

## 4.19 CHALLENGE AND EQUIVALENCY

### **Purpose:**

To clarify Bella Bella Community School's policy and procedures regarding challenge and equivalency options for grade 10-12 students.

### **Scope:**

All administrators, teachers, grade 10-12 students and parents.

### **Policy:**

In exceptional cases, with administration approval, grade 10-12 students may challenge a course using the procedure outlined in this policy. Equivalency will be determined according to this policy for out-of-province students transferring into grades 10-12 at BBCS.

### **Procedure:**

#### Equivalency (Documented Prior Learning)

This policy describes how credit will be awarded to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the BC school system.

All such determinations shall be in accord with instructions and guidance provided in the [Handbook of Procedures](#) or online [Course Registry](#).

With some exceptions for international students (see the [International Student Graduation Credit Policy](#) for further information), students may apply for an Equivalency review of their documented prior learning. Such a review will be undertaken by the school principal or vice-principal.

Course credit will be awarded based on equivalency for Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and board/authority authorized courses.

There is no limit to the number of credits granted through Equivalency.

Students may be asked to provide translations if documents are not in English or French.

For the purpose of determining Equivalency, comparison of courses will be based on factors such as:

- comparison of learning outcomes
- comparison of general subject matter
- comparison of depth or breadth of coverage of subject matter
- comparison of assessment methods, instruments, and standards

To be deemed equivalent, there should be a match of approximately 80% or more of the learning outcomes to either a Ministry-developed or board/authority authorized Grade 10, 11 or 12 course.

In order to receive credits through Equivalency, students must provide the appropriate documentation as proof of successful completion of the course.

For reporting and transcript purposes, a letter grade and percentage will be assigned to all credits awarded through Equivalency. If the student's documents show only a letter grade or level, a percentage based on the mid-point of the matching British Columbia letter grade range will be assigned. "[Transfer Standing](#)" (TS) will be used if it is not possible to determine a letter grade and a percentage from the documentation.

### **Challenge (Undocumented Demonstrated Prior Learning)**

This policy describes how credit can be awarded to students who can demonstrate prior learning.

With some exceptions for international students (see the [International Student Graduation Credit Policy](#) for further information), students enrolled may undertake a Challenge process to assess their prior learning for any Ministry developed graduation program course offered by the School, as well as any Board/Authority Authorized (BAA) course taught that school year, provided the student has not already challenged the course and received a passing grade, or completed the course through previous enrolment, or been granted equivalency for the course.

Such a process will only be permitted in special circumstances and requires approval to proceed from the administration.

Prior to engaging in a Challenge process, all documentation of prior learning that a student presents will be reviewed in order to determine if credit can be awarded through Equivalency.

There is no limit to the number of credits that may be awarded through Challenge, if approved by the principal or administration.

The School will document the Challenge assessment delivered to each student, including a pre-Challenge Equivalency review, and the documentation will be made available to Ministry auditors if requested.

Students should be able to demonstrate their readiness to Challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting.

Examples of assessment strategies that could be used in a Challenge process include such things as hands-on demonstrations, oral performances, interviews, written examinations, or presentations of a collection of work.

Awarding credit through Challenge will be based on the same standards used for students who have taken the course through enrolment. A Challenge is considered successful when a student has achieved at least a C- and 50%.

For reporting and transcript purposes, a letter grade and percentage will be assigned to all credits awarded through Challenge processes.

For courses completed via a Challenge process, the School will report the appropriate TRAX code in the "Course Type Field" following the instructions provided in the [Handbook of Procedures](#).