

Prior Learning Assessment and Recognition (PLAR) for Day School Students	
Adopted: January 19, 2016	Last Reviewed/Revised: January 21, 2025
Next Scheduled Review: 2027-2028	
Associated Policies & Procedures: VI-80 Prior Learning Assessment and Recognition (PLAR) for Day School Students II-46 Assessment and Evaluation VI-55 Assessment and Evaluation - Academic Dishonesty and Plagiarism VI-56 Assessment and Evaluation - Late and Missed Assignments VI-29 Supervised Alternative Learning VI-43 Home Instruction II-54 Prior Learning Assessment and Recognition for Mature Students VI-106 Prior Learning Assessment and Recognition for Mature Students	

Purpose

To ensure that all students in the Halton Catholic District School Board (HCDSB) achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.

Application and Scope

This policy applies to regular day school students enrolled in all secondary schools of the HCDSB.

References

[Education Act](#)

[Ontario Schools Kindergarten to Grade 12, 2024, section 7.2.4](#)

[PPM 129](#)

Definitions

Challenge for Credit: is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum, after

they have provided evidence indicating a likelihood of success. A student may not “challenge” a Grade 9 course.

Equivalency: is the process of assessing credentials from other jurisdictions, home schooling, and non-inspected private schools.

Prior Learning Assessment and Recognition (PLAR): is a formal evaluation and credit granting process. Through the PLAR Equivalency and Challenge for Credit process, students enrolled in publicly funded Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents to earn credits towards the Ontario Secondary School Diploma (OSSD). Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside of secondary school.

Principles

- HCDSB is committed to ensuring that all students achieve their potential and are supported in choosing appropriate pathways that meet their aspirations.
- HCDSB believes in lifelong learning and learning that can and does occur beyond the regular school.
- HCDSB recognizes that students are exposed to a variety of learning experiences outside the Ontario school system and regular day school structure and offers these students the Prior Learning Assessment and Recognition (PLAR) process, Equivalency and Challenge for Credit, as a way to recognize this learning.

Requirements

Roles and Responsibilities

- Secondary Principals will carry out the responsibilities as required in PPM 129 and in accordance with *Ontario Schools Kindergarten to Grade 12, 2024, section 7.2.4*.
- Secondary Principals will ensure that the school course calendar has a statement notifying students of the PLAR Equivalency and Challenge for Credit process.
- The equivalency process for students who transfer to Ontario secondary schools from non-inspected private schools, home school, or schools outside Ontario is assessed by the school Principal.
- Students wishing to challenge a credit will obtain a Challenge for Credit application form from the Student Services Department at the beginning of the semester and submit the completed forms to the Principal with the required documentation by October 31st or March 31st.
- The Principal (or designate) and appropriate subject department head where applicable, will meet with the student and parent(s)/guardian(s) if the student is under 18 years of age to review the

Challenge for Credit application, ensure it is complete and determine whether it appears that reasonable evidence for success exists and whether the challenge should occur.

- If it is agreed that the Challenge for Credit should occur, the Principal (or designate) will forward the package to the Superintendent of Student Success who will facilitate distribution to the appropriate subject teacher within the HCDSB to assess the Challenge for Credit application.
- Challenge for Credit and Equivalency credits will be documented and recorded in accordance with PPM 129.

Responsibilities

THE BOARD OF TRUSTEES IS RESPONSIBLE FOR:

- reviewing the PLAR for Day School Students policy in accordance with the priorities in the HCDSB Multi-Year Plan and the approved review cycle; and,
- understanding and communicating with members of the community about the PLAR policy, as required.

THE DIRECTOR OF EDUCATION IS RESPONSIBLE FOR:

- implementing and operationalizing the PLAR for Day School Students policy as per the requirements of *Ontario Schools, Kindergarten to Grade 12, 2024* and PPM 129.

SUPERINTENDENTS ARE RESPONSIBLE FOR:

- supporting the application of PLAR for Day School Students policy at each school;
- ensuring that PLAR Equivalency and Challenge for Credit opportunities are available to all eligible students.

SECONDARY SCHOOL PRINCIPALS ARE RESPONSIBLE FOR:

- facilitating the application of the PLAR for Day School Students policy;
- ensuring that students are aware of the PLAR Equivalency and Challenge for Credit process;
- ensuring that students who engage in the PLAR Challenge for Credit process meet the eligibility requirements.

PARENTS/GUARDIANS ARE RESPONSIBLE FOR:

- supporting student compliance with the PLAR program requirements; and
- communicating with school staff to promote student success.

STUDENTS ARE RESPONSIBLE FOR:

- complying with the PLAR program expectations.



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APPROVED: Regular Meeting of the Board

AUTHORIZED BY: _____
Chair of the Board