learning gained from other programs, courses, or work and volunteer service as well as life experience such as parenting.
 - 2.4.3. In situations where formal documentation cannot be provided, student testimonials will be accepted as evidence of learning.
- 2.5. Following the Equivalency or Challenge process, any remaining credits not awarded in 2.3.1 must be earned by taking the required courses.
- 2.6. The steps to complete the PPM 132 PLAR Equivalency are outlined in Section 4 Subsection 3, and the Challenge Process is detailed in Section 4 Subsection 4.

3. Equivalency Process as outlined in PPM 132

- 3.1. For Grade 9 or 10 equivalency credits, the equivalency process is as follows:
 - 3.1.1. Students participate in PLAR Individual Assessment consisting of four subject-based assessments, as needed, for the purpose of granting Grade 9 or 10 credits.
 - 3.1.2. Up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following PLAR Individual Assessment.
- 3.2. Through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum.
- 3.3. After completing the grade 9 and 10 equivalency process, the principal may make the informed decision to grant an OSSC to the student.

4. Challenge Process as outlined in PPM 132

- 4.1. PPM 132 does not permit Mature Students to use the Challenge Process for grade 9 or 10 credits.
- 4.2. The Principal or designate will ensure that there is sufficient evidence that a student is likely to succeed in The Challenge Process before they can begin.
- 4.3. For grade 11 and 12 credits being granted to Mature Students through the Challenge Process in PPM 132 the Principal or designate will:
 - 4.3.1. Ensure that Mature Students are informed about the challenge process, including relevant policies and procedures, and that they are responsible for initiating the challenge process for the purpose of obtaining grade 11 and 12 credits, and for satisfying all of the requirements.
 - 4.3.2. Ensure results are recorded in the OSR and on the OST.
 - 4.3.3. Ensure that every Mature Student is provided with an application form, as well as materials that indicate what is expected in the grade 11 and 12 courses, including curriculum expectations, for which the student wishes to

challenge for credit.

- 4.3.4. Evaluate each application in consultation with the student and appropriate school staff to determine whether reasonable evidence for success exists and whether the challenge should occur.
- 4.3.5. Determine whether the student should challenge for credit for a specific full or half-credit course.
- 4.3.6. Develop formal examinations and other assessment strategies to conduct the challenge.
- 4.3.7. Conduct the challenge using formal examinations and of other appropriate assessment strategies.
- 4.3.8. Evaluate and report on the student's performance, including awarding the appropriate credits and percentage grade to the OST.

5. Record Keeping Regarding PLAR Processes in PPM 132

- 5.1. TVDSB will report to the ministry in the October board reports the types of equivalency and challenges provided to mature students. TVDSB will also report the types of PLAR assessments delivered during the school year (such as, estimates, revised estimates, and financial statements). TVDSB will report the following:
 - 5.1.1. The number of mature students who received an individual assessment as part of the equivalency process for up to 16 Grade 9 and 10 credits during the school year (one assessment per mature student per fiscal year only).
 - 5.1.2. The number of mature students who received an evaluation of their credentials as part of the equivalency process for up to 10 Grade 11 and 12 credits during the school year (one assessment per mature student per fiscal year only).
 - 5.1.3. The number of completed challenges for prior learning evaluated for credit for Grade 11 and 12 courses (up to 10 courses per student, or the equivalent in half-credit courses), whether successfully or unsuccessfully completed.
- 5.2. Principal or designates will ensure that all PPM 132 PLAR processes are reported

following the steps in the TVDSB PLAR: Prior Learning Assessment Recognition Guidelines.

6. List of Appendices

- 6.1. **Appendix A:** Ontario Schools Intermediate and Senior Divisions (OSIS) equivalent standing for mature students (1989)
- 6.2. **Appendix B:** TVDSB SECA Interview Form
- 6.3. **Appendix C:** Challenge Process Information Package
- 6.4. **Appendix D:** Challenge Application Form
- 6.5. **Appendix E:** Procedure Administrative Information

Appendix A - Ontario schools intermediate and senior divisions equivalent standing for mature students (1989)

The following process applies to mature students working towards:

- An OSSD under Ontario Schools, Intermediate and Senior Divisions (grades 7-12/OACs): Program and Diploma Requirements, 1989 (OSIS) for students who entered the Ontario secondary school system in grade 9 before September 1, 1999.
- A Secondary School Graduation Diploma (SSGD) under *Circular H.S. 1, (1979-81)* for students who entered the Ontario secondary school system in grade 9 before September 1, 1984.

Equivalent credits towards the OSSD may be granted to mature students who have returned to day school, are enrolled in classes in continuing education, have obtained private-study status, or are enrolled in the Independent Learning Centre.

Mature students who have previously accumulated fewer than twenty-six credits may wish to take advantage of any of the provisions for equivalent-credit allowances stated below. Such students shall not be awarded the OSSD until they have earned, subsequent to becoming mature students, at least four Ontario credits from the senior division. Mature students who have previously accumulated twenty-six or more credits towards the OSSD shall complete the required number of credits to bring their total up to a minimum of thirty credits before they qualify for the diploma. In applying the criteria governing equivalent-credit allowances, a Principal or designate may consider it desirable to delay assigning some or all of the equivalent credits until students have completed one or more courses normally taken in the Senior Division. The Principal or designate shall determine which compulsory courses (if any) must still be completed by the student to earn an OSSD.

Equivalent-credit allowances

In addition to diploma credits already accumulated by students – credits for which transcripts can be produced – the following equivalent-credit allowances may be given to raise the total number of accumulated credits for mature students to a maximum of twenty-six credits:

- **Maturity allowance:** a maturity allowance of up to twelve credits may be given on the basis of age and length of time out of school. This provision recognizes that experience in the adult world can produce competence and understanding equivalent for some purposes, and to varying degrees, to that which might have been gained through formal education. Because maturity is not necessarily proportionate to chronological age, the decision regarding how many of the twelve credits will be allotted to any individual mature student is left to the Principal or designate, who will evaluate each case according to its merits.
- **Equivalent-education allowance:** allowances may also be given to mature students for individual courses successfully completed but not normally identified as secondary education, if they are considered acceptable by the principal and if appropriate transcript information is available. Each course containing work that would normally be completed

after a minimum of 110 hours of instruction may be considered to equal one equivalent credit. Courses that are considered to be postsecondary, for example, courses that normally qualify for college or university credit, do not qualify for credits towards the OSSD.

- Apprenticeship-training allowance: two equivalent credits may be allotted for the successful completion of each period of an apprenticeship-training program under authority of the former *Apprenticeship and Tradesmen's Qualification Act, Revised Statutes of Ontario, 1980*, chapter 24, *Trades Qualification and Apprenticeship Act, 1990*, and the Ontario College of Trades and Apprenticeship Act, 2009, chapter 22 (now *Building Opportunities in the Skilled Trades Act, 2021*, S.O. 2021, c. 28 - Bill 288). The equivalent credits assigned under this section shall be recorded as such on the OST.

The equivalent credits assigned under this section shall be recorded as such on the OST.

Stipulations governing credit requirements

When a Principal or designate has determined how many credits a mature student has yet to earn towards a diploma, the student should be given guidance regarding the credit courses that are to be included in their program. After evaluating each case on its merits, the Principal or designate may stipulate general requirements for earning the diploma. A ruling of this nature should be given to the student in writing, with a copy placed in the student's record folder. Any ruling should not be unduly burdensome on the student but should be made in their best interests.

PLAR for Mature Students Senior Equivalency Credit Assessment

Student Name:	Date of Birth:	
Application Date:	Campus:	Student Number:

TO BE COMPLETED BY THE ASSESSOR

Total Number of Senior Equivalent Credits Eligible: _____

Number of Senior EQV credits granted for this application: _____ **up to a max of 10***

***Up to 14 with evidence of Completed Canadian Post Secondary**

With this application:

- ☐ **No further senior equivalent credits will be awarded. The maximum has been attained.**
- ☐ **A further _____ equivalent credit(s) may be awarded at a later date, should more documentation of evidence be submitted.**

Principal/Designate signature (Assessor):

Date: _____

(revised June 2024)

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended and in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The information will be used for the purpose of making educational decisions, including course selections, granting of course credits, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition, the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the TVDSB Privacy Office, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N6A 5L1, Telephone: 519-452-2000, Email: privacy@tvdsb.ca.

Applicant Declaration

✓ I wish to have my education and/or training credentials and related documentation assessed through the PLAR equivalency process. I believe that my credentials and related documentation provide evidence of my prior learning and demonstrate that I have met the curriculum expectations for each of the following courses in the Ontario curriculum:

Course Title	Course Type	Course Grade/Level	Course Code

✓ I have attached transcript(s) from secondary schools/boards credential(s) from education (e.g. international transcript – does not have to be translated, home school course evidence) and/or training program (eg certificate(s)).

✓ I have attached transcripts/credentials recognizing **Completed Canadian Post Secondary**

Required Evidence (provide one or more of the following):

- ☐ Transcript(s) from postsecondary education institution(s) (e.g., colleges, universities, other similar institutions)
- ☐ Credential(s)/Apprenticeship Certification from Skills Trades Ontario

If you wish to have your credentials and related documentation considered for all senior courses, simply check the box that follows this table.



- ☐ I wish to have my credentials and related documentation considered for all possible senior equivalent courses.

I am aware that my credentials and documentation will be evaluated against the expectations outlined in the appropriate curriculum policy document(s). I am also aware that a maximum of 10 credits may be granted through the challenge and equivalency processes (combined) for courses in Grades 11 and 12.

I have reviewed the curriculum expectations for each course for which I am requesting equivalent credit value or I have requested that my credentials and related documentation be considered for all possible senior equivalent credits.

I hereby give permission to Thames Valley District School Board to contact any of the persons and/or institutions, employers, or organizations that I have identified as able to verify my experience. I understand that I may revoke this permission in writing at a later date.



Student Name: _____

Student Signature: _____

Date: _____

Please complete this application form.

Mature students who are working under Ontario Secondary School Diploma requirements are eligible to apply for Grade 11 and 12 senior equivalent credits. To be granted senior equivalent credits under Mature PLAR, students must demonstrate that their prior learning relates directly to a majority of the expectations from the course being considered for equivalency. It is important that students attempt to provide all of the information requested below in as much detail as possible. In addition, third party documentation must be attached to this application.

A) Languages

Indicate the language(s) – besides English - that you speak and write fluently.

Required Evidence/Third Party Documentation (provide one or more of the following):

- ☐ Provide a written sample of your writing in your language(s).
- ☐ Provide a digital recording of your oral language skills.
- ☐ Provide a third person letter (family, teacher, etc.) confirming your fluency.
- ☐ If you cannot provide any of the above, ask your staff for a task overall expectation template.

B) Hobbies/Traditional Activities

List your hobbies. Examples may include: woodworking, soap stone carving, beading, woodburning, sewing, regalia making, photography, art, etc. Emphasize the skills and knowledge that you have developed because of your experience with this hobby or activity.

Hobby/Activity Description	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Provide photos/video of each of your hobbies.
- ☐ Write a detailed description of each of your hobbies and the skills you have developed.
- ☐ If you cannot provide any of the above, ask your staff for a task overall expectation template.

C) Leadership Opportunities

Provide details of leadership opportunities you have had in the workplace, through athletics, or in various community clubs and organizations. Emphasize the skills and knowledge that you have developed because of these opportunities. Examples may include Athletic Teams, Projects, Youth Recreation League, Political Leadership, men’s group, women’s group, organizer of community events etc

Description of Leadership	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Provide a third person letter (family, coach, teacher, etc.) confirming your leadership.
- ☐ Provide evidence of leadership training or certification you have received.
- ☐ If you cannot provide any of the above, ask your staff for a task overall expectation template.

D) Volunteer Work

Provide details of any community service or volunteer work with which you have been involved. Examples may include Church groups, Humane Society, community events etc

Name of Organization	Description of Volunteer Duties	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Provide photos, videos of you volunteering.
- ☐ Provide a third person letter (family, coach, community leader, teacher, etc.) confirming your leadership.
- Please note that community service completed to fulfill a criminal sentencing requirement does not count

E) Fitness Activities

Provide a detailed description of any fitness activities with which you have been involved and for what period of time. Examples include dancing, volleyball, hockey, basketball, yoga etc

Fitness Activity Description	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Provide photos, videos of your fitness activities.
- ☐ Provide evidence of gym membership.
- ☐ Provide a third person letter (family, fitness partner, teacher, coach, fitness instructor, personal trainer, etc.) confirming your fitness activity.

F) Entrepreneurial Activities

Describe the knowledge and skills that you developed through any entrepreneurial activities with which you have been involved. For instance, you may include such entrepreneurial activities as selling Avon, crafting, word working, beading as well as participation in Flea Markets, fundraising, selling Art etc.

Name of Business	Description of Business	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Provide photos, videos of your business.
- ☐ Provide the links to any social media sites for your business.
- ☐ Provide a third person letter (family, customer, etc.) confirming your business.

G) Employment History

Please answer the questions below regarding any paid or unpaid documented employment that you have had.

1. Work Experience

Job Title	Employer	Estimated Hours
Description of Duties and Responsibilities:		
Required Evidence (provide one or more of the following):		

Required Evidence (provide one or more of the following):

- ☐ Provide a record of employment, T4, pay stub
- ☐ Provide a letter from your employer stating period of employment and hours worked.
- ☐ Provide a third person letter (family, case manager, teacher, etc.) confirming your employment.

2. Work Experience

Job Title	Employer	Estimated Hours
Description of Duties and Responsibilities:		

Required Evidence (provide one or more of the following):

- ☐ Provide a record of employment, T4, pay stub
- ☐ Provide a letter from your employer stating period of employment and hours worked.
- ☐ Provide a third person letter (family, case manager, teacher, etc.) confirming your employment.

3. Work Experience

Job Title	Employer	Estimated Hours
Description of Duties and Responsibilities:		
Required Evidence (provide one or more of the following):		

Required Evidence (provide one or more of the following):

- ☐ Provide proof of employment.
- ☐ Provide a letter from your employer stating period of employment and hours worked.
- ☐ Provide a third person letter (family, case manager, teacher, etc.) confirming your employment.

H) Formal Training

1. **Certifications** (ie. WHMIS, First Aid/CPR, Forklift Training, Working at Heights, Smart Serve, etc.)

Certification Title	Date of Completion

Required Evidence (provide one or more of the following):

- ☐ Provide copies of each certification.
 - ☐ Provide a letter from your employer stating completion of certification.
 - ☐ Provide a third person letter (family, instructor, employer, etc.) confirming completion of certification.
2. **Licenses** (ie. drivers – G, M, hunting, fishing, boating, etc.)

License Title	Estimated Hours Earning License

Required Evidence (provide one or more of the following):

Required Evidence (provide one or more of the following):

- ☐ Provide copies of each license.
- ☐ Provide a letter from your employer stating completion of license.
- ☐ Provide a third person letter (family, instructor, employer, etc.) confirming completion of license.

3. **Additional Formal Education** (ie. secondary and post-secondary transcripts, apprenticeship certifications, STEP LLEO, driver's ed, etc.)

Title of Course or Transcript Type	Organization/Institution Providing Course/Transcript	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Transcript(s) from postsecondary education institution(s) (e.g., colleges, universities, other similar institutions)
- ☐ Transcript(s) from secondary schools/boards
- ☐ Credential(s) from education and/or training program (e.g., apprenticeship certificate)
- ☐ Provide copies of each certificate of completion.
- ☐ Provide a letter from your STEP teacher, trainer, education stating completion of course.
- ☐ Provide a third person letter (family, case manager, employer, teacher, etc.) confirming completion of course.

I) Vehicle Ownership

Do you own your own vehicle?

☐ No

☐ Yes

For how long? _____

Required Evidence (provide the following):

☐ Provide copy of vehicle ownership

Description of vehicle maintenance (including ATV's, ski doos, engines, etc.)

J) Parent/Step-Parent/Caregiver

Do you have children or have you helped raise children?

☐ No

☐ Yes

Required Evidence (provide the following):

☐ Provide copy of birth certificates

☐ Provide a third person letter (family, family doctor, etc.) confirming you are a parent and/or have helped raise child(ren)

Knowledge and Skills Acquired

K) Mental Health/Physical Health Journey

Have you had a mental health/physical health journey?

- ☐ No
☐ Yes
☐ Prefer Not to Answer

Required Evidence (provide the following):

- ☐ Provide a third person letter (doctor, mental health worker, teacher, family, case manager, etc.) confirming your journey. The duration of the mental/physical health journey should be documented. Specifics of mental/physical health journey is not required.

Knowledge and Skills Acquired

L) Participation in Clubs

Describe any experience you have had as a member of a club or clubs (for example: 4H, cadets, church group, youth group, etc.).

Name of Club	Description of Club Participation	Estimated Hours

Required Evidence (provide one or more of the following):

- ☐ Provide photos, videos of you in your club.
☐ Provide a third person letter (family, club organizer/leader, teacher, etc.) confirming your club participation.

M) Indigenous

Do you identify as First Nation, Metis or Inuit?

- ☐ No
- ☐ Yes
- ☐ Prefer Not to Answer

Describe any participation in cultural activities, events, and/or Community Experiences (ie. Councils, Powwows, drumming, etc.) in which you participate.

Cultural Activity Description	Estimated Hours

Required Evidence (provide the following):

- ☐ Provide photos/videos that capture your participation in cultural activities.
- ☐ Provide a third person letter (family, community leader, organizer, etc.) confirming your participation in cultural activities.

N) Participation in the Arts

Do you participate in the arts (ie. music, drama, dance, etc.) or create art (ie. visual art, photography, pottery, etc.)? Describe your experience(s) in the arts.

Art Description	Estimated Hours

Required Evidence (provide the following):

- ☐ Provide photos/videos that capture your participation in the arts.
- ☐ Provide a third person letter (family, teacher, coach, etc.) confirming your participation in the arts.

O) Living Independently

Do you live independently? Describe your living arrangements (ie. apartment, group home, house, etc.).

Living arrangement	Total Months

Required Evidence (provide the following):

☐
☐

Provide a rental/lease agreement or property tax.

Provide a third person letter (family, support worker, counsellor, teacher, etc.) confirming living arrangements.

Knowledge and Skills Acquired

I have reviewed the curriculum expectations for each course for which I am requesting equivalent credit value or I have requested that my credentials and related documentation be considered for all possible senior equivalent credits.



Student Name: _____

Student Signature: _____

Date: _____

HOW DO I GET STARTED

1. Discuss this process for gaining credit with your parents.
2. Review the expectations of the challenge course by visiting the Ministry website www.edu.gov.on.ca. Follow the path >English or Francais >Elementary and Secondary >Secondary Curriculum>Choose a Grade>Choose a Course>Curriculum Expectations.
3. Complete the Letter of Intent and submit it to your principal by November 1st.
4. Gather and organize evidence that demonstrates the knowledge and skills you have related to the course for challenge.
5. Complete the application to Challenge For Credit for a Course and submit your application and required evidence to your principal by **no later than December 1st**.

ADDITIONAL CHALLENGE INFORMATION

Appeal Procedure

In cases where there is a disagreement with the decision of the principal about whether a student should challenge for credit, an adult student or the parent of a student who is not an adult may ask the appropriate supervisory officer to review the matter.

Repeating the Challenge

A student may submit an application for challenge for a specific course for a second time after a reasonable interval, if the student can provide reasonable evidence of additional study and experience.

Assessment and Evaluation

Assessment and evaluation strategies will be based on curriculum expectations and achievement charts in the Ontario curriculum policy. They will include formal tests and other assessment strategies, such as demonstrations, performances, observations, or other assessments appropriate to the subject/discipline.

Challenges take place beginning January.

Withdrawal Policy

A student may withdraw from the challenge process prior to the final formal test without notation on the student's Ontario Student Transcript (OST). Once students have entered the final stage of the challenge process, and then choose to withdraw from the process, a mark will be entered on the OST (Grade 11 and 12) and on the *Cumulative Tracking Record (Grades 10 - 12)*

Final Mark

The student's final percentage grade will be recorded on the student's Ontario Student Transcript (OST) in the same way as achievement in other courses.



Thames Valley
District School Board

**PRIOR
LEARNING AND
ASSESSMENT
AND
RECOGNITION
(PLAR)**

**CHALLENGE
FOR
CREDIT**

**THAMES VALLEY DISTRICT
SCHOOL BOARD**

Prior Learning Assessment And Recognition Challenge Process (PLAR)

WHAT IS PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)?

Prior Learning Assessment and Recognition is a formal evaluation and accreditation process. Students may apply to receive credit toward their secondary school diploma (OSSD) through the PLAR challenge by successfully completing a formal evaluation and accreditation process to demonstrate that they already possess the full range of knowledge and skills for Grade 10-12 courses currently taught in TVDSB.

All courses challenged “must represent the same standards of achievement as credits granted to students who have taken the courses.” (Min. of Ed., PPM 129)

AM I ELIGIBLE TO CHALLENGE A COURSE FOR CREDIT?

Secondary school students who are enrolled in a regular day school program in an Ontario secondary school may challenge a course for credit. Students under the age of 18 need parental approval before applying to PLAR.

WHAT COURSES MAY I CHALLENGE FOR CREDIT?

Students may challenge for credit only Grade 10, 11 or 12 courses taught in this board in regular day school which are developed from a provincial policy document. These courses are described in the schools' course calendars.

HOW MANY COURSES MAY I CHALLENGE FOR CREDIT?

PLAR “has a specific, limited function in the Ontario secondary school program” (OS, K-12, p . 68), Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.

WHAT IS A CHALLENGE?

The PLAR challenge will include formal tests (a variety of tests, demonstrations, etc. as appropriate to the discipline) for 70% of the final mark and other types of assessment worth 30% of the final mark. These assessments will begin in January.

Completed applications, and accompanying supportive documents, materials, proof, and evidence to show knowledge and skills that meet the curriculum expectations for a course must be submitted by the set deadline.

PLAR procedures are carried out by the school principal.

AM I LIKELY TO BE AN ELIGIBLE CHALLENGE CANDIDATE?

You must answer **"NO"** to all of the following questions to be a likely PLAR Challenge candidate.

- ☐ Have you already earned a credit in the course you want to challenge for credit?
- ☐ Have you already earned a credit in a course similar to the course you want to challenge for credit?
- ☐ Have you already received credit as part of a block of equivalency credits for the course you want to challenge for credit?
- ☐ Have you previously failed this course?
- ☐ Have you already earned a credit in English and want to challenge an English as a second language (ESL), English literacy development (ELD), or Anglais pour debutants (APD)?
- ☐ Have you already earned a credit in Francais and want to challenge French as a second language (FSL), Actualisation linguistique en francais (ALF), or Perfectionnement du francais (PDF)?

You must also answer **"YES"** to all of the questions below to be a likely PLAR Challenge candidate.

- ☐ Do you plan to challenge the entire course for credit?
- ☐ Have you met the pre-requisite requirements for the course you plan to challenge for credit?
- ☐ Is your request to challenge for credit entered in your Individual Pathways Plan (IPP) as part of your plans for fulfilling your educational goals?

Thames Valley District School Board
Letter of Intent
To Challenge for Credit For a Course

TO BE COMPLETED BY THE STUDENT

NAME OF STUDENT _____

ADDRESS _____

SCHOOL _____

I wish to challenge COURSE TITLE _____ COURSE CODE _____

- ☐ I have reviewed the PLAR process with my parents.
- ☐ I have reviewed the curriculum expectations and the descriptions of the levels of achievement for the challenge course.
- ☐ I understand that a school committee will review my application which will be submitted to the school office no later than XXXX.
- ☐ I understand that I must begin the required assessments in January. Signature of student:

Date: _____

I understand that the above-named student is planning to challenge a course in January 2023.

Signature of parent/guardian: _____ Date: _____

Signature of principal or school contact _____ Date: _____

SCHOOLS PLEASE NOTE:

A copy of this Letter of Intent should be scanned and emailed to Karla Dixon, Learning Support Services, upon receipt. Keep original on file at the school until challenge process is complete.

Date application received: _____

Date challenge process completed: _____

Notice of Collection: The personal information provided on this form and any other correspondence relating to involvement in board programs is collected by the Thames Valley District School Board under the authority of the Education Act and Regulations (R.S.O. 1990 c.E.2) as amended and in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA). The information will be used for the purpose of making educational decisions, including course selections, granting of course credits, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition, the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the TVDSB Privacy Office, Thames Valley District School Board, 1250 Dundas Street, London, Ontario, N6A 5L1, Telephone: 519-452-2000, Email: privacy@tvdsb.ca.

Appendix D: Challenge Application Form

THAMES VALLEY DISTRICT SCHOOL BOARD
APPLICATION TO CHALLENGE A COURSE FOR CREDIT
Please complete this application form and submit it to your school principal no later than
XXXXXXX

Surname: _____

Given names: _____

MIN/OEN: _____

Grade: _____

Gender: ____ male ____ female

Date of birth: ____ year ____ month ____ day

Name of parent/caregiver: _____

School: _____

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

- _____ letter of recommendation from a teacher familiar with the course expectations
- _____ 2 letter(s) of recommendation from member(s) of the community familiar with my work in this discipline
- _____ a portfolio of relevant work
- _____ proof of successful relevant experience in a supervised setting (if applicable)
- _____ proof of independent learning in a relevant area (if applicable)
- _____ a videotape, audiotape, or CD-ROM with samples of relevant work (if applicable) proof of relevant prior learning from another educational jurisdiction (if applicable)
- _____ proof of successful completion of courses identified as prerequisites for this course (transcript) a copy of my current AEP

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Student Paragraph

Write a paragraph of 100–200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfil your educational goals
- your special interests and skills related to this course

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Signature of student: _____ Date: _____

Signature of parent/caregiver: _____ Date: _____

Signature of teacher-adviser/
guidance counsellor: _____ Date: _____

FOR OFFICE USE ONLY

Date application received: _____

Date challenge process completed: _____

Appendix E – Procedure Administrative Information

Procedure Number:	New
Procedure Owner:	Learning Support Service
Effective Date:	
Amendment Dates:	
Review Dates	
EIE Review Date:	
Resources:	• <i>The Education Act</i>, RSO 1990, c E.2 • Ontario Ministry of Education Policy and Program Memorandum 129 Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools • Ontario Ministry of Education Policy and Program Memorandum 132 Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools • Ontario Ministry of Education Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010 • Ontario Ministry of Education Ontario Schools, Kindergarten to grade 12: Policy and Program Requirements, 2024 • Ontario Ministry of Education ESL/ELD Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 • Ontario Ministry of Education Ontario Student Transcript (OST) Manual

- TVDSB Prior Learning Assessment and Recognition Policy (New)
- TVDSB PLAR: Prior Learning Assessment Recognition Guidelines