

# Addison Central School District

**Policy:** Proficiency-Based Graduation Requirements (PBGRs)  
**File Code:** D1  
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**Amended:** April 1, 2019  
**Amended:** June 13, 2022

## Policy

It is the policy of the Addison Central School District (ACSD) 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 as defined by Vermont's Education Quality Standards. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in learning outcomes and skills as measured through credit-bearing courses and personalized learning experiences.

In order to earn a diploma from Middlebury Union High School (MUHS), students must earn a minimum of twenty-two-and-a-half (22.5) credits. Timing of courses and other learning opportunities (e.g., independent study, dual enrollment, virtual high school, early college) is flexible based on individual student needs in compliance with Vermont Agency of Education (AOE) guidelines.

Over their first two years at MUHS, students are expected to develop foundational knowledge and skills, generally earning between twelve and sixteen (12-16) credits across eight or more subject areas. In 11th and 12th grade, students are expected to develop depth and breadth of knowledge and skills across six or more content areas, eight-and-a-half (8.5) or more credits, depending on the paths they choose to pursue.

The following minimum distribution applies to the Middlebury Core Diploma Program. Those completing the optional International Baccalaureate (IB) Diploma Program (DP) will have specific requirements further defining this distribution, including the completion of an Extended Essay and Creativity, Activity, Service (CAS). Credits will be awarded based on demonstrations of proficiency, not time spent in learning. For non-traditional learning opportunities, course equivalencies will be approved by an interdisciplinary panel of certified teachers and must comply with AOE guidelines regarding equity.

Subject Area	Credits	Notes
Language A/Language and Literature	4	Though MUHS requires only one World Language credit for graduation, most selective four-year colleges require at least two years of language learning for entrance. Additionally, the IB Diploma Program emphasizes language acquisition and requires additional credits.  Theory of Knowledge is a transdisciplinary course associated with the IB Diploma Program.
Language B/Language Acquisition (World Languages)	1	
Individuals and Societies	3	
Sciences	3	
Mathematics	3	
Arts/Design	2	
Physical education	1.5	
Health education	1	
Theory of Knowledge or Personal and Professional Skills (as available through our partnership with PAHCC)	0.5	
Electives	3.5	
<b>TOTAL: 22.5</b>		

In addition to developing foundational knowledge and skills in 9th and 10th grade and depth and breadth of knowledge in 11th and 12th grade, all MUHS students will demonstrate proficiency in transdisciplinary knowledge and transferable skills through successful completion of a Personalized Learning Plan (PLP) and Celebration of Learning (a reflection on the PLP and synthesis of learning at the end of 12<sup>th</sup> grade)

**Responsibilities of the Superintendent**

The superintendent or designee shall develop procedures to ensure that:

1. The Proficiency-Based Graduation Requirements (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 syllabi 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 and meet AOE and ACSD principles of equity.
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.