



ACCESSIBILITY:

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PLAR CHALLENGE ROLES AND DESCRIPTIONS

STUDENTS will:

- Meet with a guidance counsellor, who will provide information about the PLAR process, and direct the student to the appropriate forms to initiate the process.
- Provide to the school principal a fully completed PLAR package: (see [APC051-04F](#) PLAR Challenge; [APC051-05F](#) PLAR Evidence of Relevant Learning Reference Letter Request; [APC051-06F](#) PLAR Evidence of Relevant Learning; [APC051-07F](#) PLAR Challenge Request Student Explanation).
- Attend the teacher/student consultation to initiate the PLAR Challenge Assessment.
- Complete all of the PLAR Assessments as outlined by the PLAR Challenge teacher.

SCHOOL ADMINISTRATOR will:

1. Receive the PLAR Challenge application package and Evidence of Relevant Learning Portfolio from the student.
2. Assign staff to assess the Evidence of Relevant Learning Portfolio and provide confirmation ([APC051-08F](#) PLAR application- Confirmation of Receipt; [APC051-CX](#) Letter to Unsuccessful PLAR Applicants; [APC051-DX](#) Letter of Confirmation for the Challenge Assessment)
3. Assign a certified teacher to develop the PLAR Challenge Assessments.
4. Receive from the assigned teacher the PLAR Challenge Assessment Results ([APC051-09F](#) PLAR Challenge for Credit – Record of Assessment).
5. Award and confirm successful credits. (see [APC051-EX](#) Letter of Challenge Assessment Completion).
6. Assign duties to Guidance and other appropriate teaching staff to co-ordinate the school level application and record keeping process for PLAR. (see [APC051-10F](#) PLAR Recording and Reporting Checklist)
7. Arrange the PLAR challenge procedures with another WCDSB secondary school principal, if the challenge course is not offered at the student's home school.

TEACHERS will:

1. After agreeing to assist with the PLAR Challenge, the teacher will assess the Evidence of Relevant Learning Portfolio Submission (see [APC051-06F](#) PLAR Evidence of Relevant Learning; [APC051-07F](#) PLAR Challenge Request Student Explanation), and report results to the Principal.
2. Develop the PLAR Challenge Assessment activities; these evaluations will be created to reflect the overall course expectations.
3. Consult with the student to:
 - a. Decide upon a Submission deadlines schedule.
 - b. Explain the assessment criteria; discuss the success criteria used for evaluation.
4. Once the PLAR Challenge assessments have been completed and evaluated, complete the PLAR Challenge Record of Assessment with results (see [APC051-09F](#) PLAR Challenge for Credit – Record of Assessment) for submission to the Principal.



GUIDANCE COUNSELLORS will:

- Counsel students (ie., likelihood of their success).
- Distribute information regarding the PLAR challenge process, including Ministry and Board websites, to interested students.
- Assist principal with co-coordinating the record keeping process for PLAR challenge including mark entry, PLAR tracking forms. (see [APC051-10F](#) PLAR Recording and Reporting Checklist; [APC051-11F](#) PLAR Tracking Record – Cumulative; [APC051-12F](#) PLAR Tracking Record – Interim))

PROGRAM HEADS will:

Assist the principal where required in determining the approval of the PLAR challenge and awarding of credit.

PROGRAM SERVICES will:

- Provide a yearly schedule of dates of submission for the various components of the PLAR process
- Assist teachers with the development of the PLAR Challenge Assessments when asked.
- Provide an orientation session for teachers assigned the assessment duties in the PLAR challenge process.

SUPERVISORY OFFICER will:

- Assign schools the responsibility of developing PLAR challenge assessments.