



YORK REGION DISTRICT SCHOOL BOARD

Policy and Procedure #353.0, Prior Learning Assessment and Recognition for Day School Students

Executive Summary

Board Policy and Procedure #353.0, Prior Learning Assessment and Recognition for Day School Students addresses the fact that students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure. As a result, the Board offers the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

What has changed?

Major changes to the document: Updated policy and procedures.

Reasons for review: Due for review.

Who is affected by these changes and what is the impact on current practice? All stakeholder groups with responsibilities.

Implementation timelines: Immediate.

Stakeholder Groups with Responsibilities Under this Policy

- Board of Trustees
- Director of Education
- Superintendents
- Secondary School Principals
- Parents/Guardians
- Secondary Students

Relationship to the 2021 Board priorities

By providing responsive, alternative methods for students to earn credits, this policy supports the goals of the Director's Action Plan to raise the achievement and well-being of students who are underserved and underperforming by providing effective instruction and assessment that reflects students' identities, lived experiences, strengths, needs and interests.

Timelines and Next Steps

This policy and procedure was scheduled for second review at the December 13, 2022 Policy and By-Law Standing Committee meeting.

Providing Feedback

Questions about this policy and/or procedure should be raised with your principal, manager or supervisor. If additional clarification is required, principals, managers and supervisors may contact the lead superintendent and/or subject matter expert through Trustee Services.

In accordance with Board Policy #285.0, [Board Policies, Procedures and Supporting Documents](#), the Board welcomes all comments and suggestions on Board policy.

Input is an important component of the review process. If you feel a policy and/or procedure needs to be revised, feedback may be submitted through the school council or by submitting the on-line form. In your response please;

- outline clearly the specific section(s) of the policy and/or procedure in which you are not comfortable,
- suggest specific alternate wording to reflect your position, and
- identify the reason(s) for your concern(s).

Specific recommendations or questions about the review process should be submitted using the on-line form or sent to the Policy Officers via email at policy.committee@yrdsb.ca, or via telephone at 905-727-0022 extension 2570 or in hard copy at [The Education Centre – Aurora](#).

Legislative Context

[Education Act](#)

Related Policies

[Procedure #325.0, Continuing Education](#)

It is the expectation of the York Region District School Board that all employees, students and persons invited to or visiting Board property, or partaking/volunteering in Board or school-sponsored events and activities, will respect the policies and procedures of the Board.



Policy #353.0, Prior Learning Assessment and Recognition for Day School Students

1. Policy Statement

The York Region District School Board believes in life-long learning; learning that can and does occur beyond the regular school day. Recognizing that students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure, the Board offers the Prior Learning Assessment and Recognition (PLAR) challenge process as a way to recognize this learning.

2. Responsibilities

2.1 The Board of Trustees is responsible for:

- a) reviewing the Prior Learning Assessment and Recognition for Day School Students policy in accordance with the priorities in the [Trustees' Multi-Year Strategic Plan](#) and the approved review cycle; and
- b) understanding and communicating with members of the community about the Prior Learning Assessment and Recognition policy, as required.

2.2 The Director of Education is responsible for:

- a) implementing and operationalizing the Prior Learning Assessment and Recognition for Day School Students policy as per the requirements of [Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016](#) and [Policy/Program Memorandum 129](#).

2.3 Superintendents of Education are responsible for:

- a) ensuring that Prior Learning Assessment and Recognition challenge opportunities are available to all eligible students; and
- b) supporting the application of the Prior Learning Assessment and Recognition for Day School Students policy at each school.

2.4 Secondary School Principals are responsible for:

- a) ensuring that students are aware of the Prior Learning Assessment and Recognition (PLAR) challenge process;
- b) facilitating the application of the Prior Learning Assessment and Recognition for Day School Students policy; and
- c) ensuring that students who engage in the PLAR challenge process meet the eligibility requirements.

2.5 Parents/Guardians are responsible for:

- a) supporting student compliance with the Prior Learning Assessment and Recognition program requirements; and
- b) communicating with school staff to promote student success.

2.6 Students are responsible for:

- a) complying with the Prior Learning Assessment and Recognition program expectations.

3. Definitions

3.1 Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and credit-granting process. Through the PLAR challenge process, students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents to earn credits towards their secondary school diploma. Prior learning includes the knowledge and skills that students have acquired both in formal and informal ways, outside the secondary school.

4. Contact

Curriculum and Instructional Services
Continuing Education Services

5. History

Working Document: April 2013
Approved: February 2014
Working Document: March 2022
Final Approval: December 2022



Procedure #353.1, Prior Learning Assessment and Recognition for Day School Students

1. Procedure Statement

This procedure outlines the process for implementing the Prior Learning Assessment and Recognition (PLAR) program in secondary schools for day school students.

2. Responsibilities

2.1 The Director of Education shall:

- a) allocate staff and resources to support the Prior Learning Assessment and Recognition for Day School Students procedure.

2.2 Superintendents of Education shall:

- a) ensure all schools are meeting the responsibilities of the Prior Learning Assessment and Recognition for Day School Students procedure.

2.3 Continuing Education Services shall:

- a) work in partnership with Curriculum and Instructional Services to maintain the Prior Learning Assessment and Recognition (PLAR) materials, including, but not limited to, brochures, website content, system memos, applications and reporting forms;
- b) services;
- c) schedule PLAR challenges to occur during the summer months; and
- d) receive student applications and coordinate hiring teachers to conduct the testing, and evaluate and report on the student's performance.

2.4 Curriculum and Instructional Services shall:

- a) provide professional development support for teachers conducting Prior Learning Assessment and Recognition (PLAR) challenges, as required;
- b) review applications to confirm they meet the PLAR requirements;
- c) ensure that up-to-date PLAR challenge curriculum and assessment materials are provided to each teacher conducting the PLAR challenges;
- d) support Continuing Education Services in hiring teachers to conduct PLAR challenges; and
- e) work in partnership with Continuing Education Services to maintain the PLAR materials including, but not limited to, brochures, website content, system memos, applications and reporting forms.

2.5 Principals shall:

- a) inform students and parents/guardians, where applicable, that they are responsible for initiating the challenge process and for satisfying all of the requirements;
- b) obtain parental approval for students who are under the age of 18 and who have not withdrawn from parental control, before applying for a Prior Learning Assessment and Recognition (PLAR) challenge for credit;
- c) inform every student applicant and parents/guardians, where applicable, of the policies and procedures related to PLAR challenges for credit including, but not limited to, the policies and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST);
- d) provide every student applicant with an application form and the curriculum expectations for each course for which the student wishes to initiate a PLAR challenge;
- e) ensure that student applicants understand that applications must be completed by the established due date of the school year in which they intend to initiate a PLAR challenge;
- f) evaluate each application in consultation with the student and/or parents/guardians, where applicable, and with appropriate school staff to determine whether reasonable evidence for success exists and whether the PLAR challenge should occur;
- g) ensure that students are aware that they may **NOT** be granted credits through the PLAR challenge process for any of the following credits;
 - any Grade 9 course,
 - a course in any subject if a credit has already been granted for a course in that subject in a later grade, such as, but not limited to, a Grade 10 music credit, if the student already has been granted a Grade 11 music credit,
 - a course for which there is significant overlap with a credit that has already been granted, such as, but not limited to, challenging for credit for an academic course if a student has already earned a credit for the applied course at the same grade and level,
 - a transfer course,
 - a locally developed course,
 - a cooperative education course,
 - a course in English as a Second Language or English Literacy Development, if the student has already been granted one or more credits in English (such as, but not limited to, ENG1D) from the curriculum policy documents for English, Grades 9-12 under Ontario Schools, K-12, and
 - a course in French as a Second Language if the student has been granted one or more credits in Francais (usually offered at French language schools) from the curriculum policy documents for Francais, Grades 9-12 under Ontario Schools, K-12;
- h) upon receiving results from Continuing Education Services, ensure that the PLAR Record of Assessment of Challenge for Credit for a Course is maintained in the student's OSR and the OST is updated; and
- i) be aware that a student who has been unsuccessful in an initial PLAR challenge is permitted to challenge a credit for a second time after a reasonable interval if

reasonable evidence is submitted to the principal that the student is likely to be successful in the second PLAR challenge.

2.6 Parents/Guardians and Students shall:

- a) determine their interest and eligibility to undertake a Prior Learning Assessment and Recognition (PLAR) challenge for credit;
- b) apply for a PLAR challenge through the school guidance department;
- c) provide the required documents to demonstrate eligibility;
- d) complete the PLAR Challenge Application by the designated due date of the school year in which they intend to challenge the credit; and
- e) be available for the PLAR challenge assessment process during the summer months on the dates indicated in Board communications.

3. Contact

Curriculum and Instructional Services
Continuing Education Services

4. History

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