POLICY: PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)			# 506
SECTION: 500 : Curriculum			Page 1 of 1
APPROVAL/REVISION DATE: June 29 , 2026	EFFECTIVE DATE: June 30, 2026	REVIEW DATE: June 2031	
CROSS REFERENCE: PPM 129 Prior Learning Assessment and Recognition Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements.			

POLICY

1. 1.1 The Thunder Bay Catholic District School Board recognizes that learning takes place in many aspects of students' lives and is committed to facilitating, enhancing and acknowledging students' education successes from all sources and areas of study.

1.2 This policy is written in accordance with Policy/Program Memorandum 129, Prior Learning Assessment and Recognition (PLAR), and the Ministry of Education document Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements. This policy applies exclusively to the Prior Learning Assessment and Recognition (PLAR) Challenge Process for regular day school students and does not apply to PLAR for mature students.

1.3 It is the policy of the Thunder Bay Catholic District School Board to evaluate a student's skills and knowledge against the expectations outlined in current Provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a Challenge and Equivalency Process.

GUIDELINES

2. 2.1 All credits granted through the Prior Learning Assessment and Recognition process will represent the same standards of achievement as credits granted to students who have successfully completed the course.

2.2 No fees will be charged to students for undergoing the challenge or equivalency process.

2.3 Students may not challenge for Grade 9 courses and may challenge only for Grade 10, 11, and 12 courses, in accordance with PPM 129.

2.4 Opportunities for students to challenge for credit will be provided only for courses that are taught in schools operated by the Board.

2.5 Students may challenge for credit for a course only if they can provide reasonable evidence to the Principal that they would likely be successful in the Challenge Process.

2.6 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.

2.7 Students may earn a maximum of four (4) credits through the challenge process, including no more than two (2) credits in any one discipline.

2.8 The challenge process requires students to demonstrate their knowledge and skills through a range of assessment methods, which may include formal tests, performance tasks, and other evaluation strategies. Students must provide reasonable evidence of prior learning to support their application to challenge for credit.

2.9 A qualified teacher shall develop, administer, and evaluate all components of the challenge process, ensuring alignment with curriculum expectations. There is no instructional component to the challenge process.

2.10 The Equivalency Process is used for placement only.

2.11 The Chief Executive Officer is authorized to issue such procedures as may be necessary to support this policy.