

**STUDENT GUIDELINES – CHALLENGE FOR CREDIT
OPTION GRADE 9 TO GRADE 12**

(1) **Intent of the Challenge for Credit Option**

The River East Transcona School Division recognizes that students may, in exceptional circumstances, have already acquired the knowledge, skills and attitudes of a particular course. The challenge for credit option provides a process for students to demonstrate that they have achieved learning outcomes as defined in the Manitoba curriculum for a directly-related course. The requirements to earn a credit via the challenge for credit process will involve demonstrating that the student can meet the curriculum learning outcomes in an appropriate way.

These guidelines do not apply to the special language credit option or the private music option as Manitoba Education policy on these opportunities already exists.

This option is intended to serve particular needs such as:

- (a) students who, by virtue of previous learning or private study, can be accelerated in particular subject areas;
- (b) students transferring into a Manitoba school from another jurisdiction whose placement in a subject/grade would be facilitated by such a provision;
- (c) students whose educational attendance at the school in which they are registered has been interrupted through sickness or other reasons and who may be able to successfully challenge the learning outcomes of a particular subject area, in which they were previously unable to enrol;
- (d) students who were previously home schooled;
- (e) students who are considered exceptional achievers in a certain area;
- (f) students who can demonstrate that they have met course requirements through life experiences such as independent study, world of work, volunteer activities, and hobbies.

(2) **Guidelines**

- (a) The challenge for credit option may only be used by students enrolled in the River East Transcona School Division to earn credits in grade 9 to grade 12 that are offered by the senior years schools of the division.
- (b) The requirements to earn a credit through the challenge for credit option will not be more demanding than the requirements to earn the credit through regular instruction.

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- (c) To ensure an adequate demonstration of learning outcomes and a reliable evaluation of achievement, various assessment strategies should be used as in regular classroom setting (formal tests, evaluation of written assignments, portfolio of work, interviews, demonstrations/performances, laboratory work, research paper(s)/essay(s), quizzes, practical examinations, skill demonstrations and simulations, etc.). It is important to note that the Challenge for Credit Option for a particular course may include a combination of assessment strategies and skill demonstration methods. The intent is to allow a student to demonstrate prior learning in an appropriate way.
- (d) A student in grade 12 who successfully completes a compulsory course challenge is expected to write the appropriate provincial standards test. The mark earned on the provincial standards tests will become part of the final mark for the credit being challenged.
- (e) A student who has successfully completed a course cannot use the challenge for credit option to raise his/her mark.
- (f) A student who challenges the course, either successfully or unsuccessfully, may subsequently choose to take the course in a regular classroom setting.
- (g) A student may attempt a particular course challenge only once.
- (h) Only students who have not completed the course through previous enrolment are eligible to challenge for credit. A student who remains enrolled in a course beyond September 30th in the first semester or February 28th in the second semester may not use the challenge for credit process for that course during that semester or any subsequent semester. In non-semestered courses, a student who remains enrolled in a course beyond September 30th may not use the challenge for credit process for that course during that year or any subsequent year.
- (i) Documentation related to the course challenge should be included as part of the student cumulative file.
- (j) A student who successfully demonstrates through the challenge for credit option that he/she possesses the learning outcomes for the course would be awarded a final course mark and credit.
- (k) In principle, there is no limit to the number of courses that a student may challenge. However, it is expected that only in exceptional circumstances would a student attempt to challenge multiple courses.

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- (l) Students and their families will not be charged a fee for participating in the challenge for credit process.

(3) **Process**

(a) **Step 1**

A student wishes to explore the challenge for credit option.

- (i) Students and parents will have access to information related to the challenge for credit option through:
- the River East Transcona School Division policy manual;
 - course description booklets;
 - school newsletters;
 - parent information meetings;
 - individual meetings with administrators and/or school counselors.

(b) **Step 2**

The student decides to undertake the challenge for credit and informs the principal of the school **in which the student is enrolled** that he/she wishes to challenge for credit.

- (i) Students will initiate the challenge for credit process by completing the Notice of Intent to Challenge for Credit (Exhibit IGCC-E1).
- (ii) Parents/Guardians are expected to sign both the Notice of Intent to Challenge for Credit (IGCC-E1) and the Letter of Agreement (Appendix 2) unless the student is 18 years of age.
- (iii) Students wishing to challenge for credit must complete and submit the notice of intent to challenge and the letter of agreement to the principal of the school by September 30th for challenges to be completed during the first semester or for challenges to be completed in non semestered schools and by February 28th for challenges to be completed during the second semester.

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- (iv) Upon receiving the intent to challenge form and the letter of agreement the principal will share that information with:
- the assistant superintendent of educational programming;
 - the consultant of the appropriate area;
 - the department head/team leader of the appropriate area;
 - the teacher(s) who will be involved in the challenge for credit process.

(c) **Step 3**

Student demonstrates readiness for challenge for credit.

- (i) A student **will** demonstrate readiness to undertake a challenge for credit through one or more of the following:
- letter(s) of recommendation from teacher(s) familiar with the course learning outcomes;
 - letter(s) of recommendation from member(s) of the community **which identify specific activities or rationale that would support the student's readiness to challenge;**
 - a portfolio of relevant work;
 - proof of successful relevant experience;
 - proof of independent learning in a relevant area;
 - sample of relevant work;
 - proof of relevant prior learning from another educational jurisdiction;
 - proof of successful completion of courses;
 - other methods as approved by the principal of the school.
- (ii) The following individuals will meet with the student in order to determine the student's readiness to undertake the challenge for credit:
- a school administrator;
 - the department head/team leader;
 - the teacher(s) involved in the specific challenge.

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- (iii) Unsuccessful candidates have the right to appeal to the assistant superintendent of educational programming. The appropriate subject area consultant will be part of the appeal process.
- (iv) The student will be provided an opportunity to demonstrate their readiness to complete the challenge within two weeks of signing and submitting the letter of agreement.
- (v) The criteria for readiness will vary from course to course. The student's readiness to complete the particular challenge will be indicated by the work submitted according to the letter of agreement.

(d) **Step 4**

Student completes the challenge for credit.

- (i) The teacher, department head/team leader, and the consultant will be involved **in the initial development of the framework** for the challenge for credit. The teacher, department head/team leader will create the challenge. Prior to the student completing the challenge, the challenge will be reviewed by the consultant and the appropriate department heads/team leaders in the other schools for their recommendations.

Appropriate release time will be allocated by the Superintendent's Department for the development, implementation and assessment of the challenge for credit option.

- (ii) The challenge will be completed at a time and place that is mutually agreeable to the teacher and the student.
- (iii) A certified teacher who has previously taught the course will conduct the challenge for credit.
- (iv) The teacher responsible for conducting the challenge for credit will assess the results of the student's challenge for credit.

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(e) **Step 5**

Results of the challenge reported to the student.

- (i) The summary report in the gradebook program will be used to report the results of the challenge to the student and his/her parent(s)/guardian(s). A copy of the report will be placed in the student's cumulative file.

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Legal/Cross Reference: