



# **SCHOOL BOARD ACTION REPORT**

**DATE:** January 15, 2019  
**FROM:** Denise Juneau, Superintendent  
**LEAD STAFF:** Dr. Diane DeBacker, Chief Academic Officer, dmdebacker@seattleschools.org, (206) 252-0017; Kyle Kinoshita, Executive Director of Curriculum, Assessment and Instruction, kdkinoshita@seattleschools.org, (206) 252-0050; Caleb Perkins, Director of Career and College Readiness; cbperkins@seattleschools.org, (206) 252-0062

**For Introduction:** January 23, 2019

**For Action:** February 6, 2019

## **1. TITLE**

Approval of courses with new content as defined by Superintendent Procedure 2026.

## **2. PURPOSE**

This Board Action Report asks the Board to approve courses with new content that have been recommended by the Board.

## **3. RECOMMENDED MOTION**

I move that the School Board approve the courses, including Native American language competency courses, as attached to the Board Action Report, and consider any World Language competency courses proposed after this Board Action Report to be 'revised content' as defined by Superintendent Procedure 2026.

## **4. BACKGROUND INFORMATION**

### **a. Background**

Seattle educators submit proposed new courses every year and after a formal review by the central office staff, those recommended for inclusion in the district secondary course catalog are either referred to the Chief Academic Officer, if made up of revised content, or to the Superintendent and the Board. For the latter, according to Superintendent Procedure 2026, "if the proposed course is made up of content new to the district course of study, the Superintendent recommends the course to the Board" and "the Board acts on the recommendation".

Once approved and added to the course catalog, the district's online catalog will provide information on these courses including required federal and state data, as well as some district-specific fields, such as course descriptions and course objectives. Those with a Seattle Public Schools email account can review information for particular courses by accessing the catalog here: <https://coursecatalog.seattleschools.org>.

It should be noted that a large number of the courses being proposed this year are World Language competency courses. This reflects the district's efforts to add the option to earn competency-based credits across a wide variety of languages. Each year, new languages are added as new courses as new languages can be assessed for competency. Past practice has been to seek School Board approval of additional World Language competency courses. These competency-based courses do not, however, entail new curricula, and it is proposed that going forward, additional language competency courses be considered revised content under Superintendent Procedure 2026, so in future years, new languages can be added using the revised content approval process.

It should also be noted that this Board Action Report requesting approval of new courses includes competency courses for indigenous languages following guidance from the Board and research done by the district's Native American Education program.

**b. Alternatives**

Do not approve the courses and as result, these courses will not be available for schools to use. This alternative is not recommended given the merits of these courses.

**5. FISCAL IMPACT/REVENUE SOURCE**

The revenue source for this motion is N/A.

This motion has no immediate fiscal impact.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

As a part of the course approval process, school staff or central staff propose new courses when they are needed or desired. In this way, requests for new or revised courses come primarily from schools as a means to satisfy student needs and to take advantage of the skills and expertise of SPS teachers. While, the community members-at-large are not directly involved in this process, students, registrars, counselors, teachers, content managers, and various central staff members.

New courses, like our World Language competencies, have been proposed as course catalog additions directly as a result of the needs and desires of our multilingual students and community members. We are also proposing to add other courses like Calculus 3 and Advanced Statistics based on requests from SPS students to make additional higher-level mathematics courses available.

**7. EQUITY ANALYSIS**

For the majority of these courses included in this Board Action Report, we did not formally use the racial equity analysis toolkit, but it is understood that Seattle educators regularly propose new courses, including the ones included in this report. Additions to the course catalog are meant to increase student access to greater opportunities to learn and engage in a holistic curriculum that prepares them for an increasingly diverse and globally-connected world.

As we work through the course approval process, we also remain accountable to the needs of groups most impacted by racism and educational inequity including our multilingual and immigrant students. The World Language competencies have been requested specifically to center the needs of our multilingual students by offering the opportunity for students in K-12 grades, who are bilingual, to receive World Language credits by demonstrating language proficiency. Adding these courses to the catalog works to ensure our multilingual students can meet the SPS, Washington State, and college entrance World Language requirements and graduate on time as we prepare them for life beyond high school.

Over 140 languages are spoken by SPS students and families and continuing to add courses to our catalog helps to make certain we are meeting the needs of our diverse community. Moving forward, we will continue to add World Language competencies to the course catalog, as revised content, as they are needed as a means of encouraging inclusivity in our curriculum and increasing opportunity for student success.

**8. STUDENT BENEFIT**

This will provide new course offerings to students. Specifically, each new course that is added promotes a more holistic curriculum that opens additional educational and career opportunities to students after high school including STEM, technical, and humanities-based trajectories.

**9. WHY BOARD ACTION IS NECESSARY**

- Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)
- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item

Other: Required by Superintendent Procedure 2026

**10. POLICY IMPLICATION**

Policy 2026 indicates it is within the Board's power to prescribe the course of study to serve the needs of students. The process is laid out in the accompanying procedure which is being followed here.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was discussed at the Curriculum and Instruction Policy Committee meeting on January 15<sup>th</sup>. The Committee reviewed the motion and recommended it for approval.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, these courses will be added to the district's course catalog.

**13. ATTACHMENTS**

- New Course Additions for 2019-20 (for approval)
- Superintendent Procedure 2026SP Addition to Catalog of Secondary School Subjects (for reference)

<b>Course Name</b>	<b>Course Credit Type</b>	<b>Requestor</b>	<b>Reason for Course Proposal</b>	<b>Short Course Description</b>	<b>Full Course Description</b>
CALCULUS III	Math	Oana Rus, Ballard	There are an increasing number of sophomores in the AP Calculus AB class at Ballard High, more than 10 including one freshmen. They will take Calculus BC as juniors, but these 10 students will run out of a math class by their senior year. There has been a high growth in the demand for higher level math classes and students have expressed their preference for taking a higher-level math class at the school for their senior year, rather than a Running Start class that could complicate their schedule. Also, this allows for more individualized instruction and in-depth explanations.	Prerequisite: AP Calculus BC. A third course in Calculus following AP Calculus BC. Students enrolled in this course will learn advanced calculus concepts including vectors and vector valued functions, partial differentiation, derivatives in the 3-D plane.	Prerequisite: AP Calculus BC. This course covers 3D vectors, dot products, cross products, projections, lines, planes, cylinders and quadric surfaces in space, cylindrical and spherical coordinates, vector functions and space curves, derivatives and integrals of vector functions, arc length and curvature, velocity, speed and acceleration, multi variable functions, limits and continuity, including partial derivatives, directional derivatives and gradients, maximizing and minimizing functions in two variables, Lagrange multipliers, tangent planes, differentials.
ADVANCED STATISTICS	Math	Michael Rice, Ingraham	I have been teaching Advanced Placement Statistics for several years. I have gone from two sections to four sections. This increase is partially being driven by more sophomores and juniors taking the class. Many of them have expressed an interest in a class beyond AP Statistics. This is the class I want to create.	Recommended: Successful completion of AP STATS. This is the first semester of a full year course in a non-calculus based statistics class for students who wish to explore topics beyond the AP Statistics Syllabus.	Students will analyze many types of data structures with a wide variety of purposes. These purposes include making predictions, understanding relationships and assessing differences. The data structures in various numbers of variables and different kinds of variables in both explanatory and response roles. The unifying theme that connects all these data structures and analysis purposes is statistical modeling. The idea of constructing statistical models is introduced at the very beginning of this course in a setting that students encountered in AP Statistics. This modeling focus continues throughout the semester as students encounter new and more complicated scenarios. We will be using statistical software to analyze large data sets.

Course Name	Course Credit Type	Requestor	Reason for Course Proposal	Short Course Description	Full Course Description
FOUNDATIONS OF SOCIAL STUDIES	Social Studies	Anne Eades, West Seattle	To expand course offerings to students.	Foundations of Social Studies is the first semester 9th grade class in Social Studies. Through the study of current events, students will develop foundational skills needed not only in their social studies courses, but other classes as well. Students will: engage in informational reading and writing with primary and secondary documents; improve discussion and presentation skills; develop academic skills in many areas including geography, demographics, graphing, and quantitative skills; and develop research skills, especially as related to the use of libraries, search engines, Works Cited pages, and citation. They will also learn necessary technological skills and platforms, like how to use their WSHS logins, turnitin.com, Microsoft Teams, the Source, Google Drive, Newsela, and Quizlet.	The curricular focus of the class is current events. Through that content, students will develop skills including (but not limited to): - Academic skills (geography, demographics, graphing, graph and chart reading, quantitative skills), -Organizational skills (keeping a notebook, taking notes, understanding and monitoring the Source) , -Research (use of libraries and search engines, Works Cited pages, citation), -Informational Reading and Writing (we will continue our focus on developing those skills in all Social Studies classes)
PUBLIC HEALTH	CTE	Susan Grant, College & Career Readiness	To expand the CTE options available to students.	This is a semester long career and technical education course designed as an elective for upperclass students (11th and 12th grade). In this course, students will be asked to apply their understanding of both microbiology and human physiology as well as social and cultural conditions surrounding equity and access to the health care system in order to explore the promotion and protection of community health.	This is a semester long career and technical education course designed as an elective for upperclass students (11th and 12th grade). In this course, students will be asked to apply their understanding of both microbiology and human physiology as well as social and cultural conditions surrounding equity and access to the health care system in order to explore the promotion and protection of community health.
SOUTHERN LUSHOOTSEED 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
SOUTHERN LUSHOOTSEED 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
SOUTHERN LUSHOOTSEED 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.

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SOUTHERN LUSHOOTSEED 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
DINE' (NAVAHO) 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
DINE' (NAVAHO) 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
DINE' (NAVAHO) 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
DINE' (NAVAHO) 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
HAIDA 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
HAIDA 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
HAIDA 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
HAIDA 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
LAKOTA 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
LAKOTA 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.

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LAKOTA 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
LAKOTA 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
NEZ PERCE 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
NEZ PERCE 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
NEZ PERCE 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
NEZ PERCE 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
AFRIKAANS 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
AFRIKAANS 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
AFRIKAANS 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
AFRIKAANS 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
BENGALI 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.



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BENGALI 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
BENGALI 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
BENGALI 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
CREOLE 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
CREOLE 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
CREOLE 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
CREOLE 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
DANISH 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
DANISH 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
DANISH 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
DANISH 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

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DARI 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
DARI 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
DARI 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
FIJIAN 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
FIJIAN 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
FIJIAN 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
FIJIAN 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
INDONESIAN 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
INDONESIAN 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
INDONESIAN 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.

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MAYA-QUICHE 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
MAYA-QUICHE 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
MAYA-QUICHE 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
MAYA-QUICHE 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
POHNPEIAN 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
POHNPEIAN 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.
POHNPEIAN 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
POHNPEIAN 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.
ROHINGYA 1 COMP NM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) I	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice Mid (NM) proficiency across skill levels.
ROHINGYA 2 COMP NH	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) II	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Novice High (NH) proficiency across skill levels.

<b>Course Name</b>	<b>Course Credit Type</b>	<b>Requestor</b>	<b>Reason for Course Proposal</b>	<b>Short Course Description</b>	<b>Full Course Description</b>
ROHINGYA 3 COMP IL	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) III	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Low (IL) proficiency across skill levels.
ROHINGYA 4 COMP IM	World Language	Michele Aoki, World Language Content Manager	Adding courses to account for the student passing competency tests for World Language credit	World Language (Other Language) IV	Student has completed a nationally recognized language proficiency assessment and demonstrated at least Intermediate Mid (IM) proficiency across skill levels.

# Superintendent Procedure 2026SP Addition to Catalog of Secondary School Subjects

Approved by: s/S. Enfield Date: 12/14/11

Dr. Susan Enfield, Interim Superintendent



## Introduction

The Catalog of Secondary School Subjects serves as the master list from which schools select the courses they offer. Decisions regarding which courses are offered at a specific school should be made on the basis of student need, high school graduation requirements, and available staff and facility resources.

No courses other than those in the catalog are approved. Persons responsible for preparing the master schedule for a school should be very careful to assign proper course numbers to all of the courses in the schedule. Course descriptions are provided to facilitate that task.

## Definitions

1. New Content - Information, skills, or concepts not previously approved by the School Board.
2. Revised Content - Content already approved by the School Board, but organized into a different course format.

## Procedures

1. School staff or central staff determines that a new course is needed or desired.
2. Staff reviews the present catalog descriptions of similar courses and determines whether the proposed course would be made up of content new to the course of study or is a revision of content already approved.
3. A proposal for a new course is completed and sent to the Coordinator of Curriculum Support Services.
4. The Coordinator of Curriculum Support Services reviews the proposal and refers it to the appropriate curriculum consultant(s) for comment.
5. The curriculum consultant recommends approval, revision, or disapproval of the course to the Coordinator of Curriculum Support Services. If approval is not recommended, or a revision is recommended, the originator of the proposal is so informed.
6. If the proposed course is made up of revised content, it may be approved by the Assistant Superintendent for Teaching and Learning.
7. If the proposed course is made up of content new to the district course of study, the Superintendent recommends the course to the Board.
8. The Board acts on the recommendation.
9. If the course is approved, it is placed in the CATALOG OF SECONDARY SCHOOL SUBJECTS.

Approved: December 2011  
Revised:  
Cross Reference: Policy No. 2026