

Additional supportive documents to conduct a review are also available.

# CHECKLIST TO REVIEW PLAR OPERATIONS

Developed to assist boards in reviewing and improving PLAR operations. Qualities, guidelines and checklists are suggestions based on experience.

The PPM 132 policy document is your source for requirements.

# QUALITIES OF HIGH FUNCTIONING PLAR FOR MATURE STUDENTS PROGRAM

1. PLAR Process from intake to completion is smooth, streamlined and open to continuous improvement.
2. All PLAR eligible learners are reached through internal promotion and promotion in the community.
3. All students assessed for eligibility and suitability for PLAR for Mature Students at intake and advised favourably.
4. Consistent and accurate PLAR assessments are carried out by competent, knowledgeable and qualified PLAR Assessors.
5. Timely opportunities for learners to write grade 9/10 assessments with an opportunity for prep support if needed.
6. Senior Equivalency Credit Assessment process is timely and supported.
7. Regular communication with the learner and coordinated tracking to keep process moving towards graduation.
8. Consistent, accurate and timely tracking and reporting for student benefit and board captures all eligible funding.

# **1.0 PLAR Process from Intake to completion is smooth, streamlined and open to continuous improvement**

## Written Procedures:

- ☐ Board-wide PLAR for Mature Students Policy exists
- ☐ PLAR for Mature Students procedure exists

## Practice:

- ☐ Designated person responsible for overseeing the PLAR process at each site and from board perspective
- ☐ End of year statistical reports on the PLAR program are created and reviewed.
- ☐ Goals are set and tracked.
- ☐ Strategies and initiatives are being taken to improve the process (consistency, accessibility, and quality)

## 2.0 All PLAR eligible learners are reached through internal promotion and promotion in the community

Promotion of PLAR for Mature Students is:

Written Procedures:

- ☐ included in written marketing and promotion plan

Practice:

- |   |  |
|---|--|
| <input type="checkbox"/> on website (externally)            | <input type="checkbox"/> to community agencies |
| <input type="checkbox"/> in social media (externally)       | <input type="checkbox"/> in print materials    |
| <input type="checkbox"/> to current credit students         | <input type="checkbox"/> Other:                |
| <input type="checkbox"/> to current non-credit students     |  |
| <input type="checkbox"/> to credit teachers                 |  |
| <input type="checkbox"/> to non credit teachers/instructors |  |

### **3.0 All students assessed for eligibility and suitability for PLAR for Mature Students at intake and advised favourably**

#### Written Procedures:

- ☐ included in intake procedures document
- ☐ Staff intake forms include assessment for PLAR at Gr 9/10 and 11/12 level

#### Practice:

- ☐ PLAR eligibility is assessed for all students beginning credit programs
- ☐ Students are advised based on credit count, PLAR eligibility desired pathway and individual pathway plan
- ☐ PLAR-eligible students are able to begin the PLAR process grade 9/10 and/or grade 11/12 at intake
- ☐ Training provided to intake assessors

## **4.0 Competent, knowledgeable and qualified PLAR Assessors who carry out consistent and accurate assessments**

### Written Procedures:

- ☐ Guides for PLAR assessors
- ☐ Qualified assessors
- ☐ Professional Development and Training Plan

### Practice:

- ☐ Training provided for PLAR Assessors
- ☐ Quality control mechanisms in place
- ☐ If there is a team of assessors, regular communication and coordination exists.

## **5.0 Timely opportunities for learners to write grade 9/10 assessments with an opportunity for prep support if needed.**

### **Written Procedures:**

- ☐ Written Procedures on the implementation and timing of grade 9 10 assessments

### **Practice:**

- ☐ Process for assessing whether learner is ready to write the test
- ☐ Standardized Gr 9 10 assessments (tests) used by all assessors for math, English, science, geography, and history with answer key
- ☐ Opportunity to write tests is offered regularly and at least within 30 days of intake into a credit program
- ☐ Preparation support is made available to the learner (e.g. LBS, credit course (GLS, ...), independent work or online)

## 6.0 Senior Equivalency Credit Assessment process is timely and supported.

### Written Procedures:

- ☐ Written Procedures on grade 11/12 assessment process
- ☐ Application Form

### Practice:

- ☐ Application form is available to students at intake
- ☐ Opportunity to complete SECA application is accessible to all (e.g. orally, scribed, ...)
- ☐ Learners are supported in seeking out required documentation.
- ☐ For those unable to get documentation, affidavit and/or evidence sheets are offered.



## 7.0 Regular communication with the learner and coordinated tracking to keep process moving towards graduation.

### Procedures:

- ☐ Written Procedures for credit tracking and communication

### Practice:

- ☐ Learners are contacted at key moments to encourage them to continue in PLAR process
- ☐ Individual Pathway plan is monitored and re-visited regularly
- ☐ Learners are notified of their progress
- ☐ Assessor uses client's preferred method of communication (e.g. email, texting, etc...)

## **8.0 Consistent, accurate and timely tracking and reporting for student benefit and board captures all eligible funding**

### Procedures:

- ☐ Written Procedures for entering PLAR data into SMS, verifying and reconciling reports from OnSIS

### Practice:

- ☐ Data entered into SMS within 30 days of student beginning PLAR process (intake 0 PLE) and when the student is active and eligible.
- ☐ Tracking Tool indicated PLAR progress includes key fields (see exemplar)
- ☐ Use Required Ministry documentation: Cumulative Tracking Records
- ☐ Tracking tool is available to all those who need access to it
- ☐ Reports from OnSIS are matched with SMS reports to ensure all eligible funding is being captured