

Vermont School Boards Association	Code:	D1
Windsor Southeast Supervisory Union Policy Statement	First Reading:	6/20/2019
	Second Reading:	7/29/2019
	Date Adopted:	7/29/2019

Proficiency-Based Graduation Requirements (PBGRs)

It is the policy of the Windsor Southeast Supervisory Union (Hartland, Mount Ascutney, and Weathersfield School Districts) 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. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in these curriculum content areas, and when they meet any additional graduation requirements described by this Board (Insert additional requirements here).

The Windsor Southeast Supervisory Union (Hartland, Mount Ascutney, and Weathersfield School Districts) will/will not use credits for the purpose of demonstrating that a student has met the graduation requirements. Credits will specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning (use only if the District will continue to use credits to demonstrate progress towards meeting the graduation requirements). Students in the Windsor Southeast Supervisory Union (Hartland, Mount Ascutney, and Weathersfield School Districts) will/will not receive credit for learning that takes places outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator.

Responsibilities of the Superintendent

The superintendent shall develop procedures to ensure:

1. The PBGRs described in this policy reflect the learning standards adopted by the State Board of Education.
2. Students are being assessed as proficient against the comprehensive set of board-adopted PBGRs set forth in this policy prior to their receipt of a high school diploma.
3. Course credits will specify the proficiencies demonstrated to attain that credit, and that those proficiencies will align with the PBGRs set forth in this policy.
4. Student learning outcomes attained through Flexible Pathways opportunities— including career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college— are linked clearly to expectations of proficiency identified in this policy.
5. Learning opportunities identified in students' Personalized Learning Plans (PLPs) support expectations of proficiency identified in this policy.
6. All students will meet the same set of PBGRs set forth in this policy, with accommodations or modifications being provided for students who require them under an IEP or 504 plan.
7. Information regarding PBGR implementation and assessment is provided to students and parents at least annually.

Monitoring of PBGR Implementation

The responsibilities described above will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on the following schedule:

Date Warned: 6/20/2019

Date Adopted: 7/29/2019

Legal Reference(s):