

## **PATHWAYS FOR ATTAINING STANDARD UNITS OF CREDIT**

Students who enroll in high school are required to earn standard and verified units of credit as specified in the regulations of the Board of Education. The standard unit of credit is based on a minimum of 140-clock hours of instruction and successful completion of the requirements of the course. The Albemarle County Public Schools School Board recognizes that instruction, learning and outcomes equivalent to those achieved in 140 clock hours of instruction can be attained in a variety of ways. Therefore, the School Board waives the requirement that a student receive 140 clock hours of instruction to earn a standard unit of credit as provided below. Students may earn fractional credits via waiver.

Waivers are available for all secondary courses including Board of Education approved courses, Career and Technical education courses and local elective courses. Elective courses must be approved by the School Board, be explicitly described in the division's secondary course of study and have clearly defined and publicly available learning objectives commensurate in scope and detail with state learning standards and competencies.

In order to attain a standard unit of credit by means of a waiver of the 140-clock-hour requirement,

- the outcomes of the work for which standard credit is awarded must be equal to progress and learning achieved in 140 clock hours of instruction;
- upon completion of the assigned work for the course, a student must have demonstrated mastery by meeting specific objectives and performance requirements of the course that match or exceed the expectations of students who have received 140 clock hours of instruction with similar standards, competencies or objectives; and
- the evidence of mastery of the pertinent content and skills for a student receiving a waiver must be fully documented, retained securely by the school division and available for review by the Virginia Department of Education (VDOE) on request.

### Procedures

Criteria for awarding a waiver of the 140-clock-hour requirement for the course must be clear, objective and clearly communicated to the student and the student's parents.

The consequences of standard credits achieved by waiver with regard to class rank, grade point average and extracurricular eligibility must also be clearly defined and communicated to students and parents prior to awarding the standard unit of credit.

The school principal must approve the evaluative criteria for awarding the standard unit of credit prior to the managing teacher's evaluation of the student work.

All students are eligible to seek standard units of credit via waiver of the 140-clock-hour requirement.

### Guidelines

- The superintendent or designated staff will identify a process for developing accommodations for students with limited English proficiency.
- Pursuit of credit by waiver by students with disabilities will be prescribed by the student's Individualized Education Program (IEP) or 504 Plan.

- Students who attain credit by waiver of the 140-clock-hour requirement will work with the managing teacher to decide on the grading methodology to be used as appropriate for the course.
- The fact that a student has received credit via waiver will be reflected on the student's transcript.
- A student who is pursuing credit via waiver is enrolled in the relevant course for purposes of determining eligibility for extracurricular activities.

### Waiver Pathway Options

Waivers are available by three pathways.

#### 1. Courses that award a standard credit and have less than 140 clock hours of instruction

- For students attaining standard units of credit by this waiver method, the school division maintains documentation based on this policy that defines its rationale for the reduction of instructional time and substantive evidence that it provides equivalent instruction with equivalent outcomes in the reduced clock hours.

#### 2. Independent study, work sample portfolio, demonstrated performance and locally developed or Standards of Learning assessment

Evidence of the student's learning must encompass a comprehensive assemblage of media products, artifacts, and performance that demonstrates the student has mastered academically rigorous material and meets or exceeds approved learning standards, competencies or objectives for the course.

The required content and evaluative criteria for the products must be defined and based on the same objectives as the standard course.

The assemblage of evidence and overall process must be managed by a licensed and endorsed teacher in the area of the coursework with a series of program checkpoints throughout a specified timeline for the study. The checkpoints and timeline must be clearly articulated and communicated to the student.

The managing teacher must determine whether the work is of commensurate depth and quality as work performed in the traditional secondary classroom and meets predefined evaluative criteria communicated to the student.

The student must meet a predefined performance level on a locally-developed assessment for the coursework. This may be an oral examination, performance (e.g., recital/concert), written test or some other objective tool or process developed by the school division. Applicable Standards of Learning assessments may also be used for this purpose.

### 3. Demonstrated achievement via national or international assessments

The assessment must

- have a standardized administration;
- be determined to be valid and reliable by an external body;
- be used in other states or internationally; and
- be scored independently of the school division.

Before a waiver may be granted under this option, the division must have completed a rigorous review of the assessment, in accordance with this policy, and determined that it is aligned with the course objectives for which the waiver is being requested. The division determines a qualifying score for awarding a standard credit that equates with mastery of the course content and skills and communicates that score to the student.

The student must provide evidence to the school principal or the principal's designee through performance, product, interview and/or school staff professional judgment that the student has some command of the course content and should be allowed to demonstrate mastery-level performance for a standard credit.

The superintendent will develop a process for determining a qualifying score for awarding a standard credit that equates with mastery of the course content and skills.

A student may attempt to achieve the qualifying score as many times as allowed and within timeframes established by the testing organization.

If an assessment has a monetary cost, the division will ensure equitable access to this option for all students.

#### Appeal Process

The superintendent shall appoint a review panel comprised of at least three educators to resolve disputes regarding the attainment of standard units of credit via waivers in accordance with this policy. Different panels may be appointed for individual schools or groups of schools.

The panel may review whether a student was properly denied permission to seek a standard unit of credit via waiver and whether a student was properly denied a standard unit of credit after having been determined to be eligible to seek the standard unit of credit via waiver.

Based on the evidence it reviews, the review panel may

- award the standard credit
- deny the standard credit
- make additional assignments prior to determining whether to award the standard credit

The decision of the review panel will be final.

#### Continuing Role of State Assessments

While the division may use the Standards of Learning assessments for awarding a standard credit as outlined above, the Standards of Learning assessments will continue to be used in their traditional role as determiners of awarding verified credits.

Adopted:

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Legal Refs: Code of Virginia, 1950, as amended, § 22.1-253.13:4.

8 VAC 20-131-110.

Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit, Virginia Board of Education (Oct. 2015).

Cross Refs:	IAA	Notification of Learning Objectives
	IGBG	Homebound Instruction
	IGBF	English as a Second or Other Language
	IKEB	Promotion/Retention/Acceleration
	IKF	Standards of Learning Tests and Graduation Requirements
	IKFB	Locally Awarded Verified Credits
	JO	Student Records