In accordance with the MTSD Proficiency-based Graduation Requirements policy, the Milton High School provides a rigorous proficiency-based system of teaching and learning with clearly defined graduation expectations and educational opportunities that address the learning needs, interests, aspirations, or cultural backgrounds of students through a comprehensive set of MHS courses, Flexible Pathway and student designed learning experiences. In order to assist students in planning a high school course of study tailored to their needs and interests, the Milton High School Program of Studies outlines in detail the Pathway options include the following:

- Early College/Dual Enrollment Courses
- Career and Technical Education programming
- Online/Virtual Learning
- Internships & Field Work
- Educational Travel & Exchange Experiences
- Independent Study or Long-term Projects
- Traditional Classes

DEFINITIONS

Proficiency-based Learning (PBL)

Proficiency-based learning (PBL) refers to systems of instruction, assessment, grading and academic reporting that are based on students demonstrating mastery of the knowledge and skills they are expected to learn.

Proficiency-based Graduation Requirements (PBGR) are the set of proficiencies that the district determines a student will demonstrate before earning a high school diploma. For the purposes of this policy, these terms are synonymous with other related terms such as standards-based learning (SBL), standards-based reporting (SBR), competency based assessment (CBA) and mastery learning.

Curriculum

In accordance with VT State Board of Education, Education Quality Standards Rule 2000 (as adopted in 2014), beginning with the class of 2020, a student will graduate from the Milton Town School District upon demonstrating evidence of proficiency of Vermont State Standards and in the curriculum outlined in Vermont Education Quality Standards 2120.5. Curriculum Content.

Flexible Pathways

Students may demonstrate that they have met the graduation requirements in a number of ways. Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher- or student-designed assessments, portfolios, performances, exhibitions and projects.

When a school assigns credits to courses, the credits must specify the proficiencies demonstrated in order to attain a credit and must not be based on time spent in learning. Further, students may receive credit for learning that takes place outside of the school, the school day, or the classroom that aligns with the MHS PBGRs. Any credits earned in these settings must occur under the supervision of an appropriately licensed educator.
Students who are unable to demonstrate proficiency required for graduation will be provided with access to supports in order to have the opportunity to demonstrate proficiency.

For students eligible for special education services under IDEA or protected by Section 504 of the federal Rehabilitation Act, the student shall meet the same graduation requirements as nondisabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's Plan. The Individual Education Program (IEP) team or 504 team is responsible for ensuring that information regarding the student's individual skills, aptitudes and present levels of performance are incorporated into the student's Plan.

This shall ensure that the proficiency levels to meet graduation requirements are linked to local graduation requirements, individually accommodated and/or modified for students with disabilities and shall ensure that any student identified as a student with a disability will receive a regular high school diploma after meeting his/her individual graduation requirements as outlined by their Plan.

Date Approved: 3/23/2020