



# KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

## ADMINISTRATIVE REGULATIONS

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**Section:** Educational Services

• Programs and Curriculum

**Regulation Code:** ES-3.12.1

**Regulation:** PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) – CHALLENGE PLAR

**Policy Code Reference:** ES-3.12

**Page 1**

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This administrative regulation is written in accordance with the guiding principles in Board Policy No. ES-3.12, Prior Learning Assessment and Recognition (PLAR).

### 1. Challenge Prior Learning Assessment and Recognition (PLAR) Guiding Regulations

- 1.1 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;
- 1.2 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;
- 1.3 The challenge process is for evaluation of student achievement only and does not involve instructional support by teaching staff;
- 1.4 No fees will be charged for the challenge of a credit through PLAR;
- 1.5 Students with an Individual Education Plan will be provided with those identified accommodations and modifications in their challenge of a course; and
- 1.6 Students who have completed the requirements for senior music certificates from recognized conservatories will be granted credits as described in Appendix 4 of Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS).

### 2. Eligibility to Participate in the Prior Learning Assessment and Recognition (PLAR) Process

Acceptance into the challenge and equivalency processes will be determined by the following conditions:

- 2.1 The challenge process is an evaluation process and may not be used as a way to improve a student's mark in a course for which the student has already earned a credit.

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

---

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**Regulation Code:** ES-3.12.1

**Regulation:** PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) – CHALLENGE PLAR – continued

**Policy Code Reference:** ES-3.12

**Page 2**

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- 2.2 Students registered in a secondary school in the Board may challenge for credit only for Grade 10, 11, and 12 courses described 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 the student can provide reasonable evidence to the principal that the student would likely be successful in the challenge process, in accordance with criteria established by the Ministry of Education in OS, section 7.2.5 and in policies and procedures established by the Board.
- 2.5 Students cannot be granted credits through the challenge process for any of the following courses:
- 2.5.1 a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency;
  - 2.5.2 a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if the student has already earned a credit for the applied course at the same grade level, and vice versa);
  - 2.5.3 music courses beyond the maximum of two credits earned through external conservatory certification;
  - 2.5.4 a transfer course;
  - 2.5.5 a locally developed course;
  - 2.5.6 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 from the curriculum policy documents for English for Grades 9 to 12 under Ontario Secondary Schools, Grades 9-12: Program and Diploma Requirements, 1999 (OSS) (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, 1989 (OSIS);

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

---

**Section:** Educational Services

• Programs and Curriculum

**Regulation Code:** ES-3.12.1

**Regulation:** PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) – CHALLENGE PLAR – continued

**Policy Code Reference:** ES-3.12

**Page 3**

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2.5.7 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 from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS.

2.6 A student must challenge for credit for an entire course, whether it is a full credit or a partial-credit course.

2.7 A student shall be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that the student is likely to be successful after having benefitted from additional study and experience during the interval.

### **3. Prior Learning Assessment and Recognition (PLAR) Challenge Process**

3.1 Prior Learning Assessment and Recognition – Expectations for School Guidelines

The principal is responsible for developing and administering the final evaluation, and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Each principal shall develop a Prior Learning Assessment and Recognition Guideline and make this document available to the school community. The school's guideline shall reflect the Prior Learning Assessment and Recognition Principles as stated in the policy and meet the following expectations:

3.1.1 students and parent(s)/guardian(s) shall be informed of the opportunity to challenge courses in the school course calendar issued each school year;

3.1.2 an information package shall be made available to students who express an interest in challenging a course through the PLAR process;

3.1.3 students and parent(s)/guardian(s) shall be provided with common, course specific application forms to be completed and returned at least 30 school days prior to the end of the current semester;

3.1.4 the principal at the student's school, in consultation with teachers of the subject, shall examine the application to determine whether or not the student is likely to be successful in the challenge process;

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

---

**Section:** Educational Services

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**Regulation Code:** ES-3.12.1

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**Policy Code Reference:** ES-3.12

**Page 4**

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- 3.1.5 candidates shall be informed of acceptance to the challenge process or provided with specific additional evidence which the student should submit if available for reconsideration;
- 3.1.6 a maximum of six school days shall be allowed for the re-submission of evidence;
- 3.1.7 once accepted into the Challenge Process, a PLAR tracking record shall be started for the student and placed in the student's Ontario Student Record;
- 3.1.8 successful applicants shall be provided with a common, course specific package of assignments to be completed and returned at least 10 school days prior to the end of the current semester;
- 3.1.9 the course specific package may include written assignments, demonstrations/performances and practical work;
- 3.1.10 learning resources for the course will be made available for a reasonable period of time to students who are challenging a course and no deposit or fee will be charged;
- 3.1.11 in the event that the student's home school does not offer the course, the principal shall arrange for the assessment of the candidate's work if it is a course offered within our board;
- 3.1.12 the student shall be informed of this grade and provided with details of the time, date, location, and any other necessary information relating to the final evaluation;
- 3.1.13 the student shall complete the final evaluation activities carried out as part of the normal course assessment at the student's home school, or a host school, and the student's work shall be evaluated;
- 3.1.14 the student's mark shall be determined as 30% for the course specific assignments, and 70% for work associated with the final evaluation;
- 3.1.15 if a passing grade is obtained, the student shall be awarded the credit by the home school principal, which shall be added to their transcript and noted on the PLAR tracking record in the student's OSR;

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

---

**Section: Educational Services**

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**Regulation Code: ES-3.12.1**

**Regulation: PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) – CHALLENGE PLAR – continued**

**Policy Code Reference: ES-3.12**

**Page 5**

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3.1.16 in the event that the student is unsuccessful in the challenge, the requirements of full disclosure as described in OS shall be enforced;

3.1.17 students who withdraw from the challenge process prior to participation in the final evaluation activities will not have a notation made on the student's transcript; and

3.1.18 in the event that a student is unsuccessful in the challenge, the student may request that the challenge be reviewed by the appropriate superintendent of student achievement for the school.

#### **4. Equivalency Process**

##### **4.1 Prior Learning Assessment and Recognition – Equivalency**

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only and will be awarded based on the following:

4.1.1 the principal of the receiving school shall, in the process of deciding where the student should be placed, 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;

4.1.2 in cases where a student who is an adult, or the parent/guardian 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/guardian may ask the appropriate superintendent of student achievement to review the matter;

4.1.3 principals shall ensure that equivalency is recorded in accordance with the Ontario Student Transcript (OST): Manual, 2013.

#### **5. Forms and Documentation**

A record of all challenges for credit that are completed that is, all challenges for which students earn a final percentage grade, whether a passing or a failing grade, shall be included in the Board's September Report to the Ministry of Education. For semestered schools, this information shall also be submitted in the School March Report.

## KAWARTHA PINE RIDGE DISTRICT SCHOOL BOARD

---

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**Regulation Code: ES-3.12.1**

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**Policy Code Reference: ES-3.12**

**Page 6**

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The principal shall ensure that applications to challenge and the result of challenges are recorded on the appropriate forms, as described in Policy/Program Memorandum No. 129, Prior Learning Assessment and Recognition (PLAR), as follows:

- 5.1 the course specific Application to Challenge for Credit for a Course shall be completed by all students wishing to enter into the PLAR process;
- 5.2 the Record of Assessment of Challenge for Credit for a Course shall be completed for all students challenging courses;
- 5.3 the student will enter the request to challenge in the student's My Blueprint;
- 5.4 challenge attempts for students which take place in the student's home schools shall be recorded on the Cumulative Tracking Record;
- 5.5 challenge attempts for students which take place outside of the student's home school shall be recorded on the PLAR Challenge for Credit: Interim Tracking Record by the host school and forwarded to the student's home school where a PLAR Challenge for Credit: Cumulative Tracking Record will be completed and placed in the Ontario Student Record folder;
- 5.6 course specific Applications to Challenge for Credit for a Course and assignments for the 30% component of the challenge will be provided by school staff, upon request.

Process information is provided in Appendix A – Overview of Prior Learning Assessment and Recognition (PLAR) Challenge Process.

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Established: May 22, 2003

Revised/Reviewed: February 26, 2009  
May 28, 2015  
January 20, 2020  
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