

Areas of Study and Award of Competency/Proficiency Based Credits

English Language Arts

The board recognizes the value of preparing students to read, write, speak, listen, and use English effectively. These skills are necessary for college and career readiness in multiple disciplines. The board also recognizes students may further develop these skills through activities and programs. The district encourages students and their families to take advantage of any English Language Arts learning opportunities available to them.

The district will encourage students to learn to read, write, speak, listen, and use English effectively at a high level of proficiency.

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.

In order to recognize the English Language Arts proficiency of students, the superintendent is directed to develop procedures for awarding English Language Arts credits to students based on demonstrated proficiency across a range of English Language Arts skills.

Demonstrating Competency/Proficiency in English Language Arts

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in English Language Arts. Students may demonstrate competence in the following ways:

1. The student may recover .5 English Language Arts credit following a failed or incomplete English Language Arts course taken in their 9th or 10th grade year if the student meets standard on a state assessment in English Language Arts;
2. The student may recover .5 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on an end-of-course exam from an English Language Arts course (where an end-of-course exam is available); or
3. The student may recover .5 English Language Arts credit following a failed or incomplete English Language Arts course if the student meets standard on another approved state alternative that meets the graduation requirement;
4. The student may obtain .5 English Language Arts credit for passing a district created assessment that is aligned to learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in English Language Arts and be award credit if the student achieves a "C" or higher in the next-higher level course in English Language Arts.

Math

The board recognizes the value of preparing students in math for college, career, and life. Math skills are necessary for college and career readiness in multiple disciplines. Students may further develop these skills through independent activities and programs. The district encourages students and their families to take advantage of any math learning opportunities available to them.

The district will encourage students to use math effectively at a high level of proficiency.

The district acknowledges 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.

In order to recognize the math proficiency of students, the superintendent is directed to develop procedures for awarding math credits to students based on demonstrated proficiency across a range of math skills.

Demonstrating Competency/Proficiency in Math

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in math. Students may demonstrate competence in the following ways:

1. The student may recover .5 Algebra or Geometry credit following a failed or incomplete math course if the student meets standard on a state assessment in the equivalent math subject;
2. The student may recover .5 math credit following a failed or incomplete math course if the student meets standard on an end-of-course exam for a math course (where an end-of-course exam is available); or
3. The student may recover .5 math credit following a failed or incomplete math course if the student meets standard on another approved state alternative that meets the graduation requirement;
4. The student may obtain .5 math credit for passing a district created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a math subject and be awarded credit if the student achieves a C or higher grade in the next-higher level course in that math subject (algebra, and geometry).

Science

The board recognizes the value of preparing students to become literate in science. Science plays an integral role in modern society and is an essential part of each student's education. When students are learning about science, they are also enhancing their skills in reading, writing and math. Students may further develop their science skills through independent activities and programs. The district encourages students and their families to take advantage of any science learning opportunities available to them.

The district will encourage students to learn science effectively at a high level of proficiency.

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.

In order to recognize the science proficiency of students, the superintendent is directed to develop procedures for awarding science credits to students based on demonstrated proficiency across a range of science skills.

Demonstrating Competency/Proficiency in Science

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in science. Students may demonstrate competence in the following ways:

1. The student may recover .5 science credit following a failed or incomplete science course if the student meets standard on a state assessment in science;
2. The student may recover .5 science credit following a failed or incomplete science course if the student meets standard on an end-of-course exam for a science course (where an end-of-course exam is available), or
3. The student may recover .5 science credit following a failed or incomplete science course if the student meets standard on another approved state alternative that meets the graduation requirement.
4. The student may obtain .5 Science credit for passing a district created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Additionally, the student may demonstrate competency/proficiency in a science subject and be awarded credit if the student achieves a C or higher grade in the next-higher level course in that science subject or closely related subject.

Social Studies

The board recognizes the value of helping students become part of an active and engaged citizenry. A developed knowledge and understanding of social studies helps prepare students for post-secondary pathways, careers, and civic engagement. Students may further develop their social studies skills through independent activities and programs. The district encourages students and their families to take advantage of any social studies learning opportunities available to them.

The district will encourage students to learn social studies effectively at a high level of proficiency.

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.

In order to recognize the social studies proficiency of students, the superintendent is directed to develop procedures for awarding social studies credits to students based on demonstrated proficiency across a range of social studies skills.

Demonstrating Competency/Proficiency in Social Studies

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency in social studies skills.

A student may recover .5 social studies credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Additionally, a student may obtain .5 Social Studies credit for passing a district created assessment that is aligned to the state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

The Arts

The board recognizes the value of providing students an education in the arts, including the disciplines of dance, media arts, music, theater, and visual arts. The arts engage all learning styles, and they lead to powerful and life-long habits, such as creativity, collaboration, communication, and critical thinking. The arts provide students with keys to understanding the world around them and strategies for learning, interpreting, and expressing their thoughts. Students may further develop their art skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in the arts available to them.

The district will encourage students to learn the arts effectively at a high level of proficiency.

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.

The Arts Demonstrating Competency/Proficiency in The Arts

The district will manage the assessment process so that students seeking competency based credit can demonstrate competency/proficiency in art skills.

A student may recover .5 art credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Additionally, a student may obtain .5 art credit for passing a district created assessment that is aligned to state learning standards, such as a portfolio of student work. Students do not need to have attempted and failed a course before being eligible for this option.

Health and Fitness

The board recognizes the value of providing students with health and physical education. Health and physical education comprise extensive content areas that include, but are not limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health enhancing goals. Students may further develop their health and fitness skills through independent activities and programs. The district encourages students and their families to take advantage of any learning opportunities in health and physical 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.

In order to recognize student health and fitness proficiency, the superintendent is directed to develop procedures for awarding credits in health and physical activity to students based on demonstrated proficiency across a range of skills in health and fitness.

Demonstrating Competency/Proficiency in Health

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in health skills. A student may recover a one-half (.5) health credit if the student meets standard on another approved state alternative that meets the graduation requirement.

Demonstrating Competency/Proficiency in Physical Education Knowledge

The district will manage the assessment process so that students seeking competency-based credit can demonstrate competency/proficiency in knowledge of fitness. Students may waive one-half credit (.5) of physical education per semester. Students who waive physical education credits pursuant to RCW 28A.230.050 must still demonstrate sufficient proficiency in health and fitness knowledge. Students may demonstrate sufficient proficiency as follows:

1. First Waiver (.5 PE credit) The student must meet proficiency/competency at 70% or higher in one of the following:
 - a. OSPI-developed fitness assessment: Concepts of Health and Fitness
 - b. District-approved fitness assessment (cognitive assessment on fitness education)
2. Second Waiver (.5 PE credit) The student must meet proficiency/competency at 70% or higher in one of the following:
 - a. OSPI-developed fitness assessment: Fitness Planning
 - b. District-approved fitness assessment (cognitive assessment on fitness education that is different than First Waiver)
3. Third Waiver (.5 PE credit) The student must meet proficiency/competency in one of the following:
 - a. District-approved fitness plan/portfolio at 80% or higher
 - b. District-approved fitness assessment (cognitive assessment on fitness education that is different than Second Waiver) at 70% or higher

Integrated Environmental and Sustainability Education

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.

In order to recognize student proficiency in environmental and sustainability education, the superintendent is directed to develop procedures for awarding credits to students based on demonstrated proficiency across a range of environmental and sustainability education skills.

Legal References	RCW 28A.230.090	High school graduation requirements or equivalencies — Reevaluation of graduation requirements — Review and authorization of proposed changes — Credit for courses taken
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		before attending high school — Postsecondary credit equivalencies
	RCW 28A.210.365	Food choice, physical activity, childhood fitness— Minimum standards—District waiver or exemption policy.
	RCW 28A.230.020	Common school curriculum
	RCW 28A.230.050	Physical education in high schools.
	WAC 180-51-050	High school credit — Definition
	WAC 392-410-115	Mandatory areas of study in the common school.
Cross References	Board Policy 2410	High School Graduation Requirements