Policy No. 2409
Instruction

World Language Mastery-Based Credit

The Board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language opportunities available to them.

To enable students to fully benefit from the advantages of multiculturalism, the district will encourage students to learn to understand, speak, read and write at a high level of language proficiency. Proficiency can also be demonstrated in languages that are only spoken or signed.

As described in the procedures, the district will award world language credits to students based on demonstrated proficiency across a range of language 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

Adopted: 05/2016
Revised: 01/2020, 05/2020, 11/2021

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 — Postsecondary credit equivalencies

WAC 180-51-050 High school credit — Definition

WAC 180-51-051 Procedure for granting students mastery-based credit

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