| 1 2 | Great Falls School District | | |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------|
| 3 4 | INSTRUCTIONAL | 2 | 2169 |
| 5 6 | Proficiency-Based/Transform | national Learning | |
| 7 | Transformational Lagraina li | nks intentional instruction with learning targets. It gives an acc | curata |
| 8 | | ity and allows for supervisors, teachers, students and families | |
| 9 | | ment and growth. Transformational Learning supports use of | |
| 10 | 1 0 | etion, provide specific feedback and track student progress and | |
| 11 | achievement. | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | |
| 12 | | | |
| 13 | At the discretion of the Distri | ict, a student may be given credit for courses satisfactorily | |
| 14 | completed in a period of time | e shorter or longer than normally required and, provided that the | ne |
| 15 | course meets the District's cu | arriculum guidelines, which are aligned with the content stands | ards |
| 16 | stated in the educational prog | gram. Examples of acceptable course work include, but are not | į |
| 17 | necessarily limited to, those of | delivered through summer school, completion of MT Youth | |
| 18 | Challenge or other specific intensive programs, specially designed courses, and other embedded | | |
| 19 | • 1 | al, online and work-based learning opportunities. These | |
| 20 | opportunities will foster a learning environment that can be delivered both face to face or | | |
| 21 | • | assessments may be specified in the individual student's | |
| 22 | "Graduation and Beyond Student Learning Plan". Proficiency measures may include but are not | | |
| 23 | _ | ualized rubrics, alternative means of expression of knowledge | , work |
| 24 | | nethods as determined by the academic variance team. All | |
| 25 | assessment methods must add | dress and measure the learning targets of each course. | |
| 26 | Total II and District | 4 0 111 1 0 1 1 1 1 | |
| 27 | It is the policy of the District to increase the flexibility and efficiency of the District's resources by utilizing the provision of law allowing proficiency-based/transformational learning ANB. | | |
| 28 | by utilizing the provision of i | aw allowing proficiency-based/transformational learning AINI | 3. |
| 29 | Cusas Defenences | | |
| 30 31 | Cross References: Policy 2100 | School Year Calendar and Day | |
| 32 | Policy 2120 | Curriculum and Assessment | |
| 33 | Policy 2168 | Distance, Online, and Technology-Delivered Learning | |
| 34 | Policy 2410 | High School Graduation Requirements | |
| 35 | Policy 1005FE | Proficiency-Based ANB | |
| 36 | Policy 1015FE | Personalized Learning Opportunities | |
| 37 | 10110, 10101 = | Terrorium 20mming opportunites | |
| 38 | Legal Reference: | | |
| 39 | 20-1-301, MCA | School fiscal year | |
| 40 | 20-9-311 (4)(a)(b)(d), MCA | • | |
| 41 | | averaging | |
| 42 | 20-3-324, MCA | Powers and duties | |

1 § 20-7-116, MCA Supervised Correspondence Study

2

3 10.55.906, ARM High School Credit

4

5 <u>Policy History:</u>

Adopted on: October 21, 2019
Revised on: April 12, 2021
Reviewed on: January 27, 2022