

INTEGRATED ENVIRONMENTAL AND SUSTAINABILITY EDUCATION MASTERY-BASED CREDIT

The board recognizes the value of providing students instruction about conservation, natural resources, and the environment and helping students to be environmentally and sustainability literate. The board places a high value on environmental stewardship. Students may further develop their environmental and sustainability education skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in environmental and sustainability education available to them.

The district also recognizes the importance of allowing students to learn at their own pace, and the educational benefits that can be gained by giving students the opportunity to demonstrate competency of skills, proficiency of standards, and mastery of concepts.

As described in the procedures, the district will award credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Cross References:

2410 - High School Graduation Requirements

Legal References:

WAC 392-410-115 Mandatory areas of study in the common school.
WAC 180-51-050 High school credit — Definition.
WAC 180-51-051 Procedure for granting students mastery-based credit.
RCW 28A.230.090 High school graduation requirements or equivalencies
— Reevaluation of graduation requirements —
Review and authorization of proposed changes —
Credit for courses taken before attending high school
— Postsecondary credit equivalencies.

Management Resources:

2020 – December Issue

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