

*The intent of this document is to share a process school and district leaders can use to engage in reflections on policy that can support proficiency-based learning practices. The process may include teachers, community members, students and other interested stakeholders. This process is **not** intended to supplant a district or supervisory union's existing process for drafting, reading, and allowing for public comment on policies, but rather is a way to enhance existing practices through engagement and dialogue.*

A sample checklist of policies and some sample policies can be found [here](#).

## Process 1: Refining Existing Policy

### 1. Review existing policy and sample policies.

- Participants examine the existing policy and samples of school/district policies for proficiency-based learning.
- Participants should make note of how the samples are similar to and different from their current policies.

### 2. Current Support

- Participants discuss what elements of the **current** policy support proficiency-based learning.

### 3. Changes to Policy

- Participants discuss how specific **changes** to the policy might support proficiency-based learning.

### 4. Identify Process

- Participants should review practices for revising policy and specify a timeline for refinement.

## Process 2: Developing Policy

### 1. Review sample policy.

- Participants examine samples of school/district policies for proficiency-based learning.

### 2. Identify how policy might support improved practice and student learning.

- Open discussion of how a new policy would support teachers and students.

### 3. Challenges

- Identify potential challenges or drawbacks to implementing a new policy.

### 4. Identify Process

- Participants should review practices for revising policy and specify a timeline for refinement.