State Policies Encouraging/Requiring Foreign-Language Instruction Apart from High School Graduation Requirements

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Introduction

Traditionally, American students have not embarked on foreign-language instruction unless they were college-bound, and then only during their secondary school years. Study after study has indicated that young children learn foreign languages more quickly than do older learners. An increasingly global economy calls for the workforce to be not only understanding of international cultures, but able to bridge the communication gap by speaking a second language. The No Child Left Behind Act brings attention to the importance of foreign-language instruction by inclusion of the Foreign Language Assistance Act of 2001 within the No Child Left Behind Act. Of particular interest in the act is the Foreign Language Incentive Program, which offers public elementary schools grants to provide foreign-language instruction resulting in “communicative competency” or at least 45 minutes of daily foreign-language instruction for at least four days a week throughout the school year.

States have addressed these issues by recommending or requiring that schools offer or students receive foreign-language instruction before the high school grades. The following is a list of state education policies encouraging or mandating foreign-language instruction in presecondary-level grades, or in secondary-level grades, as separate from high school graduation requirements.

Note: For information on state policies regarding lab schools that may specialize in foreign language, please see the end of this document. For information on states that mandate coursework in a foreign language for high school graduation, please see the ECS StateNote “Foreign-language Requirements for High School Graduation”. For information on state standards in foreign language, please see the ECS StateNote “State Standards and Curriculum Frameworks for Foreign Languages.”

Alabama
“It is the intent of the Legislature that, in addition to the required courses [for high school graduation], elective courses, including but not limited to foreign languages, fine arts, physical education, wellness education, vocational and technical preparation, be available to all students as determined by the local board of education.”
ALA. CODE § 16-6B-2

Alaska
“A goal of the state public school system is to provide a working knowledge of … world languages.”
ALASKA ADMIN. CODE § 04.030

Arizona
Students are required to demonstrate competency as determined by state-board-approved Essential Skills, in specified subject areas, which include foreign or Native-American language. “District instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements.”
Arkansas
Among the accreditation standards for schools instructing grades K-8 is social studies instruction that includes history and culture of the world, “including foreign-language experiences.” The regulation specifies, “It is strongly recommended that schools offer at least one Level I foreign-language course,” credit from which may be used for high school graduation. For purposes of accreditation, secondary schools (grades 9-12) must offer a minimum of two units of the same foreign language. “Additional foreign-language courses such as the Level III and IV of the same foreign language and other foreign languages should be included.”
ARK. ADMIN. CODE 005 19 007

California
In a chapter on required courses of study in grades 1-6, schools serving students in these grades are encouraged to provide foreign-language programs, “with instruction beginning as early as feasible for each school district.” In the same chapter, in provisions relating to courses of study for grades 7 through 12, schools serving these students must offer courses in foreign language, “beginning not later than grade 7.”
CAL. EDUC. CODE § 51212, § 51220

A section relating to distance learning states that if funding permits, “a coordinated distance learning system should be developed to serve the following high priority education needs: ...(4) The expansion of course offerings in subjects that include … foreign languages… to rural and inner-city secondary schools that are unable to provide the college preparatory and enrichment courses that their pupils require....”
CAL. EDUC. CODE § 51865

Colorado
No policies found.

Connecticut
All secondary schools must offer at least one foreign language.
CONN. GEN. STAT. § 10-16b

Delaware
No policies found.

District of Columbia
No policies found.

Florida
Every district board must adopt a plan for a K-12 foreign-language curriculum to be submitted to the state commissioner by June 30, 2004.
§ 1061 (2002 S.B. 20-E)

The state’s K-12 educational system is aligned to the state board-approved “Sunshine State Standards.” The state “will hold schools accountable, in grades K-2, 3-5, 6-8, and 9-12 in” various subjects, including foreign languages.
FL. STAT. ANN. § 1003.41

“Each district school board shall provide … appropriate instruction designed to ensure that students meet State Board of Education adopted standards in … foreign languages ….”
FL. STAT. ANN. § 1003.42

Georgia
The Elementary School Foreign Language Model Program provides grants to districts with limited funding to help cover the costs associated with hiring foreign-language teachers for K-5 students. According to the Georgia Department of Education Web site, “The program began with kindergarten and expanded to add an additional grade level each year, until all children at each site received foreign-language instruction five days a week, thirty minutes each day from kindergarten through fifth grade.” Although the
regulation states that 17 systems will receive funding for FY98, the program is ongoing, as the state
department site in September 2002 lists 27 schools in 15 systems that receive funding through this
program, and one school’s model program is funded entirely by the local district.

GA. COMP. R. & REGS. r. 160-1-4-.16

Hawaii
No policies found.

Idaho
High schools are required to offer languages other than English, which may be indigenous languages or
sign language.
ID. ADMIN. CODE 08.02.03.104

Illinois
This section requires the state board to establish minimum standards for foreign-language instruction in
ethnic schools. "Such standards shall seek to insure that the level of foreign-language instruction in the
ethnic school is at least as high as the level of foreign-language instruction in public high schools. An
ethnic school is a part-time private school which teaches the foreign language of a particular ethnic group
as well as the culture, geography, history and other aspects of a particular ethnic group." In a related
section, a local board is authorized to “award or provide for the awarding of high school credit to high
school students who have studied a foreign language in an approved ethnic school program. The amount
of credit awarded shall be roughly equivalent to the amount of credit the student would have received if
he or she had reached the same level of foreign-language proficiency at a public high school as he or she
achieved at the ethnic school. The school board may require a student seeking foreign-language credit
under this Section to successfully complete a foreign-language proficiency examination.”
105 ILL. COMP. STAT. ANN. 5/2-3.44, 5/10-22.43a

In a section establishing the article of state school code for districts in cities of over 500,000 inhabitants, it
reads: “[T]he General Assembly is committed to the belief that, while such urban schools should foster
improvement and student growth in a number of areas, first priority should be given to achieving the
following goals: … (6) assuring that students are better prepared to compete in the international market
place by having foreign-language proficiency and stronger international studies ….”
105 ILL. COMP. STAT. ANN. 5/34-1.01

High schools must offer foreign language. “The time allotment, unless specified by the School Code or
regulations, is the option of the local school district.”
ILL. ADMIN. CODE tit. 23, § 1.440

Indiana
In the article relating to school accreditation, elementary and middle school curricula are encouraged to
include the “[f]oreign language education that provides students with the ability to: (A) communicate in
languages other than their own; and (B) develop understanding of cultures where other languages are
spoken.”
IND. ADMIN. CODE tit. 511, r. 6.1-5-2.5, 6.1-5-3.5

High schools, for purposes of accreditation, must offer a minimum of four credits of foreign language, or a
minimum of two credits each year.
IND. ADMIN. CODE tit. 511, r. 6.1-5-4

Regulation specifies that high schools may offer courses in levels I-VI and advanced placement or college
credit in the following languages: French, German, Spanish, Russian, Chinese, Japanese, Latin, as well
as “Exploring foreign languages” and “other foreign-language courses....”
IND. ADMIN. CODE tit. 511, r. 6.1-5.1-4

Iowa
“The minimum program to be offered and taught for grades nine through twelve is: ... [f]our sequential
units of one foreign language other than American sign language. Provision of instruction in American
sign language shall be in addition to and not in lieu of provision of instruction in other foreign languages.
The department may waive the third and fourth years of the foreign-language requirement on an annual
basis upon the request of the board of directors of a school district or the authorities in charge of a nonpublic school if the board or authorities are able to prove that a licensed teacher was employed and assigned a schedule that would have allowed students to enroll in a foreign-language class, the foreign-language class was properly scheduled, students were aware that a foreign-language class was scheduled, and no students enrolled in the class.”
IOWA CODE § 256.11, IOWA ADMIN. CODE r. 281-12.5 (256)

**Kansas**

“Each board of education shall provide the opportunity for students to study a foreign language. The program of study shall provide for a minimum of two academic years of study of the same language at the elementary or secondary level. Total instructional time for elementary programs shall be equivalent to that of two-year secondary programs.”
KAN. ADMIN. REGS. 91-31-20

**Kentucky**

No policies found.

**Louisiana**

According to the Louisiana Handbook for School Administrators, Bulletin 741, “An articulated elementary foreign-language program for 30 minutes daily in grades 4 through 6 shall be required for academically able students and shall be optional for all others.” An academically able student is defined as one performing at grade level, as established by the local district. The Individual Education Plan (IEP) committee must determine whether a student with an IEP is eligible to participate in foreign-language instruction. Students in grades 7 and 8 must participate in “an articulated elementary foreign-language program ... for 150 minutes per week....” When offered in grades 1-3, “the articulated foreign-language program shall be taught for 30 minutes per day in the subject area(s) designated by the local school board.” $200,000 was appropriated to foreign-language instruction through this fund by 2002 H.B. 1 and Bulletin 741, Standards 2.090.07, -08, -09

The Louisiana Quality Education Support Fund is established. Fifty percent of the monies in the fund is to be appropriated by the state board for purposes specified in legislation, including “To fund the teaching of foreign languages in elementary and secondary schools.”
LA. REV. STAT. 17:3801, LA. CONST. art. VII, § 10.1

**Maine**

The basic course of study in elementary schools must provide for instruction for all students in foreign languages.
ME. REV. STAT. ANN. tit. 20-A, § 4711

“A secondary school shall provide a course of study of at least two years in length.... The course of study must include instruction of all students in ... foreign languages.” Every high school must offer a minimum of one two-year sequence in a foreign language, and “[i]t is encouraged to offer one or more additional foreign languages as part of its secondary school program.”
ME. REV. STAT. ANN. tit. 20-A, § 4721, § 4726; CODE ME. R. § 05-071-127

A secondary student is permitted to attend a school in another district to take a foreign-language course if the student’s secondary school of origin does not offer two approved foreign-language courses.
ME. REV. STAT. ANN. tit. 20-A, § 5204; CODE ME. R. § 05-071-127

Every student is required to attain proficiency in the content standard subject area of foreign languages. By the end of the 2002-03 school year, every district must state in its comprehensive education plan how it will implement the foreign-language content area for all students; the plan must include partial implementation targets. Every district must implement foreign-language standards by the end of the 2006-07 school year.
ME. REV. STAT. ANN. tit. 20-A, § 6209

Funds are available for specified school-based innovative projects. Recipients may be a single school, group of schools, or group of districts. One project for which monies are available is the development of “foreign-language programs in elementary schools....”
COLORADO

Maryland
No policies found.

Massachusetts
Foreign languages defined as a core academic subject.
ch. 69, § 1D; 603 CMR 2.02; 603 CMR 27.02

“The board shall adopt a system for evaluating on an annual basis the performance of both public school districts and individual public schools. With respect to individual schools, the system shall include instruments designed to assess the extent to which schools and districts succeed in improving or fail to improve student performance, as defined by student acquisition of the skills, competencies and knowledge called for by the academic standards and embodied in the curriculum frameworks established by the board … in the [area] of … foreign languages.”
Mass. Gen. Laws. ch. 69, § 1I

“To the extent practical, districts shall make available reasonable enrichment opportunities for interested limited English proficient students, either during or outside the regular school day, including, but not limited to, as part of an English language learners program or through foreign-language courses or after school programs, to help them maintain their native language skills.” In addition, at least once every three years, a district with any limited English proficient students must submit a plan to the state commissioner describing services to be provided to such students. In a district with at least 20 speakers of the same nonEnglish language, the plan must include, “A description of the opportunities the district will make available to limited English proficient students for instruction in maintaining or developing proficiency in their native language, including, but not limited to, as part of an English language learners program or through foreign-language classes or after school programs.”
Mass. 2002 H.B. 5010

In a section on underperforming schools: “Each school referred for review to determine whether it should be declared under-performing shall be required to submit to the Department: … data on participation in foreign-language study…”
Mass. Regs. Code tit. 603, § 2.03

Michigan
No policies found.

Minnesota
Each district must offer at least one foreign language to complete learning area 10 of the Profile of Learning, competencies which students must achieve to graduate from high school. According to the Minnesota Department of Children, Families and Learning Web site, “School districts are required to make the World Languages high school standards available for students who choose to learn a foreign language, although these standards are elective for students. The World Languages Learning Area is the only area in which districts are not required to offer the preparatory standards. World Language instruction and assessment have been proficiency-oriented and performance based for the past several decades. Educators must ensure that all specifications of a content standard are embedded in their locally developed and adopted curriculum.”
Minn. Stat. § 120B.031

State law allows boards to enter into five-year written agreements to either combine into one district or jointly provide at least high school instruction “for at least one or two years”. Each board must approve a plan for cooperation, which must include improvements in high school course offerings in specified subject areas, including foreign languages.
Minn. Stat. § 123A.36

Mississippi
For purposes of accreditation, public secondary schools in the state must offer a minimum of 4 ½ units of foreign language. Private secondary schools must offer a unit of either foreign language or advanced world geography.
Missouri

“Subject to appropriation from general revenue, the department of elementary and secondary education shall provide technical assistance and educational materials, upon request, to public elementary and secondary schools teaching a foreign language to students.”
MO. REV. STAT. § 161.226

Montana

“Program area standards’ means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: … world languages ….” MONT. ADMIN. R. 10.55.602

Schools serving students in grades 7-8 must choose to follow either a middle school philosophy and curriculum or a “departmentalized philosophy and components” to receive funding at the high school rate and meet standards of accreditation. This rule lists world languages as a required program area in the middle school curriculum. “At a minimum, the middle school curriculum shall maintain in balance” the required program areas of world languages, visual arts, music and vocational technical education. In the other option, all junior high or grades 7-8 students must be allowed to choose a one-half unit elective from any of these four areas.
MONT. ADMIN. R. 10.55.902

High schools must offer a minimum of two units of world languages to meet standards of accreditation. In addition, the world language program must meet delivery standards set out in regulations.
MONT. ADMIN. R. 10.55.904, R. 10.55.2101

Nebraska

“The Legislature hereby finds and declares that the mission of the State of Nebraska, through its public school system, is to: … [o]ffer each individual the opportunity to develop higher order thinking and problem-solving skills by means of adequate preparation in … foreign languages....”
NEB. REV. STAT. ANN. § 79-701

In the chapter relating to school accreditation, foreign language is included as a subject in the core curriculum. In the middle grades curriculum, the instructional program must “incorporate” foreign language. (However, foreign language is not included in the list of subjects in which coursework at the middle grades must be completed.) High schools, for purposes of accreditation, are required to provide a minimum of “20 instructional units or two years of daily classes in the same language.” Nonpublic college preparatory schools are allowed to substitute supplementary courses in foreign language for up to 40 of the 80 instructional units in career and technical education that high schools must provide for purposes of accreditation.
NEB. ADMIN. R. & REGS. tit. 92, § 10

In Regulations and Procedures for the Legal Operation of Approved Nonpublic Schools, the “core curriculum” includes foreign language. Secondary schools must offer 40 units of language arts. “Schools may include foreign language in meeting this requirement.”
NEB. ADMIN. R. & REGS. tit. 92, § 14

New Hampshire

“A foreign language may be taught in elementary schools....”
N.H. REV. STAT. ANN. § 189:20

In a section relating to minimum instructional standards: “The local school board shall develop a policy for each middle/junior high school relative to the option of providing supplemental instruction in one or more foreign languages, including the extent of this instruction and the students to whom it is offered.” Every high school is required to offer a minimum of four units in foreign languages, or a minimum of five units for a high school serving at least 300 students. Specifically, “For each high school with an enrollment of less...
than 300 students in grades 9-12 courses totaling either 4 units of credit in foreign languages comprised of a 4-year sequence in one foreign language or 5 units of credit comprised of a 3-year sequence in one foreign language and a 2-year sequence in a second foreign language or each high school with an enrollment of 300 or more students in grades 9-12, courses totaling 5 units of credit comprised of a three-year sequence in one foreign language and a 2-year sequence in a second foreign language”....
N.H. CODE ADMIN. R. ANN. Ed. 306.22, 306.23

“The local board may provide for the development and offering of instruction in one or more foreign languages in an elementary school. The extent of this instruction and the students to whom it is offered shall be determined by local school board policy.” The same provision exists for the offering of foreign languages in a middle or junior high school. The policy specifies that if foreign language is available, the program must be organized to give students the opportunity to “develop a basic proficiency in a second language and to explore two or more languages other than English....”
N.H. CODE ADMIN. R. ANN. Ed. 306.31

New Jersey
“A pupil who is enrolled in a public high school within the State who wishes to take a world language course not offered in the resident public school district may complete and receive credit toward high school graduation for a world language course offered by a religious organization or any other nonpublic school organization or entity. In order to receive credit for the course, the pupil shall meet local district proficiency requirements.”
N.J. STAT. ANN. § 18A:35-4.18

In the chapter relating to urban education reform in the Abbott districts, a section enacted in 2000 permits any new elementary or secondary school that is not a whole-school reform school to implement a whole-school alternative program design, subject to approval by the commissioner. The submitted application must meet specified criteria, and must require the school to conduct a needs assessment, which must include “[t]he curricular, instructional (regular and specialized), programmatic, and staffing needs of the school in the Core Curriculum Content Standards, including … world languages....” In addition, the application must include the district’s long-range facilities plan, which must allow for adequate facilities for the provision of world languages instruction aligned with the approved curriculum and instruction.
N.J. ADMIN. CODE tit. 6A, § 24-4.2

New Mexico
Bilingual and Language Revitalization/Indigenous Language education programs are presently being offered as a method of providing foreign-language instruction to native speakers of English. “To be eligible for financial support, each program shall: (A) Provide for the educational needs of linguistically and culturally different students, including Native American children and other students who may wish to participate in grades kindergarten through twelve, in any public school or any combination of public schools in a district.” [Italics added]
N.M. ADMIN. CODE tit. 6, § 32-2

New York
Foreign languages defined as a core academic subject.
N.Y. COMP. CODES R. & REGS. tit. 8, § 30.1

All students need to have completed a minimum of two units of a foreign language at some time between kindergarten through ninth grade. Units may be in more than one language, as long as one half of the total is in one language. If a student’s IEP indicates that the disability inhibits the student’s ability to learn a foreign language, the student may be exempted from this requirement. “Such unit of study requirements in a language other than English shall be offered in segments of not less than a half unit of study per school year.” Districts may offer foreign-language classes in any grade before grade nine, but at the latest must begin offering the subject no later than grade eight so that students can complete two years of foreign language before the end of grade nine. “[A]ll students entering grade nine prior to the 2001-2002 school year who pass an approved second language proficiency examination shall be awarded the first unit of credit in a language other than English unless the student has already been awarded such first unit of credit in a language other than English.... Public school students first entering grade nine in the 2001-2002 school year and thereafter shall earn at least one unit of credit in a language other than English in order to complete the language other than English requirement for a high school diploma.”
N.Y. COMP. CODES R. & REGS. tit. 8, § 100.2

“During grades one through six, all students shall receive instruction that is designed to facilitate their attainment of the relevant State learning standards in: … (iv) languages other than English, pursuant to section 100.2 (d) of this Part …”

N.Y. COMP. CODES R. & REGS. tit. 8, § 100.3

“Except as otherwise provided herein, all students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through: … (xi) languages other than English…."

N.Y. COMP. CODES R. & REGS. tit. 8, § 100.4

“Students who have been determined to need academic intervention services … may have the unit of study requirements for one or more of their subjects reduced, provided that: … (ii) requirements for … for languages other than English instruction … may be reduced but not eliminated.”

N.Y. COMP. CODES R. & REGS. tit. 8, § 100.4

“Public school students in grade eight shall have the opportunity to take high school courses in … at least one of the following areas… foreign languages….“ Credit may be awarded if specified criteria are met.

N.Y. COMP. CODES R. & REGS. tit. 8, § 100.4

North Carolina
No policies found.

North Dakota
No policies found.

Ohio
No policies found.

Oklahoma

“School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages.”

OKLA. STAT. tit. 70, § 11-103.6

The draft overview to the Oklahoma Standards for World Languages declares that the state board includes foreign languages in the core curriculum. “All districts are required to implement a sequential program of study of at least one language other than English in the curriculum.” In grades K-3, Languages Awareness is a required program in which students become cognizant of the fact that other languages exist besides their own. “Grade 4 is the beginning of a required sequential language program in Oklahoma schools through which all students begin to develop proficiency in a language. By the end of the Grade 4-8 program sequence, students should demonstrate proficiency as described by the Novice Level progress indicators …. Grades 9-12 provide continued sequencing of instruction for further language proficiency for Oklahoma students. School districts must offer at least two years of a specific language in high school. Districts may offer long-term, sequential programs in more than one language.” Each district determines the language(s) to be offered. [http://sde.state.ok.us/acrob/pass/languages.pdf](http://sde.state.ok.us/acrob/pass/languages.pdf)

Competitive grants are available to districts with an average daily attendance of 800 or less to establish cooperative programs “with one or more districts of any size or an accredited institution of higher education to provide classes in” a variety of subject areas, including foreign languages, for elementary or secondary students. First priority must be given grant applications that would provide programs in subject areas required for high school graduation or college admissions.

OKLA. STAT. tit. 70, § 18-125

Oregon

The definition of “curricular program” for grades 9-12 includes foreign language.

OR. ADMIN. R. 581-010-0200
Pennsylvania
A minimum of one foreign language must be offered by every secondary school.
PA. STAT. ANN. tit. 24, § 13-1327, 22 PA. CODE § 4.23

“Every school district shall provide instruction in at least two languages in addition to English, at least one of which shall be a modern language, and at least one of which shall be offered in a minimum four-year sequence in the secondary program (middle level and high school). World language instruction ... may be offered beginning at any grade level, including the elementary grades.”
22 PA. CODE § 4.25

Puerto Rico
No policies found.

Rhode Island
“(a) Whenever there shall be 20 students who apply for a course in the Italian, Portuguese or Spanish language in any high school of the state, the school committee of the specific city or town shall arrange a course in Italian, Portuguese or Spanish to be conducted by a competent teacher.

(b) The board of regents for elementary and secondary education shall establish uniform criteria for the assessment of foreign-language proficiency skills of students seeking academic credits that are commensurate to the competency level demonstrated in that foreign language.”
R.I. GEN. LAWS § 16-22-8

South Carolina
“The statewide assessment program in the four academic areas shall include grades three through eight, an exit examination which is to be first administered in grade ten, and end of course tests for gateway courses in English/language arts, mathematics, science, and social studies for grades nine through twelve. While assessment is called for in the specific areas mentioned above, this should not be construed as lessening the importance of foreign languages....”
S.C. CODE ANN. § 59-18-310

The state department was required to write an implementation plan to achieve Goals 2000. “The South Carolina goals also include the [area] of foreign languages....”
S.C. CODE ANN. § 59-141-10

Course offerings for grades 9-12 must include foreign language.
S.C. CODE ANN. REGS. 43-225

South Dakota
No policies found.

Tennessee
The chapter establishing minimum standards for the approval of public schools states that in schools serving grades K-8, “[f]oreign language instruction may be incorporated into the curriculum.”
Tenn. Comp. R. & Regs. R. 0520-1-3-.05

Texas
“Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum: ... (2) an enrichment curriculum that includes: (A) to the extent possible, languages other than English....” The Essential Knowledge and Skills, which are the Texas state standards, must serve as the basis for the enrichment curriculum in languages other than English.
TEX. EDUC. CODE ANN. § 28.002; 19 TEX. ADMIN. CODE § 74.1

“A school district that offers kindergarten through Grade 5 must provide instruction in the required curriculum as specified in” the state standards. “The district must ensure that sufficient time is provided for teachers to teach and for students to learn ... to the extent possible, languages other than English.” The same requirement exists for any school district that offers grades 6-8. A school district providing instruction in grades 9-12 must at a minimum, offer “and maintain evidence that students have the opportunity to take” levels I, II and III of the same foreign language.
“School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II—novice progress checkpoint, exploratory languages, and cultural and linguistic topics in the state standards for languages other than English.

19 TEX. ADMIN. CODE § 74.3

“School districts are strongly encouraged to offer languages other than English in middle school. For districts that offer languages in middle school, the essential knowledge and skills are those designated as Levels I and II—novice progress checkpoint and Levels III and IV—intermediate progress checkpoint, exploratory languages, and cultural and linguistic topics in the state standards. “Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.”

19 TEX. ADMIN. CODE § 114.2

Counselors are required to “provide certain information about higher education to a student and a student's parent or guardian during the first year the student is enrolled in a high school or at the high school level in an open-enrollment charter school and again during the student’s senior year. (b) The information that counselors provide … must include information regarding all of the following: … (2) the advantages of completing the recommended high school curriculum or higher, including, at a minimum, curriculum programs which: (A) provide students with opportunities to complete higher-level course work, particularly in mathematics, science, social studies, and languages other than English....”

19 TEX. ADMIN. CODE § 114.12

Utah

A section allows state board and board of regents to develop a concurrent enrollment program allowing high school juniors and seniors in public high schools to study Mandarin Chinese over EDNET, “the state’s two-way interactive system for video and audio.” The state board and the board of regents are to monitor the program and may extend the program to other category IV languages (those languages deemed most difficult to learn by the U.S. Defense Language Institute), “subject to student demand for the courses and available resources.”

UTAH CODE ANN. § 53A-15-101.5

In the approval of alternative pilot programs, the state board will give priority to programs that provide “instruction in subjects such as music, art, technology, foreign language and citizenship[.]”

UTAH ADMIN. CODE R277-441-5

Vermont

“Schools shall adopt a plan that outlines a local comprehensive assessment system by September 1, 2001. The Commissioner of Education shall provide assistance, such as materials, the clearinghouse of best practices, and conferences. The local plan shall be fully implemented by September 1, 2005. Students shall be assessed in those Framework or comparable standards associated with the Fields of Knowledge and Vital Results and those standards associated with … foreign languages .... Each school shall report to the public about student performance on assessments administered in those standards closely associated with … foreign languages ... and the Vital Results set forth in the Framework.”

VT. CODE R. 22-000-003

Secondary schools are required to provide at least four years of foreign language.

VT. CODE R. 22-000-003

“Each school's curriculum shall articulate clearly the integration of the skills and knowledge represented in the Vital Results and across the Fields of Knowledge of the Framework or comparable standards, including but not limited to those standards associated with … foreign languages ....”

VT. CODE R. 22-000-003
Virgin Islands
No policies found.

Virginia
“Local school boards shall develop and implement a program of instruction for grades K through 12 that emphasizes … essential skills and concepts of citizenship, including knowledge of … foreign languages … and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.”
VA. CODE ANN. § 22.1-253.13:1

For purposes of accreditation, middle schools are required to offer level one of a foreign language, which must be available to all 8th-grade students.
8 VA. ADMIN. CODE 20-131-90

Washington
Every district providing secondary instruction is required to “offer all required courses for a high school diploma … and shall provide an opportunity for high school students to take at least one course in … [a] language other than English which may include American Indian languages….”
WASH. ADMIN. CODE § 180-50-115

For purposes of school accreditation, a school serving grades 7-12, 9-12 or 10-12 must offer a three-year sequence in foreign languages. A school serving students in grades 7-9 must offer one year of a foreign language.
WASH. ADMIN. CODE § 180-55-125

West Virginia
“The study of foreign language is encouraged” in grades K-2 and 3-4. In grades 5-8, foreign language is a required program to be taught annually. “Foreign language is encouraged to be taught as a separate program in grades five and six. Two years of the same foreign language must be offered for students in grades seven and eight. The foreign language(s) chosen to be offered must be taught at the high school the middle school students will attend. Schools may choose from two learning sequences: 1. 7th-grade exploratory course(s)/8th-grade Level I of the foreign language. Students will receive one high school credit at the end of 8th grade upon mastery of the content standards for the Level I course. 2. 7th-grade Level IA of the foreign language/8th grade Level IB of the language. The Level I course is delivered over a two-year period. Students will receive one high school credit upon mastery of the content standards for the course.” Every high school must offer, at a minimum, three years of one foreign language.
W. VA. CODE ST. R. tit. 126, § 42-1 (charts)

“[I]t is highly recommended that the two years of foreign-language study offered in the middle or junior high school be two full years of study (equivalent to one year of high school study). This learning sequence would deliver level IA of the language at the seventh grade level and level IB at the eighth. This will provide students with a sound base to continue study in that language in grades nine through twelve. Some junior high or middle schools offer exploratory courses that afford brief introductions to one or more foreign languages. These exploratory courses are not equivalent to level I high school courses, and should be taught only in sixth and/or seventh grades at the middle school level.” In addition, All students are strongly encouraged to complete two courses in a foreign language. “The choice of languages(s) to be offered is a county decision. However, foreign-language programs currently in place should be preserved with articulation being built in to provide seamless second language instruction middle school through high school. In order to prepare students for life in an increasingly diverse world, schools should offer students a choice of languages for long-term study.” [Emphasis in original].
W. VA. CODE ST. R. tit. 126, § 44-4

Wisconsin
“The school board may cause any foreign language to be taught to pupils who desire it.”
WIS. STAT. § 118.017

“[E]ach school board shall: ... In grades 9 to 12, provide access to an educational program that enables pupils each year to study ... foreign language .... In this subdivision, ‘access’ means an opportunity to study through school district course offerings, independent study, cooperative educational service
agencies or cooperative arrangements between school boards and postsecondary educational institutions.” Boards are likewise required to “[p]rovide regular instruction in foreign language in grades 7 and 8 beginning in the 1996-97 school year.” From regulations: “In this subdivision, regular instruction in foreign language means access to instruction in sufficient frequency and length to achieve the objectives and time allocations of a written, sequential curriculum plan in foreign language. The foreign-language curriculum shall follow the requirements of other curriculum documents.”

WIS. STAT. § 121.02; WIS. ADMIN. CODE § PI 8.01

In a table indicating the department’s recommended minimum allocated instructional time per subject per week for a six-hour school day, grades 5 and 6 are allocated 100 minutes of foreign-language instruction a week (grades K-4 do not have an allocation for foreign languages).

WIS. ADMIN. CODE PI 8 Appx. A

Wyoming

Every school district must offer “educational programs sufficient to meet uniform student content and performance standards at the level established by the state board of education in” areas designated as components of the “common core of knowledge,” in which “foreign cultures and languages” is included. This mandates that by the 2002-03 academic year, all districts must offer K-2 students instruction in foreign languages in accordance with state board-approved standards. Regulations stipulate that “[a]ll public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in … in grades one through eight” in foreign cultures and languages.

WYO. STAT. ANN. § 21-9-101; WY. ADMIN. CODE 005-000-031

**State policies regarding lab schools that may specialize in foreign language**

Florida

This section creates elementary- and secondary-level developmental research (laboratory) schools, which are to be affiliated with the college of education at the state university closest, geographically, to the school. Every lab school must emphasize foreign languages and specify other subject areas.

FL. STAT. ANN. § 1002.32

Compiled by Jennifer Dounay, policy analyst, ECS Information Clearinghouse, 303.299.3689 or jdounay@ecs.org