

**BARRE SUPERVISORY UNION #61
POLICY**

CODE: G20

1ST READING: 01/19/2017
2ND READING: 02/16/2017
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Proficiency-Based Learning

It is the policy of the Barre Supervisory Union to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. Students may utilize Flexible Pathways in place of or in addition to traditional classroom settings to demonstrate proficiency. Personalized Learning Plans will support proficiency-based learning.

Proficiency-Based Graduation Requirements (PBGRs)¹

A student meets the requirements for high school graduation when the student demonstrates evidence of proficiency in curriculum content areas, and when they meet any additional graduation requirements as described in the Spaulding High School Program of Studies. The Barre Supervisory Union will use credits for the purpose of demonstrating that a student has met the high school graduation requirements. Credits will be based upon the proficiencies demonstrated and will not be based on time spent in learning. Students in the Barre Supervisory Union will receive credit for learning that takes place outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator and meet the proficiencies through procedures defined by the Barre Supervisory Union.

Definitions

Personalized Learning Plan - A plan developed on behalf of a student by the student, a representative of the school, and, if the student is a minor, the student's parents or legal guardian, which defines the scope and rigor of learning opportunities and support services necessary for the student to successfully graduate and attain college and/or career readiness.

Proficiency Based Graduation Requirements - A system of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn before they receive a diploma. The Vermont Education Quality

¹ Rule 2120.8 of the Education Quality Standards requires secondary school boards to adopt a local graduation policy that defines "proficiency-based graduation requirements based on standards adopted by the State Board of Education."

Standards require that, in order to graduate, a student demonstrate proficiency in the following eight Curriculum Content Areas: literacy, mathematics, scientific inquiry, global citizenship, physical education, health, artistic expression, and Transferable Skills.

Transferable Skills - A broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and modern careers.

Flexible Pathways - Opportunities to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards. Students may demonstrate proficiency by presenting multiple types of evidence.