



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2014	<i>Replacing</i> All previous policies
<i>Review Date</i> 2019	<i>Page</i> 1 of 38
<i>Contact Person/Department</i> Superintendent Responsible for Alternate Education	<i>Identification</i> ES-5036

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR ADOLESCENT AND MATURE STUDENTS

1.0 PURPOSE

Trillium Lakelands 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.

2.0 REFERENCES/RELATED DOCUMENTS

- 2.1 Ministry of Education Policy/Program Memoranda: Prior Learning and Assessment Recognition: Implementation in Ontario Secondary Schools No. 129.
- 2.2 Ministry of Education Policy/Program Memoranda: Prior Learning and Assessment Recognition for Mature Students: Implementation in Ontario Secondary Schools No. 132

3.0 TERMS AND DEFINITIONS

- 3.1 **ADOLESCENT STUDENT**
An adolescent student is defined as a student under 18 years of age.
- 3.2 **MATURE STUDENT**
A mature student is defined as a student who is 18 years of age or older and has been out of school for a minimum of consecutive 10 months.
- 3.3 **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.
- 3.4 **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.

4.0 ADMINISTRATIVE PROCEDURE

4.1 GUIDELINES – CHALLENGE PROCESS FOR ADOLESCENT STUDENTS

- 4.1.1 Students have the opportunity to use a Challenge Process to receive credit for courses offered in TLDSB in which they have demonstrated competency, as per Ministry regulations.
- 4.1.2 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 A.
- 4.1.3 Students must submit all required documents referred to in the application package (see attached Appendix B):
- by 10 days prior to the last instructional day before Christmas Break for the January Challenge;
 - by March 30 for the May Challenge.
- 4.1.4 Students must provide relevant proof of competency in a subject before they are granted the opportunity to challenge a course.
- 4.1.5 It is the student's responsibility to initiate the Challenge Process as outlined in the School Course Calendar and outlined in the information brochure (Appendix C).
- 4.1.6 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 Secondary School Improvement and Student Success. The decision of the Superintendent is final and is not subject to appeal.
- 4.1.7 The Challenge Process is open only to students registered in Trillium Lakelands District School Board.
- 4.1.8 All schools must use of Ministry prescribed or approved Board modified forms for application, tracking and reporting of the PLAR Process. See Appendices.
- 4.1.9 Students may earn no more than 4 credits through the Adolescent PLAR Challenge Process with no more than 2 being in any one-subject area, covered by one curriculum document.

4.2 GUIDELINES – MATURE STUDENTS PROGRAMMING

- 4.2.1 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 TLDSB in which they have demonstrated competency, as per Ministry regulations.

- 4.2.2 An intake session, outlining the student's pathway, process and application procedures will be offered to each mature upon entry to an Alternate Education and Training Centres.
 - 4.2.3 Mature student wishing to start an educational program will be placed into an appropriate course/program based on an initial assessment by the Principal or his/her designate.
 - 4.2.4 Mature students shall be assessed using Board documents and associated Ministry of Education Policy Program Memoranda under which they would have been governed in the year they entered grade 9.
 - 4.2.5 The Principal of Alternate Education or designate will be the Supervising Principal responsible for this policy's implementation and for the assessment of Mature Students covered by this Policy and PPM 132.
- 4.3 GRADE 9 AND 10 EQUIVALENT EDUCATION CREDITS
- 4.4.1 The Principal of Alternate Education may grant up to 4 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.
 - 4.4.2 The mature student, who is enrolled in a secondary school program, begins the application process for PLAR by submitting the application form, available at any of the Trillium Lakelands District School Board Alternate Education and Training Centres, to the Principal or designate of Alternate Education.
 - 4.4.3 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.

- 4.4.4 Entries on the student’s Cumulative Tracking Record (see Appendices) will show the equivalent credits granted for Grades 9 and 10, entered as one total for each subject area (e.g., English, 4). Entries on the student’s *Ontario Student Transcript* will show the equivalent credits granted for Grades 9 and 10, entered as one total.
- 4.4.5 Students who fail an assessment may retake it as often as necessary for them to complete it successfully.
- 4.4.6. Mature students must earn a minimum of 4 Grade 11 and 12 credits (including Grade 12 English) by taking the necessary courses. The Supervising Principal may delay granting Grade 11 and 12 equivalent credits until these 4 courses have been successfully completed. There are 4 compulsory credits for mature students who wish to obtain an OSSD:
- Grade 11 English,
 - Grade 12 English,
 - Grade 11 or 12 Mathematics,
 - one of:
 - Grade 11 or 12 Science; or
 - Grade 9, 10, 11, or 12 Technological Education; or
 - one Co-operative Education credit.
 - (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 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.).

4.5 GRADE 11 AND 12 EQUIVALENCY PROCESS FOR MATURE STUDENTS

- 4.5.1 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.
- 4.5.2 The process involves an evaluation of a Mature Student’s education and/or training credentials and/or other appropriate documentation of learning gained from other programs, courses, or work experiences. These credentials and documents must show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses.

- 4.5.3 The Mature Student, who is enrolled in a secondary school course, begins the process by submitting, to the Principal or designate, an application form accompanied by a resume of summary of experience, available from their local Alternate Education and Training Centre. See Appendices.
- 4.5.4 The process for applying for equivalent education credits comprises the following:
- (a) An application for the review of the submitted credentials and documentation for assessment through the equivalency process;
 - (b) 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:
 - (i) Formal transcripts issued by recognized educational or training institutions within or outside Ontario;
 - (ii) Certificates of Apprenticeship and Certificates of Qualification for apprenticeships granted by or recognized by the Ministry of Training, Colleges and Universities;
 - (iii) Other appropriate documentation of learning gained from other programs, courses, or work experience.
- 4.5.5 A statement by the mature student that he/she has reviewed the Ontario curriculum expectations for each course for which he/she is requesting equivalent credit. See Appendix G.
- 4.5.6 A determination will be made by the Supervising Principal 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.
- 4.5.7 Mature students must earn a minimum of 4 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 4 courses have been successfully completed. There are 4 compulsory credits for mature students who wish to obtain an OSSD:
- Grade 11 English,
 - Grade 12 English,
 - Grade 11 or 12 Mathematics,

- one of:
 - Grade 11 or 12 Science; or
 - Grade 9, 10, 11, or 12 Technological Education; or
 - Computer Studies; or
 - one Co-operative 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 Co-operative 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.)
- 4.5.8 Students may obtain no more than 10 Grade 11 and 12 credits through the equivalency and challenge processes combined.
- 4.5.9 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.
- 4.5.10 Students may participate in the equivalency process during the school year, although the process may extend over a period of time.
- 4.5.11 Equivalent education credits may be granted to students who would have commenced secondary school prior to September 1999 using the process outlined on the application form in Appendix G.
- 4.6 DOCUMENTATION FOR THE PLAR CHALLENGE- ADOLESCENT AND MATURE STUDENTS
- 4.6.1 The components of the PLAR challenge package listed in Appendix B must be completed and submitted to the Supervising Principal by the application deadline date indicated on the application form.
- 4.6.2 PLAR Challenge Application Form (Appendix C)
- This form must be completed and signed
- 4.6.3 Ontario Student Transcript (OST)
- The student's *Ontario Student Transcript* may be obtained by contacting the student's secondary school guidance office. A copy of the most recent OST must be included in the PLAR package that is submitted.
- 4.6.4 Knowledge and Skills Profile
- The Knowledge and Skills Profile provides evidence of prior learning. It also provides evidence about the appropriateness of the PLAR challenge. The profile consists of:
-

- (a) Reference(s) – At least two reference letters must be submitted. These may be from a teacher or instructor who has worked with a student in an area related to the course being challenged. The reference(s) must be submitted on the form titled “*Knowledge and Skills Profile – REFERENCE*” (Appendices D and E);
- (b) Samples – Where appropriate, there may be one or two samples of original work that provides evidence of successful learning that support an application for a PLAR challenge. This may be useful in order to highlight the appropriateness of the challenge in an area not demonstrated in either the Reference(s) or the Evidence of Relevant Learning forms. These samples, where applicable, may be submitted with the completed form titled “*Knowledge and Skills Profile – SAMPLES*”;
- (c) Student Paragraph - provides in 100 to 200 words information stating why the student wants to challenge for credit, the course indicated on the PLAR Challenge Form. It includes ways in which the course credit will help the student to fulfil their educational goals as well as the student’s special interests and skills related to this course.

4.6.5 Where applicable provide a copy of the most recent IEP.

4.6.6 The *Cumulative Tracking Record* (see appendices) 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. If this is the first challenge, the requirement is not necessary.

4.7 THE CHALLENGE PROCESS – GRADE 10-12 ADOLESCENT; 11 AND 12 MATURE

4.7.1 The Principal or designate may allow a student to challenge for a credit.

4.7.2 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.

4.7.3 Any student, who is enrolled in a secondary school course, begins the process by submitting an application form, available from the local Alternate Education and Training Centre, to their home school Principal.

4.7.4 The application process consists of the submission of:

- a) evidence that the student has a reasonable chance of being successful in a challenge for credit in this course (e.g., a portfolio of relevant work, proof of successful work experience) and;
- b) a completed application form that includes a statement written by the student about why he or she wants to challenge this particular course;
- c) were applicable, provide a copy of the most recent IEP;
- d) a statement that the student has reviewed materials, such as the curriculum expectations and achievement chart for the course and;
- e) other relevant information related to the assessment.

See Appendices for relevant forms.

- 4.7.5 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.
- 4.7.6 If a challenge for credit is denied by the Principal, a student may submit a request in writing to the appropriate supervisory officer asking for a review of his/her application to challenge a course.
- 4.7.7 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 that they are likely to be successful after having benefited from additional study and experience during the interval.
- 4.7.8 A student cannot challenge for:
 - a course previously failed;
 - a course for which the student has already earned a credit but for which he or she 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 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).
 - a course is not offered within TLDSB

5.0 APPENDICES

- Appendix A PLAR Process Summary Chart for Mature Students
- Appendix B PLAR Communications, Timelines and Process
- Appendix C Application to Challenge for Credit in a Course – Students who entered Secondary School after 1999
- Appendix D Knowledge and Skills Profile – Reference 1
- Appendix E Knowledge and Skills Profile – Reference 2
- Appendix F Letter of Challenge Assessment Completion
- Appendix G Application by a Mature Student for Assessment through the PLAR Grade 11 and 12 Equivalency Process
- Appendix H Equivalent Credit Support – Evidence of Relevant Prior Learning
- Appendix I Knowledge and Skills Profile – Samples
- Appendix J Confirmation of Receipt of PLAR Application
- Appendix K Application by a Mature Student for Assessment through the PLAR Grade 9 and 10 Equivalency Process
- Appendix L Information Sheet for Mature Students – Preparing for Grade 9 and 10 Individual Assessments
- Appendix M Recording of PLAR Results
- Appendix N Cumulative Tracking Record for Equivalency
- Appendix O Cumulative Tracking Record for Challenge
- Appendix P Compulsory Diploma Requirements for Mature Students
- Appendix Q Course Calendar and Web Site Statement
- Appendix R Application for Equivalent Education Assessment for Mature Students who entered Secondary School Prior to 1999

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR MATURE STUDENTS

PLAR PROCESSES SUMMARY CHART

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.

	Individual Assessment/Equivalency Process: Grade 9 and 10 Credits	Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
What is it?	<ul style="list-style-type: none"> • An individual mature student assessment process for the purpose of granting up to 16 Grade 9 and 10 equivalent credits through <ul style="list-style-type: none"> a) transcripts, or b) transcripts and completion of individual assessments, or c) completion of individual assessments 	<ul style="list-style-type: none"> • The process for obtaining credits that involves assessment of a mature student’s credentials and other appropriate documentation, such as <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> a) formal tests (written work and practical demonstrations), and b) other assessment strategies

	Individual Assessment/Equivalency Process: Grade 9 and 10 Credits	Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
Beginning the assessment process	<ul style="list-style-type: none"> The mature student initiates the process of individual assessment/equivalency by submitting an application form (available from the local school or school board) and providing the appropriate credentials and documentation 	<ul style="list-style-type: none"> The mature student initiates the equivalency process by submitting an application form (available from the local school or school board) and providing the appropriate credentials and documentation 	<ul style="list-style-type: none"> The mature student initiates the challenge process by submitting an application form (available from the local school or school board) and providing reasonable evidence that he/she would likely be successful in earning the credit
Results of the assessment process	<ul style="list-style-type: none"> Equivalency of up to 16 Grade 9 and Grade 10 credits 	<ul style="list-style-type: none"> Up to 10 Grade 11 and 12 equivalent credits granted through the challenge and equivalency processes 	<ul style="list-style-type: none"> Up to 10 Grade 11 and 12 credits in any one discipline
Subjects/Courses for which credit may be granted	<ul style="list-style-type: none"> Four Subjects • Canadian Geography/History • English • Mathematics Science • Up to 4 equivalent credits per subject 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	Individual Assessment/Equivalency Process: Grade 9 and 10 Credits	Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
Deferral issues	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	Individual Assessment/Equivalency Process: Grade 9 and 10 Credits	Equivalency Process: Grade 11 and 12 Credits	Challenge Process: Grade 11 and 12 Credits
Number of funded assessments for a mature student per fiscal year	<ul style="list-style-type: none"> • One assessment for up to 16 Grade 9 and 10 credits per mature student 	<ul style="list-style-type: none"> • One assessment for up to 10 Grade 11 and 12 equivalent credits per mature student per fiscal year only 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • No specified limit – students who fail an assessment may retake it as often as necessary for them to complete it successfully 	<ul style="list-style-type: none"> • 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 No specified limit – students who fail an assessment may retake it as often as necessary for them to complete it successfully 	<ul style="list-style-type: none"> • Limits set by local board procedures regarding the number of times during a year challenges will be held for various courses
Charges for conducting the assessments	<ul style="list-style-type: none"> • No charge for mature students 	<ul style="list-style-type: none"> • No charge for mature students 	<ul style="list-style-type: none"> • No charge for mature students
How results are recorded on Interim and Cumulative Tracking Records	<ul style="list-style-type: none"> • Pass/Fail 	<ul style="list-style-type: none"> • The course code is listed, with “EQV” being entered in the “percentage grade” column 	<ul style="list-style-type: none"> • Percentage grade
How results are recorded on OST	<ul style="list-style-type: none"> • Each course code is entered, with “EQV” being entered in the “percentage grade” column 	<ul style="list-style-type: none"> • Each course code is entered, with “EQV” being entered in the “percentage grade” column 	<ul style="list-style-type: none"> • Each individual course code is entered with a percentage grade

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 of Alternate Education in the fall for a January evaluation and in the spring for a May evaluation.

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 Supervising 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.

Initial Assessment Criteria

A student may challenge credits:

- only for courses that have not been completed through previous enrolment;
- that are currently taught within the TLDSB;
- 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 and Teachers 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 PLAR Cumulative Tracking Sheet and file in OSR;
 - communicate to the student the resulting percentage grade earned through the PLAR challenge process.
- The Principal will update the CTS and the OST

APPLICATION TO CHALLENGE FOR CREDIT IN A COURSE

Please complete this application and return it to the school office according to the prescribed timelines.

PLEASE PRINT or TYPE

Surname: _____ Given Name: _____

MIN/OEN: _____ Current Grade: _____ Credits Earned to Date: _____

Home School: _____

Date of Birth: _____ Age: _____ Gender: Male Female
yy/mm/dd

Mailing Address: _____

_____ Phone Number: _____

I wish to challenge the following course:

Course Code	Course Title	Course Type	Grade

I am aware that a passing or failing mark resulting from a challenge 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 any credit in grade 10 (adolescent only), 11 or 12 will be entered on my Prior Learning Assessment and Recognition (PLAR) tracking record and maintained in my Ontario Student Record Folder. _____ Initials

I am aware that the PLAR challenge process may include formal tests (balanced between written work and demonstrations as appropriate to the subject area) worth 70% and other types of assessment worth 30% of the final mark. _____ Initials

I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. _____ Initials

Mature: I am aware that a maximum of ten credits may be granted through the challenge or equivalency process for courses in Grades 11 and 12. _____ Initials

Adolescent: I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 through 12, with no more than 2 in any one discipline. _____ Initials

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

- Ensure that all submissions are clearly labelled with your name
- Letter(s) of recommendation from teacher(s) familiar with the course
- letter(s) of recommendation from member(s) of the community
- a portfolio of relevant work
- proof of successful relevant experience in a supervised setting
- proof of independent learning in a relevant area
- a videotape, audio tape, or CD-ROM with samples of relevant work
- proof of relevant prior learning from another educational jurisdiction
- proof of successful completion of courses identified as pre-requisites for this course
- a copy of my Ontario Student Transcript
- a copy of my IEP (if applicable)

1. Student Paragraph

Write a 100 –200 word paragraph 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 fulfill your educational goals
- Your special interests and skills in this course

Typed or Word Processed submissions greatly appreciated

Please attach section 1 (Student Paragraph) to the application when submitting.

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a subject teacher and wish to be considered for the challenge process for this course. I understand that a board committee will review my application and if acceptable, I will be informed of the date, time and location of the final assessments and that it is my responsibility to arrange for transportation to that site.

Signature of Student: _____

Date: _____

For students under the age of 18

Signature of Parent or Guardian: _____

Date: _____

Signature of Guidance Counsellor: _____

Date: _____

For consideration for this session's challenge process offered by Trillium Lakelands District School Board, this application must be returned **by hand** to the school 10 days prior to the last instructional day in December.

OFFICE USE ONLY										
Date Received (yyyy/mm/dd)	Submitted: <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Ontario Student Transcript</td> <td><input type="checkbox"/> Knowledge and Skills Profile</td> <td><input type="checkbox"/> A.E.P</td> </tr> <tr> <td><input type="checkbox"/> I.E.P, if applicable</td> <td><input type="checkbox"/> Student Paragraph</td> <td></td> </tr> <tr> <td><input type="checkbox"/> All Signatures on Form</td> <td><input type="checkbox"/> PLAR: Cumulative Tracking Record</td> <td></td> </tr> </table>	<input type="checkbox"/> Ontario Student Transcript	<input type="checkbox"/> Knowledge and Skills Profile	<input type="checkbox"/> A.E.P	<input type="checkbox"/> I.E.P, if applicable	<input type="checkbox"/> Student Paragraph		<input type="checkbox"/> All Signatures on Form	<input type="checkbox"/> PLAR: Cumulative Tracking Record	
<input type="checkbox"/> Ontario Student Transcript	<input type="checkbox"/> Knowledge and Skills Profile	<input type="checkbox"/> A.E.P								
<input type="checkbox"/> I.E.P, if applicable	<input type="checkbox"/> Student Paragraph									
<input type="checkbox"/> All Signatures on Form	<input type="checkbox"/> PLAR: Cumulative Tracking Record									
Is package complete? <input type="checkbox"/> YES <input type="checkbox"/> NO										

The personal information provided on this form is collected by the Trillium Lakelands District School Board under the authority of the Education Act, Freedom of Information and Protection of Privacy Act / Municipal Freedom of Information and Protection of Privacy Act and TLDSB Policy BD-2030/2031. The information will be used for educational programs and services, to determine PLAR requirements or as otherwise permitted /required by law. The information will be used in accordance with the Education Act, the regulations, and guidelines issued by the Minister of Education governing the establishment, maintenance, use retention, transfer, and disposal of pupil records. For questions about this collection, speak to the Principal of Alternate Education.

**KNOWLEDGE AND SKILLS PROFILE – REFERENCE 1
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Include up to 2 letters of reference from a teacher/instructor based on previous learning in an area related to the challenge.

NAME OF CANDIDATE _____

COURSE CHALLENGED _____

NAME OF REFERENCE _____

Reference Contact Information

Position/Title _____

Address _____
(Street) (City) (Postal code)

Phone _____ Email _____

How long and in what capacity have you known the candidate? _____

Capacity: Teacher Instructor Personal Reference Other

Has the candidate explained to you the nature of the PLAR challenge?

Yes No

Has the candidate reviewed with you the expectations of the Ministry course they intend to challenge?

Yes No

Do you feel you have a reasonable understanding of the knowledge and skills the candidate should possess in order to make a successful PLAR challenge?

Yes No

From your perspective, please rank the candidate in terms of the appropriateness of their prior learning (i.e., skills and knowledge) that would suggest they have a reasonable chance of success with their PLAR challenge?

Low Medium High

Please comment on the appropriateness and likelihood of success regarding the PLAR challenge by the candidate. Please use back if necessary.

Reference Signature _____

Date _____

**KNOWLEDGE AND SKILLS PROFILE – REFERENCE 2
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

Include up to 2 letters of reference from a teacher/instructor based on previous learning in an area related to the challenge.

NAME OF CANDIDATE _____

COURSE CHALLENGED _____

NAME OF REFERENCE _____

Reference Contact Information

Position/Title: _____

Address _____
(Street) (City) (Postal code)

Phone _____ Email address _____

How long and in what capacity have you known the candidate? _____

Capacity: Teacher Instructor Personal Reference Other

Has the candidate explained to you the nature of the PLAR challenge?

Yes No

Has the candidate reviewed with you the expectations of the Ministry course they intend to challenge?

Yes No

Do you feel you have a reasonable understanding of the knowledge and skills the candidate should possess in order to make a successful PLAR challenge?

Yes No

From your perspective, please rank the candidate in terms of the appropriateness of their prior learning (i.e., skills and knowledge) that would suggest they have a reasonable chance of success with their PLAR challenge?

Low Medium High

Please comment on the appropriateness and likelihood of success regarding the PLAR challenge by the candidate. Please use back if necessary.

Reference Signature _____ Date _____



Alternate Education and Training Centres

Lindsay

230 Angeline St. S.
Lindsay, ON
K9V 4R2
705-324-5280

Bracebridge

57 Armstrong St.
Bracebridge, ON
P1L 1C1
705-645-2646

Gravenhurst

5 Pineridge Gate Rd.
Gravenhurst, ON
P1P 1Z3
705-687-5422

Fenelon Falls

21 Market St.
Fenelon Falls, ON
K0M 1S0
705-887-3083

Haliburton

73 Victoria St.
Haliburton, ON
K0M 1S0
705-457-3745

Huntsville

80 Centre St. N.
Huntsville, ON
P1H 1T4
705-789-4764



LETTER OF CHALLENGE ASSESSMENT COMPLETION

Some boards/schools may decide to provide students with a letter that accompanies the *Record of Assessment of Challenge for Credit for a Course*.

Date _____

Student Name _____ Student Number _____

Course Code _____ Course Title _____

Course Type _____

--	--	--	--	--

Student's Final Percentage Grade _____

This is to confirm that you have completed the challenge assessment for the above course. Your results are recorded on your *PLAR Challenge for Credit: Cumulative Tracking Record*. If your final percentage grade is 50% or greater you have received a course credit toward your Ontario Secondary School Diploma (OSSD). For grade 10 courses, successful credits are recorded on your Ontario Student Transcript (OST). For grades 11 and 12 courses both successful and unsuccessful results are recorded on your Ontario Student Transcript (OST). Please be reminded that your *PLAR Challenge for Credit: Cumulative Tracking Record* and OST are kept in your Ontario Student Record (OSR).

Attached for your personal records, is your *PLAR Record of Assessment of Challenge for Credit for a Course*. This provides you with a breakdown of the evaluation of your challenge assessment.

If your final grade is below 50% you may reapply for a second attempt after a reasonable interval, if you can provide reasonable evidence that you are likely to be successful as a result of additional study and experience.

Please contact our office for an appointment if you have any questions or concerns.

Principal

**APPLICATION BY A MATURE STUDENT FOR ASSESSMENT THROUGH THE PLAR
GRADE 11 AND 12 EQUIVALENCY PROCESS**

Applicant Declaration

Name: _____

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 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 am submitting the following credentials and documentation for assessment through the equivalency process:

- _____ transcript(s) from postsecondary education institution(s) (e.g., colleges, universities, or other similar institutions)
- _____ transcript(s) from secondary schools/boards
- _____ credential(s) from education and/or training program (e.g., apprenticeship certificate)
- _____ documentation from employer(s) (past or current), giving details of knowledge and skills required to perform work-related tasks
- _____ documentation from supervisor in a volunteer work setting, giving details of knowledge and skills required to perform assigned tasks
- _____ A detailed resume
- _____ Examples of work/life experiences that meet the course expectations.
- _____ Other: _____

I have reviewed the curriculum expectations for each course for which I am requesting equivalent credit value. I understand that a board/school committee will review my application.

I hereby give permission to Alternate Education 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: _____
(Please print clearly)

Student
Signature:

Date _____

Principal/Designate

Signature: _____

Date _____

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
EQUIVALENT GRADE 11 OR 12 CREDIT APPLICATION**

Knowledge and Skills Profile – EVIDENCE OF RELEVANT LEARNING

Please identify programs, courses or experiences that provide evidence of successful learning that support your application for a PLAR challenge. **Attach photocopies of proof of prior learning related to this application.**

NAME OF CANDIDATE _____

COURSE _____

1. Title _____

Date(s) _____
(Course/Program/Experience)

Contact Person _____
(i.e., instructor, leader, reference)

Briefly describe the knowledge and skills you learned that support your application for a PLAR equivalency.

2. Title _____

Date(s) _____
(Course/Program/Experience)

Contact Person _____
(i.e., instructor, leader, reference)

Briefly describe the knowledge and skills you learned that support your application for a PLAR equivalency.

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
EQUIVALENT GRADE 11 OR 12 CREDIT APPLICATION**

Knowledge and Skills Profile – EVIDENCE OF RELEVANT LEARNING

Please identify programs, courses or experiences that provide evidence of successful learning that support your application for a PLAR challenge. **Attach photocopies of proof of prior learning related to this application.**

NAME OF CANDIDATE _____

COURSE _____

1. Title _____

Date(s) _____

(Course/Program/Experience)

Contact Person _____

(i.e., instructor, leader, reference)

Briefly describe the knowledge and skills you learned that support your application for a PLAR equivalency.

2. Title _____

Date(s) _____

(Course/Program/Experience)

Contact Person _____

(i.e., instructor, leader, reference)

Briefly describe the knowledge and skills you learned that support your application for a PLAR equivalency.

**PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)
EQUIVALENT GRADE 11 OR 12 CREDIT APPLICATION**

Knowledge and Skills Profile – SAMPLES

NAME OF CANDIDATE _____

COURSE _____

Optional: Where appropriate provide one or two samples of original work that provides evidence of successful learning that support your application for a PLAR challenge. This may be useful in order to highlight the appropriateness of the challenge in an area not demonstrated in either the REFERENCE or the EVIDENCE OF RELEVANT LEARNING forms.

Sample 1: (Please attach to this form)

Title _____

Rationale

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR equivalency.

Sample 2: (Please attach to this form)

Title _____

Rationale

Briefly describe the knowledge or skills highlighted by this sample of work. Briefly explain how this supports your application for a PLAR equivalency.

CONFIRMATION OF RECEIPT OF PLAR APPLICATION

Student's Name: _____ **Date:** _____

School: _____

Student Number _____

Course Code _____ **Course Title** _____ **Course Type** _____

--	--	--	--	--

Checklist of Required Documentation

- Application form - complete, dated, and signed
- Most recent Ontario Student Transcript (OST) or other school documentation – translated where necessary
- Knowledge and Skills Profile - References
- Knowledge and Skills Profile - Evidence of relevant learning
- Knowledge and Skills Profile – Samples of work
- Individual Education Plan (I.E.P.) (if applicable)
- Student paragraph (100-200 words)
- PLAR Challenge For Credit Cumulative Record (copy) if applicable

	<p><i>Thank you for your application. All of the required documentation has been received. Your application will now be forwarded for review of likelihood of your success in the challenge assessment.</i></p>
--	---

OR

	<p><i>The above-unchecked documentation is missing. Please forward the missing documentation to this office in order to process your application.</i></p> <p><i>If you are unable to provide evidence of any of the above, please contact [insert name and phone number of board personnel or guidance counsellor] for information and advice.</i></p>
--	--

Signed: _____ **Date:** _____

Principal of Alternate Education

**PRIOR LEARNING AND RECOGNITION FOR MATURE STUDENTS
APPLICATION FOR GRADE 9 AND 10
INDIVIDUAL ASSESSMENT/EQUIVALENCY PROCESS**

Please complete this application form and submit it to your school Principal via the administrative head.

Surname: _____ **Given Names:** _____

MIN/OEN: _____. Home Phone: _____

Gender: Male Female **Date of birth:** ____ year ____ month ____ day

School:

Please complete:

- **Part A** if you have an Ontario Student Transcript (OST)
- **Part B** if you have a transcript from another province or country
- **Part C** if you do not have a transcript

Part A:

- I have an Ontario Student Transcript (OST) with fewer than 16 grade 9 and 10 credits. I would like to apply for an Individual Assessment to earn enough equivalent credits to bring my total to 16 grade 9 and 10 credits. I understand that I 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.
- My Ontario Student Transcript (OST) is attached to this application. (Please note that your transcript must be an original document.)

Part B:

- I have a transcript from another province or country. I wish to have the Principal determine how many grade 9 and 10 equivalent credits I will be granted, based on successful completion of up to two years of secondary school that are comparable to the Ontario Grade 9 and 10 program. I understand that I must submit the transcript and that the maximum number of equivalent credits I may be granted is 16.
- My transcript is attached to this application. (Please note that your transcript must be an original document, translated into English or French)
- If I am granted fewer than 16 grade 9 and 10 equivalent credits based on my transcript, I wish to know how I may obtain the number of credits required to reach the total of 16. I understand I 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.

Part C:

- I do not have a transcript showing successful completion of up to two years of secondary school that are comparable to Ontario Grade 9 and 10. I would like to apply for an Individual Assessment in Grade 9 and 10 Canadian Geography / History, English, Mathematics and Science to earn up to 16 Grade 9 and 10 equivalent credits.

Signed: _____
(Student's signature)

Date: _____

**PRIOR LEARNING AND ASSESSMENT RECOGNITION
FOR MATURE STUDENTS**

**INFORMATION SHEET FOR MATURE STUDENTS
(PREPARING FOR GRADE 9 AND 10 INDIVIDUAL ASSESSMENTS)**

If your Principal has advised you that you must complete an individual assessment in one or more of the following subjects, this information sheet will help you prepare.

Grade 9 Canadian Geography and / or Grade 10 Canadian History
Grade 9 and / or 10 English
Grade 9 and / or 10 Mathematics
Grade 9 and / or 10 Science

- Each assessment will take approximately 60 minutes to complete.
(You will be given a reasonable amount of extra time, if you need it.)
- The assessment will be based on the Key Learnings and Assessment Focus chart, which is available from your teacher / counsellor.
- The assessment will include some or all of the following:
 - **Multiple choice questions** (You will choose the best answer from a choice of 3-5 possible answers.)
 - **Short answer questions** (You will write a word or a few words to answer the question.)
 - **Extended response questions or tasks** (You will write a few sentences or a paragraph to answer a question or complete a task.)
 - **Completing / creating a chart or a diagram** (You will be given clear instructions on what is required to do the task.)
 - **Calculations** (On the Mathematics and Science assessments you may be required to do calculations, as required to demonstrate the key learnings.)
 - **An oral component** (Your teacher may decide that an interview or brief oral presentation would be a good way for you to demonstrate your knowledge and skills.)

-
- The teacher will mark your assessment and determine whether you have passed or failed the assessment based on your demonstration of the key learnings and the achievement chart for the subject.
 - You will be informed in writing of the results (pass / fail) of the assessment.
 - The Principal will keep track of the equivalent credits you have been granted by recording them on a form called the Individual Assessment for Grade 9 and 10 Credits: Cumulative Tracking Record, which will be kept in your Ontario Student Record (OSR).
 - Once you have been granted 16 Grade 9 and 10 equivalent credits, the Principal will enter that information on your Ontario Student Transcript (OST).
 - You may try an assessment a second time if you do not pass the first time. It would be a good idea to wait to do this until you have had time for further study and to gain further experience.
 - The Principal may defer your assessments in Grade 9 Canadian Geography and Grade 10 Canadian History until you have had enough time to develop language skills at a Grade 11 or 12 level and, if you are new to Canada, until you have become familiar with Canadian culture. If these assessments are deferred, you will still be able to proceed with the Grade 11 and 12 Equivalency Process or the Grade 11 and 12 Challenge Process or you may take a course.

RECORDING OF PLAR RESULTS

EXCERPT FROM THE ONTARIO STUDENT TRANSCRIPT (OST) MANUAL, 1999

Procedures for Mature Students

There are two possible procedures for mature students depending on the date on which they return to secondary school.

Procedure 1

Principals will follow the process described in *Ontario Schools: Intermediate and Senior Divisions* (OSIS) for granting equivalent credits to mature students who re-enter secondary school.

Date

Enter the date (yyyy/mm) on which the equivalent credits were granted by the Ontario Secondary School Principal.

Course Title

For equivalent credits that have to be entered as a total, enter "Equivalent Credits". Use the common course titles given in the list of common course codes for all courses completed through an Ontario secondary school program.

Course Code

Enter the appropriate code for each type of equivalent credit granted. (See OSIS, Section 6.14, for a description of the first three types.) The codes for equivalent credits are:

QEE Equivalent-education allowance
QAP Apprenticeship-training allowance
QMA Maturity allowance
QSE Credits granted for course work completed outside Ontario

Percentage Grade

When "QEE", "QAP", "QMA", or "QSE" have been recorded in the "Course Code" column, enter the code "EQV" in the "Percentage Grade" column.

Credit

Enter *the total number* of equivalent credits in this column.

Compulsory

Enter *the total number* of compulsory equivalent credits in this column.

Procedure 2

Principals will follow the Prior Learning Assessment and Recognition (PLAR) process for granting credits for work previously completed to mature students who re-enter or are new to Ontario secondary school at or after February 2004 (*Note: PPM 132 sets the implementation date for procedure 2 to February 1, 2004 for certain groups of students.*) Such credits may be granted through the equivalency process or the challenge process. (See OSS, Section 6.6.)

Date

Enter the date (yyyy/mm) on which the credits were granted (through the PLAR process) by the Ontario Secondary School Principal.

Course Title

For equivalent credits that have to be entered as a total, enter "Equivalent Credits". Use the common course titles given in the list of common course codes for all courses completed through an Ontario secondary school program, for all Grade 11 and 12 courses for which the student has been granted a credit through the challenge process, and for all equivalent credits granted for Grade 11 and 12 courses through the equivalency process.

Course Code

Enter the code "PLE" for Grade 9 and 10 equivalent credits. *These credits must be recorded as one total.*

Use the appropriate course codes for all of the following:

- equivalent credits granted for Grade 11 and 12 courses through the equivalency process
- credits granted for Grade 11 or 12 courses through the challenge process
- courses completed through an Ontario secondary school program

Percentage Grade

For equivalent credits granted through the equivalency process, enter the code "EQV" in the "Percentage Grade" column. For credits earned through the challenge process or through a secondary school program, give the percentage grade earned.

Credit

For Grade 9 and 10 courses, record the total number of equivalent credits in this column. Up to 16 equivalent credits may be granted. For Grade 11 and 12 courses, enter the appropriate value for individual credits granted or earned. Up to 10 credits may be granted through the PLAR equivalency or challenge process. (Students may, of course, have earned some or all of these 10 credits through a secondary school program.) Students must earn 4 additional grade 11 or 12 courses through secondary school.

CUMULATIVE TRACKING RECORD FOR EQUIVALENCY

PRIOR LEARNING AND RECOGNITION FOR MATURE STUDENTS EQUIVALENCY PROCESS FOR GRADE 11 AND 12 CREDITS										
Cumulative Tracking Record										
Surname		Given Name			MIN/OEN	Student Number		Gender	Date of Birth	
School Board ¹			Number		Name of School			Date of Entry		
Date (Year/Mon)	School Board ²	Course/ Grade Level	Course Title	Course Code	Discipline	Percentage Grade ³	Credit	Compulsory	Withdrawal	Authorization ⁴
Evidence for granting Equivalent Credit for specific course (type/title and source of credentials or type/title and description of other documentation)										
Evidence for granting Equivalent Credit for specific course (type/title and source of credentials or type/title and description of other documentation)										

¹ Name of Institution (i.e. school board, school authority, Provincial or Demonstration School, Independent Learning Centre, inspected private school) that maintains student's OSR
² Name of Institution (i.e. school board, school authority, Provincial or Demonstration School, Independent Learning Centre, inspected private school) through which student earned the credit(s)
³ Code "EQV" to be entered in all cases
⁴ Signature of person authorized to maintain this student's OSR
 Note: For policy on the use of this form, see Policy. Program Memorandum No. 132, "Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools"

CUMULATIVE TRACKING RECORD CHALLENGE

PRIOR LEARNING ASSESMENT AND RECOGNITION FOR MATURE STUDENTS CHALLENGE PROCESS FOR GRADE 11 AND 12 CREDITS					
Cumulative Tracking Record					

Surname	Given Name	MIN/OEN	Student Number	Gender	Date of Birth
---------	------------	---------	----------------	--------	---------------

School Board ¹	Number	Name of School	Date of Entry
---------------------------	--------	----------------	---------------

Date (Year/Mon)	School Board ²	Course/ Grade Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization ³

¹ Name of Institution (i.e. school board, school authority, Provincial or Demonstration School, Independent Learning Centre, inspected private school) that maintains student's OSR
² Name of Institution (i.e. school board, school authority, Provincial or Demonstration School, Independent Learning Centre, inspected private school) through which student earned the credit(s)
³ Signature of person authorized to maintain this student's OSR
 Note: For policy on the use of this form, see Policy. Program Memorandum No. 132, "Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools"

COMPULSORY DIPLOMA REQUIREMENTS FOR MATURE STUDENTS

	PLAR PROCESS UNDER OSS	THE OSIS PROCESS
What are the compulsory credit requirements for mature students?	<ul style="list-style-type: none"> • Mature students working towards the OSSD under OSS diploma requirements must complete 18 compulsory credits: <ul style="list-style-type: none"> □□□ Up to 14 compulsory credits through the Grade 9 and 10 equivalency process; □□ 4 Grade 11 and 12 credits: Grade 11 English, Grade 12 English, Grade 11 or 12 Mathematics, one of Grade 11 or 12 Science or Grade 9, 10, 11, or 12 Technological Education, or one Co-operative Education credit (see PPM 132 for possible substitutions). • Mature students must also successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). • Mature students must complete the number of hours of community involvement activities as determined by the Principal. 	<ul style="list-style-type: none"> • The Principal shall determine which compulsory courses must still be completed by the mature student to earn an OSSD (See OSIS, Appendix D).
How are the results recorded on the student's Ontario Student Transcript (OST)?	<ul style="list-style-type: none"> • The code "PLE" is entered for Grade 9 and 10 equivalent credits which must be recorded. • All Grade 11 and 12 credits must be listed separately. <ul style="list-style-type: none"> • For Grade 11 and 12 equivalent credits granted through the equivalency process, "EQV" is entered in the "Percentage Grade" column. • For Grade 11 and 12 credits earned through the challenge process, the percentage grade earned is entered. 	<ul style="list-style-type: none"> • Each type of equivalent credit granted has a special code: "QEE" for equivalent-education allowance; "QAP" for apprenticeship-training allowance; "QMA" for maturity allowance; and "QSE" for credits granted for course work completed outside Ontario. When "QEE", "QAP", "QMA", or "QSE" is recorded in the "Course Code" column, the code "EQV" is entered in the "Percentage Grade" column.

COURSE CALENDAR / WEB SITE STATEMENT

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 his/her 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.

For more information and details about how to apply, or to obtain a brochure on the PLAR Process for Mature Students please contact your local Alternate Education and Training Centre in Bracebridge, Fenelon Falls, Gravenhurst, Haliburton, Huntsville or Lindsay.

APPLICATION FOR EQUIVALENT EDUCATION CREDITS BY A MATURE STUDENT.

This application is to be completed by all Mature Students (18 years of age and out of school for at least 1 year) who are returning to school and who wish to apply for Equivalent Education Credits under Secondary School Policy Documents HS1 and OS:IS. This implies that the applicant started or is deemed to have started a secondary school program prior to September 1, 1999. For mature students who started Secondary School after September of 1999, new guidelines exist and application procedures are also available. . Completed applications and documentation (photocopies of originals) are to be forwarded by fax, mail or school board courier to:

**Principal of Alternate Education
230 Angeline St. S., Lindsay, ON. K9V 4R2
Phone: 705-324-5280 Fax: 705-324-9773**

Please Print

Surname: _____ Given Name(s): _____

Address: _____

Postal Code _____

Phone Number: _____

Date of Birth: _____

Current School: BMLSS FFSS GHS HHSS HHS IEWSS LCVI VLC AETC

Please complete the following information:

Year entered Grade 9 _____

DIPLOMA TYPE OSSD Pre 99-OSSD

Last High School Attended: _____ City/Town _____

Item	Credits Awarded (To be completed by evaluator)	Documentation To be attached by applicant
Previous High School Education – Ontario or Out of Province		Transcript from High School
Apprenticeship Training		Proof of Apprenticeship Training
Equivalent Education Credits		Documentation of courses taken and completed since leaving High School
Maturity Credits (awarded for non-documentable learning)		An up to date Resume OR a 500 word paper outlining what you have learned since leaving school

Applicant's Signature: _____

Date: _____

Based on the above documents the aforementioned student is required to earn _____ Credits at least four of which must be at the Grade 11 or 12 level and one of which **must be** Grade 12 English in order to earn the OSSD Pre-1999 or SSGD Diploma.

Signed: _____, Evaluator Date: _____

This central assessment process is being provided to ensure consistency and equity of the evaluation of Mature Students' prior learning. After a documented application has been completed and forwarded to the Principal of Alternate Education, a sealed Statement of Equivalent Education Standing will be processed and returned to you through your school of attendance. This service is being provided only to current students of Trillium Lakelands District School Board. Congratulations on your return to school.