



School District No. 27 (Cariboo-Chilcotin)

CHALLENGE

Policy No. 6120

Effective: May 2017

Initial Adoption: November 1996

Preamble

Challenge allows students to receive credit for provincially or locally developed courses, offered within a district, through an assessment process of the relevant knowledge and skills they have gained through undocumented prior learning.

The challenge policy formalizes actions historically undertaken by schools.

The Board recognizes and supports the Ministerial Policy Circular #95-02 regarding "Challenge": The purpose of challenge is to permit students who have already acquired the appropriate learning elsewhere, to obtain credit for secondary school courses. Challenge is not envisioned as a way for students to improve their course marks, nor as a replacement for the valuable experience of learning in a classroom setting. It is intended that challenge will be a rigorous process.

Policy

- 1. All students may challenge for credit provincial or locally developed courses in grades eight to twelve, subject to the procedures established in Regulations accompanying this Policy.**
- 2. There is no limit to the number of credits a student may be awarded through the challenge process and procedures must be clearly established by each school.**
- 3. Students must demonstrate that they have met the prescribed learning outcomes of a course for the challenge to be successful.**
- 4. To successfully challenge for credit, students must meet the same standards as students who take the course through regular classes.**
- 5. Students will be awarded a letter grade and percentage mark for a course which has been successfully challenged,**

Regulations

1. School Procedures
 - a. Each school is expected to establish its own procedures but each school's procedures must comply with this Policy and Regulation.
 - b. Procedures must be based on consistent criteria so as to ensure fair and equitable treatment of students. Procedures must include verification of documents and student identity. School policies,

procedures, and standards must be regularly reviewed to ensure that they continue to meet students' needs.

- c. Students and their parents or guardians should be informed about Board and school policies and procedures relating to challenge. Information may be provided through newsletters, student handbooks, course selection guides, and/or personal contact.
- d. Students must be made aware of the criteria which will be used to assess and evaluate the challenge request.
- e. Students who are interested in obtaining credits through challenge must be advised of possible implications of their decision.
- f. The result of a challenge must be communicated, as soon as possible, to the student and to his or her parent or guardian. The results must be included in the Student Learning Plan.
- g. Challenge will be linked to Student Learning Plans and viewed as an opportunity to help students achieve their education goals.
- h. If learning outcomes of a course include outcomes relating to safety, students' knowledge of those outcomes should be assessed before evaluating any skill outcomes of the course.
- i. Schools will determine appropriate times and procedures when courses may be challenged.
- j. The Principal, in consultation with counsellors and teachers, is responsible for implementing the school's challenge procedures.

2. Student Eligibility

- a. To participate in the challenge process, a student must be enrolled in the school district, registered with the school district for home schooling, or enrolled in a distance education school where the challenge assessment is requested.
- b. Students do not have to be enrolled in Grade 11 or 12 to challenge a Grade 11 or 12 course. To facilitate challenges by students in other grades, links should be established between junior secondary schools and senior secondary schools.
- c. Only students who have not previously enrolled in the course to be challenged will be eligible to challenge the course. However, this does not preclude students from challenging courses who have returned to school to upgrade or complete courses that have

previously been failed. The principal may exercise discretion in applying this clause.

- d. A student should be able to give strong and compelling evidence that he or she will succeed in a challenge assessment (this decision for readiness should be made by the school in consultation with the student and parents), or a student should demonstrate that he or she has successfully met the learning outcomes prescribed for the provincially or locally developed course.

3. Course Eligibility

- a. Existing provincially authorized and locally developed courses and any new courses are eligible for challenge will be available for challenge one full year after full implementation of the IRP.
- b. School board policy will permit challenge for a course or components of any course in grades 8 to 12.
- c. The Board is not obliged to provide challenge for provincial courses which are not taught in the district. However, if a student requests to challenge another district's locally developed course, the challenge will be valid only if the Board where the student is registered has approved the course.
- d. If a student successfully challenges a Grade 12 course, credit for a Grade 11 course in the same subject can be granted only if the student demonstrates that he or she has achieved the learning outcomes of the Grade 11 course.
- e. Challenge is not intended as a way for students to improve their course marks. In most cases, a student should be permitted only one opportunity to challenge a specific course. However, if in the opinion of the principal, the student has a valid reason for challenging the course to improve their mark, the principal may exercise his or her discretion.

4. Assessment, Evaluation and Reporting

- a. It is expected that criterion-referenced strategies be used to evaluate a student's achievement of prescribed learning outcomes. This ensures that the methods of assessing and evaluating students who are challenging a course are consistent with the process the ministry has outlined for students who are enrolled in the course.
- b. To succeed in a challenge, students must demonstrate that they can meet the learning outcomes of the course to the same

standard as students who take the course through regular classes: they must be able to obtain at least a C- and 50 percent.

- c. Assessments should be fair and equitable for students. Thus, although standard assessment packages will help ensure consistency and will make it easier to process requests by large numbers of students, it may sometimes be necessary to develop an individual assessment process for a student. Individual assessments may be better suited to the background and prior experience of some students.
- d. Challenge is intended to be a rigorous process. To ensure an adequate demonstration of learning outcomes and a reliable evaluation of achievement, a varied assessment approach is recommended.

Demonstrations of expected learning outcomes may occur over time and could include:

- i. term and final exams
- ii. laboratory/shop skills demonstrations
- iii. oral/aural performances
- iv. portfolio of work
- v. Interviews
- vi. documented learning
- vii. other assessment strategies as determined by the school

- e. If a student is granted credits through challenge, the school-determined percentage and letter grade, along with the code of "C" placed in the "course type field," must be reported to the ministry for transcript purposes. This code will not show on a student's transcript.

5. Challenging Courses with Provincial Examinations

- a. A student must successfully challenge the school portion of the course before writing the provincial examination. The provincial examination can be written only if the student has met the learning outcomes of the course.
- b. The school must submit the school mark derived from the challenge process before the provincial examination is written, as indicated in the Ministry's "Handbook of Procedures".
- c. A student may write a provincial examination only at scheduled examination times, which are set by the Ministry of Education. Credit for a provincially examinable course will be based on a combination of school and examination marks, just as it would be for a student enrolled in the course.

6. Reconsideration
 - a. If a "challenge" request is not granted, students may apply for reconsideration to the Superintendent of Schools. The Superintendent shall establish a Challenge Reconsideration Committee comprised of the following:
 - i. one member of District Administration;
 - ii. one teacher with a teaching assignment in the subject area of the challenge request;
 - iii. one secondary school counsellor.
 - b. The Committee will:
 - i. review the challenge request and rationale;
 - ii. review the school's recommendation and rationale;
 - iii. gather and review further relevant information if deemed necessary by the Committee;
 - iv. prepare a written report for the Superintendent with a recommendation to approve or deny the challenge request.
 - c. Notwithstanding any procedure outlined in this policy, the student shall have the right to appeal any decision of the Challenge Reconsideration Committee to the Board of Education.