

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.

As described in the procedures, the district will award science credits to students based on demonstrated mastery/proficiency across a range of science 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.

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| Cross References: | Board Policy 2410 | High School Graduation Requirements |
| 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 before attending high school – Post-secondary credit equivalencies. |
| | WAC 180-51-050 | High School credit - definition |
| | WAC 180-51-051 | Procedure for granting students mastery-based credit |

Concrete School District
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