In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the following are the Administrative Operational Procedures for Prior Learning Assessment and Recognition (PLAR).

PREAMBLE

To continue to support student achievement, the Board supports the implementation of Prior Learning Assessment and Recognition (PLAR). PLAR is a formal evaluation and accreditation process whereby regular day school students and 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 of secondary school. Students may have their knowledge and skills evaluated against the expectations in the Ontario provincial curriculum policy documents in order to earn credits towards an Ontario Secondary School Diploma (OSSD).

Niagara Catholic supports relevant and culturally appropriate assessment tools and processes to take into account the unique perspectives of First Nation, Métis and Inuit students, as well as the unique cultural perspectives of racialized students and newcomers to Ontario. Appropriate accommodations and supports will be provided as required by the *Ontario Human Rights Code.*

The PLAR process involves two components: "challenge" and "equivalency".

1. The "challenge" process is the process whereby a student' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

2. The "equivalency" process is the process of assessing credentials from other jurisdictions.

All credits granted through the PLAR process 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 at a secondary school.

The Board is not obligated to provide opportunities for students to challenge for credit courses based on provincial curriculum policy documents that are not being taught in schools of the Board.

DEFINITIONS

Regular Day School Student: A student, other than a mature student, who is enrolled at an Ontario secondary school. A student enrolled only in continuing education and/or correspondence courses is not considered a regular school student.

Mature Student: A mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD).

RESPONSIBILITES OF THE BOARD

REGULAR DAY SCHOOL STUDENTS
The Board will:
- offer access to the PLAR process to regular day school students.
- ensure that a clear statement is published in the school course calendars outlining when students can challenge for credit and PLAR opportunities.
- use the forms entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and the "PLAR Challenge for Credit: Interim Tracking Record" provided by the Ministry of Education for recording student results. No changes of any kind may be made to these forms. Forms may be adapted to support the student's application and assessment but must include, at a minimum, the required information provided on the form.
- report to the Ministry in the October and March OnSIS Reports on the number of all challenges for which students earned a final percentage grade, whether a passing or failing grade.
- ensure that a "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's Ontario Student Record (OSR).
- not charge fees for undergoing the challenge or equivalency process in accordance with the *Education Act*.

MATURE STUDENTS
The Board will:
- offer access to the PLAR process to mature students.
- ensure that a clear statement is published in the school course calendars outlining when:
  - mature students may undergo individual assessment for the purpose of obtaining Grade 9 and 10 credits
  - mature students may present education and training credentials and/or other appropriate documentation for assessment through the equivalency process for the purpose of obtaining Grades 11 and 12 credits
  - mature students may challenge for their prior learning to be evaluated and assessed for the purpose of granting credit for Grade 11 and 12 courses, including what opportunities for challenge are available at schools under the jurisdiction of the board or through a partnership with another school board
- determine the time frame for the completion of the four individual assessments for specific Grade 9 and 10 courses required by students and of the challenge and equivalency processes for the specific Grade 11 and 12 courses required by students. for credit and PLAR opportunities.
- use the forms provided by the Ministry of Education for recording results of the challenges and equivalency processes. Forms provided by the Ministry may be adapted to support the student's application and assessment but must include, at a minimum, the required information provided on the form.
- report to the Ministry in the Continuing Education OnSIS reports on the types of challenges or equivalency provided to mature students including the types of PLAR assessments delivered during the school year in accordance with Ministry expectations.
- not charge fees for undergoing the challenge or equivalency process in accordance with the *Education Act*.

INELIGIBLE COURSES

Regular Day School Students and Mature Students cannot be granted credits through the challenge process for any of the following courses:

- Religious education credits
- a course for which the student has already earned a credit but for which they wish to improve the mark
- a course in any subject if a credit has already been granted 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 cooperative education course
- a course in English as a second language (ESL), if the student has one or more credits in English from the curriculum for English for Grades 9 to 12
- a course in French as a Second Language (FSL), if the student has one or more credits in French from the curriculum for Grades 9 to 12
- the Ontario Secondary School Literacy Course

ASSESSMENT AND EVALUATION

1. Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline.

2. Assessment and evaluation strategies for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the mark). The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit. Assessment strategies must be adapted for students with special education needs.

3. The formal examinations/tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work.

4. A student's level of achievement will be recorded as a percentage grade on the Ontario Student Transcript (OST) in the same way as achievement in other courses. No notation will be entered on the OST if the student withdraws from the challenge process.

PLAR PROCESS FOR REGULAR DAY SCHOOL STUDENTS

CHALLENGE PROCESS
The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

STUDENTS
1. Students registered at a secondary school in the Board can challenge for credit once per year by applying at their home school, if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.
2. Students must challenge for credit for the entire course, whether it is a full-credit or a partial credit course.
3. Students may earn no more than four credits through the challenge process for Grade 10, 11, or 12 courses; or for Levels 1, 2, and 3 in classical and international languages courses; and for Levels 3,

4, and 5 in Native languages courses. No more than two (2) of these credits may be granted in one discipline towards the Ontario Secondary School Diploma (OSSD).

4. Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course

PRINCIPALS

PLAR procedures are carried out under the direction of the school principal, who has the authority to grant credits.

The principal will:
1. ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements. Parent/Guardian approval is required for students under 18 years of age.
2. ensure that every prospective applicant is informed of the policies and procedures related to challenging for credit, including the recording of the results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST).
3. ensure that every prospective applicant is provided with an application form, as well as materials that indicate the curriculum expectations for which the student wishes to challenge for credit.
4. evaluate each application in consultation with the student, parent/guardian, if the student is under 18 years of age, and the appropriate school staff to determine if the challenge should proceed.
5. develop formal exams/tests and other assessment strategies.
6. conduct the testing and evaluate and report on the student's performance.
7. ensure that only teachers certified by the Ontario College of Teachers (OCT) conduct the PLAR challenge process

EQUIVALENCY PROCESS

1. Students who are eligible for "equivalency" credits are those who transfer to Ontario secondary schools from home schooling, non-inspected private schools or schools outside Ontario.

2. Equivalency credits are granted for placement only by the school principal. The principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned for a diploma. Principals will refer to the appropriate sections for Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students and Prior Learning Assessment and Recognition (PLAR) for Mature Students as set out in *Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2016.*

3. To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.

4. Principals will note that OSS diploma requirements apply to all students who do not have Ontario credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

RECORD KEEPING

A "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR.

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- *for challenges for credit for Grades 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

- *for challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
- *for challenges for credit for Grades 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

PLAR PROCESS FOR MATURE STUDENTS

Prior Learning Assessment and Recognition for Mature Students provides a process by which the prior experiences of adult learners, both formal and informal can be recognized for secondary credit, minimizing duplication of learning, saving the learner time and opportunity costs, and providing them with an enhanced pathway to high school graduation. This includes mature students enrolled in Ontario schools: secondary schools, continuing education, provincial schools, demonstration schools, Centre Jules-Léger and TVO's Independent Learning Centre (ILC).

The PLAR process for mature students involves two components: 'equivalency" and 'challenge". There is no "challenge" process for Grade 9 and 10 credits.

Principals, upon determining PLAR eligibility will:
- review the OST to determine if individual assessments through the equivalency process are required for Grades 9 and 10 credits to bring a student's credit count to 16
- develop a plan to complete any outstanding Grades 9 and 10 individual assessments as well as opportunities for support and preparation
- complete Grades 9 and 10 individual assessments as necessary and assign credit
- advise mature students on the creation of a portfolio of relevant work experience, learning, training and other accomplishments to submit for evaluation of credentials through the equivalency process for a Grade 11 and 12 credits
- review and assign equivalent Grade 11 and 12 credits as appropriate,
- provide advice to mature students on outstanding credits required to obtain the OSSD, such as compulsory credits, electives and/or post-secondary pre-requisites based on the student's chosen pathway

Grades 9 and 10 credits

For Grades 9 and 10 credits the equivalency process is as follows:
- students participate in an individual assessment consisting of 4 subject based assessments, as needed for the purpose of granting Grade 9 and 10 credits
- up to 16 Grade 9 and 10 credits may be granted through the Grade 9 and 10 equivalency process at the discretion of the principal following individual assessment

Grades 11 and 12 credits

For Grades 11 and 12 credits both the "equivalency" and the "challenge" process are as follows:
- through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation and evidence from jurisdictions within and outside Ontario for the purpose of granting credits for a Grade 11 or 12 course developed from the most recent Ontario curriculum
- through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credits for a Grade 11 or 12 course developed from the most recent Ontario curriculum
- up to 10 of 14 Grades 11 and 12 credits may be granted through either the challenge or equivalency process
- a minimum of 4 Grades 11 and 12 credits must be earned by taking the necessary courses, with the following exceptions:
  - at the discretion of the principal, mature students who present evidence of a completed post-secondary diploma and/or degree from an accredited Canadian post-secondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualifications may be granted up to 30 credits for the OSSD under Ontario Schools

Following the challenge or equivalency process, any remaining credits may be earned by taking the required courses.

Mature students who have previously accumulated 26 or more credits towards the OSSD (excluding those with post-secondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

STUDENTS
1. Mature students who do not have transcripts indicating successful completion of the first two years of secondary school in the Ontario education system – or equivalent – will be required to successfully complete up to four individual assessments before being granted any Grade 9 and 10 credits. This will consist of assessments in English, mathematics, science, and Canadian history and Canadian geography combined.
   - The principal may grant a maximum of four Grade 9 and 10 credits for demonstrated achievement in each of the subject based assessments (one of which covers two subject areas – Canadian history and Canadian geography combined). Students can earn up to four credits for each of the subject based assessments. If the principal grants fewer than four credits for any of these subject based assessments, the principal will determine how the student will obtain the remaining credits.

2. Mature students who have evidence of partial completion of the first two years of secondary school in the Ontario education system – or equivalent – will be required to successfully complete an individual assessment in the outstanding subject areas (such as, English, mathematics, science, and/or Canadian history and Canadian geography combined) in order to earn the credits required to bring the total up to 16 Grades 9 and 10 credits.
   - The principal may grant, at their discretion, the Ontario Secondary School Certificate (OSSC) to a mature student following an individual assessment, if the student, in the principal's judgement, has met the requirements for the OSSC, as specified in Ontario Schools regarding the Ontario Secondary School Certificate.

3. Mature students may challenge for credit a maximum of 10 Grades 11 and 12 courses in provincial curriculum. However, they may obtain no more than 10 Grades 11 and 12 credits through the challenge and equivalency processes combined. There is no maximum on the number of credits that may be obtained in any one discipline

4. Mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution, including an Ontario Certificate of Apprenticeship and/or Qualification, may obtain 14 Grades 11 and 12 credits through the challenge and equivalency processes combined.

PRINCIPALS

PLAR procedures for mature students will be carried out under the direction of the school principal who has the authority to grant credits.

Principals, upon determining PLAR eligibility will:
- review the Ontario Student Transcript (OST) to determine if individual assessments through the equivalency process are required for Grades 9 and 10 credits to bring a student's credit count to 16
- develop a plan to complete any outstanding Grades 9 and 10 individual assessments as well as opportunities for support and preparation
- complete Grades 9 and 10 individual assessments as necessary and assign credit
- advise mature students on the creation of a portfolio of relevant work experience, learning, training and other accomplishments to submit for evaluation of credentials through the equivalency process for Grades 11 and 12 credits
- review and assign equivalent Grades 11 and 12 credits as appropriate,
- provide advice to mature students on outstanding credits required to obtain the OSSD, such as compulsory credits, electives and/or post-secondary pre-requisites based on the student's chosen pathway

Principals will ensure that mature students who do not have appropriate documentation of prior learning owing to extraordinary circumstances will receive advice and/or referral to an appropriate service provider concerning the gathering and giving of evidence.

EQUIVALENCY PROCESS

Grades 9 and 10 Credits
The principal will:
- ensure that every mature student is informed about the policies and procedures related to the individual assessment through the equivalency process for mature students, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST)
- determine the number of credits a student needs, up to 16 Grades 9 and 10 credits, based on the review of transcripts indicating successful completion of up two years of secondary school that are comparable to Ontario Grade 9 and 10 credits
- determine the number of Grades 9 and 10 credits to be granted following an individual assessment through the equivalency process

Grades 11 and 12 Credits
The principal will:
- ensure that mature students are informed about policies and procedures related to the evaluation of credentials through the equivalency process for mature students, including policies on and procedures for recording results in the OSR and on the OST

- ensure that every mature student is provided with an application form for the equivalency process for mature students, as well as materials that indicate what is expected in the Grade 11 and 12 courses for which the student wishes to be granted credits
- evaluate each application in consultation with the student and appropriate school staff to determine whether the student should begin the equivalency process
- determine whether there is a direct relationship between the credentials and/or other appropriate documentation presented by the student and the curriculum expectations for a specific Grade 11 or 12 course in the most recent Ontario curriculum
- determine whether equivalency should be granted

The following types of credentials and other documentation may be accepted for the purpose of determining whether to grant Grades 11 and 12 credits through the equivalency process:

- formal transcripts granted by an accredited educational or training institution or a government ministry or body (secondary school, a provincial college of applied arts and technology, university).
- other appropriate documentation of learning gained from other programs, courses, or work and volunteer service as well as life experience.

CHALLENGE PROCESS

Mature students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.

The challenge process is an evaluation process. It may not be used as a way for students to improve their mark in a course for which they have already earned a credit.

Grades 11 and 12 Credits

The principal will:
- ensure that mature students are informed about the challenge process, and that they are responsible for initiating the challenge process for the purpose of obtaining Grades 11 and 12 credits, and for satisfying all of the requirements
- ensure that every mature student is informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the OSR and on the OST
- ensure that every mature student is provided with an application form, as well as materials that indicate what is expected in the Grade 11 and 12 courses for which the student wishes to challenge for credit
- evaluate each application in consultation with the student and appropriate school staff to determine whether reasonable evidence for success exists and whether the challenge should occur
- determine whether the student should challenge for credit for a specific full or half-credit course
- develop formal examinations and other assessment strategies to conduct the challenge
- conduct the challenge
- evaluate and report on the student's performance, including awarding the appropriate credits and percentage grade to the OST
- ensure that only teachers certified by the Ontario College of Teachers (OCT) conduct the PLAR challenge process

DIPLOMA REQUIREMENTS FOR MATURE STUDENTS

If a mature student who is working towards the OSSD under Ontario Schools has not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario Schools in each of the following:

- English, Grade 11 – only the following substitution is permitted:
    - students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English
    - the fourth credit must be for a Grade 12 compulsory English course
- English, Grade 12 - no substitution is permitted
- Mathematics, Grade 11 or 12 - no substitution is permitted
- Computer Studies, Science, Technological Education, or Math, Grade 11 or 12

The following process applies to mature students working towards:

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

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

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

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

- Maturity allowance: a maturity allowance of up to twelve credits may be given on the basis of age and length of time out of school. This provision recognizes that experience in the adult world can produce competence and understanding equivalent for some purposes, and to varying degrees, to that which might have been gained through formal education. Because maturity is not necessarily proportionate to chronological age, the decision regarding how many of the twelve credits will be allotted to any individual mature student is left to the principal, who will judge each case according to its merits.
- Equivalent-education allowance: allowances may also be given to mature students for individual courses successfully completed but not normally identified as secondary education, if they are considered acceptable by the principal and if appropriate transcript information is available. Each course containing work that would normally be completed after a minimum of 110 hours of instruction may be considered to equal one equivalent credit. Courses that are considered to be postsecondary, for example, courses that normally qualify for college or university credit, do not qualify for credits towards the OSSD.
- Apprenticeship-training allowance: two equivalent credits may be allotted for the successful completion of each period of an apprenticeship-training program under authority of the former *Apprenticeship and Tradesmen's Qualification Act*, *Revised Statutes of* Ontario, *1980*,

chapter 24, *Trades Qualification and Apprenticeship Act*, 1990, and the Ontario College of Trades and Apprenticeship Act, 2009, chapter 22 (now *Building Opportunities in the Skilled Trades Act*, 2021, S.O. 2021, c. 28 - Bill 288). The equivalent credits assigned under this section shall be recorded as such on the OST.

MUSIC CERTIFICATES

Regular Day School Students and Mature Students with music certificates that are accepted for credits are not required for challenge for credit for appropriate music courses. Credits will be granted in accordance with Ontario Schools.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

As per Ontario Schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD. Mature students are encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enroll directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

COMMUNITY INVOLVEDMENT REQUIREMENT

Principals will determine, at their discretion, the number of hours of community involvement activities that a mature student who is working towards the OSSD under Ontario Schools may have to complete (between 0 and 40).

RECORD KEEPING

All entries on the student's OST must be made in accordance with [The Ontario Student Transcript (OST): Manual (2013)](#).

Principals will ensure that:
- the results of a mature student's individual assessment are recorded on the "Cumulative Tracking Record" form for Grades 9 and 10 credits.
- equivalent credits for mature students are recorded on the "Cumulative Tracking Record" form for Grades 11 and 12 credits.
- the appropriate PLAR "Cumulative Tracking Record" forms for mature students, are maintained and included in the student's OSR. These forms are intended to track the number of credits that a mature student has obtained through the equivalency and challenge processes and the disciplines in which these credits have been obtained, as well as failures and withdrawals.

Principals will also ensure that:
- For challenges for credit for Grade 11 or 12 courses, the student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record forms.
- For challenges for credit for Grade 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

CONFLICT RESOLUTION

In cases where an adult student (18 years old), or the parent/guardian of a minor student disagrees with the decision of the principal concerning the student's challenge for credit or placement, the adult student or the parent/guardian may follow the Niagara Catholic Complaint Resolution Policy (800.3) to appeal the decision.

A student will 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 they are likely to be successful after having benefited from additional study and/or experience during the interval.

APPENDICES: PRIOR LEARNING ASSESSMENT AND RECOGNITION

Appendix 1: Forms for Regular Day School Students-Challenge Process
- *Student Application to Challenge for Credit for a Course*
- *Challenge For Credit: Interim Tracking Record*
- *Challenge for Credit: Cumulative Tracking Record*
- *Record of Assessment of Challenge for Credit for a Course*

Appendix 2: Forms for Mature Students-Challenge Process
- *Application To Challenge For Credit For a Grade 11 or 12 Course*
- *Challenge Process For Grade 11 and 12 Credits: Cumulative Tracking Record*
- *Record of Assessment of Challenge For A Course*

Appendix 3: Forms for Mature Students-Equivalency Process
- *Application for Assessment for Grade 11 and 12 Credits*
- *Equivalency Process for Grade 9 and 10 Credits: Cumulative Tracking Record*
- *Equivalency Process for Grade 11 and 12 Credits: Cumulative Tracking Record*

References
- **Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements 2016**
- **PPM 129 – Prior Learning, Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools**
- **PPM 132 - Prior Learning, Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools(Revised Mandatory Requirements)**
- **Ontario Human Rights Code**
- **Ontario Student Record (OSR) Guideline, 2000 (Revised 2020)**
- **Ontario Student Transcript (OST) Manual, 2013**
- **Niagara Catholic District School Board Policies/Procedures**
  - **Ontario Student Record (OSR) 301.7 AOP**

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