

PROFICIENCY-BASED GRADUATION REQUIREMENTS (PBGRs)

[D1]

I. PURPOSE

The purpose of this policy is to align Thetford Academy procedures with the Vermont Agency of Education's Education Quality Standards, which ensures that "all Vermont children will be afforded educational opportunities that are substantially equal in quality..." [16 V.S.A. § 165](#).

II. POLICY

It is the policy of Thetford Academy 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 earns 26 credits, the distribution of which is specified in the Student Handbook and on Thetford Academy's website.

Thetford Academy will 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. Students at Thetford Academy will receive credit for learning that takes place outside the school, school day, or the classroom provided that it follows the procedure outlined and described in the TA course guide under Independent Learning or Challenge Course.

III. COMPONENTS OF POLICY

A. Responsibilities of the Head of School

The Head of School, or his or her designee, 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.

B. 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:

Administrative Procedure	Frequency	Month
1. Student proficiency assessment reflects PBGRs	Biannually	Jan., July
2. Course descriptions specify proficiencies to be attained	Annually	August
3. Flexible Pathways and PBGRs are aligned	Annually	August
4. PLPs and PBGRs are aligned	Annually	August
5. PBGR accommodations and modifications	Biannually	Jan., July

ADOPTED: December 19, 2017