

**Regular Board Meeting**  
**October 14, 2019, at 7:30 PM**  
**Southern School District**

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on October 14, 2019, at 7:30 PM at Southern Jr./Sr. High School Board Room in Wymore. A current agenda is also available at the office of the Superintendent.

I hereby certify that the above notice was posted in three public places as follows:

Southern Elementary School

Southern Jr./Sr. High School

U.S. Post Office in Wymore

I. Call Meeting to Order

A. Roll Call

B. Notice of Nebraska Open Meetings Act Posted

II. Approval of Minutes from the September 9, 2019 Regular Board Meeting, Budget Hearing, & Tax Request Hearing

III. Communications, Audiences, and Recognitions

A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Item for Discussion, Consideration, and/or Action

A. Approval of Bills

1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

2. Lunch & Activity Claims

V. Support Service

- A. Facility Update
- B. Personnel Items
- C. Technology Update

VI. Administrative and Committee Reports

- A. Student Board Member Report
- B. Elementary Principal's Report
- C. Secondary Principal's Report
- D. Superintendent's Report

VII. Items for Discussion, Consideration, and/or Action

- A. Approve the Southern Education Association as the Exclusive Bargaining Agent for the District's Non-Supervisory Certified Staff for the 2021-2022 Contract Year
- B. Adopt the World Language Content Area Standards
- C. Job Descriptions for School District Employees
- D. Option Enrollment Applications

VIII. Adjournment

**Notice of Regular Board Meeting**  
**October 14, 2019, at 7:30 p.m.**  
**Southern School District #1**

Notice is hereby given of a meeting of the Board of Education, Southern School District #1 on October 14, 2019, at 7:30 p.m. at Southern Jr./Sr. High School Board Room in Wymore. A current agenda is also available at the office of the Superintendent.

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I hereby certify that the above notice was posted in three public places as follows:

Southern Elementary School  
Southern Jr./Sr. High School  
U.S. Post Office in Wymore

- I. Call Meeting to Order
  - A. Roll Call
  - B. Notice of Nebraska Open Meetings Act Posted
- II. Approval of Minutes from the September 9, 2019, Regular Board Meeting, Budget Hearing, & Tax Request Hearing
- III. Communications, Audiences, and Recognitions
  - A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.
- IV. Financial Statement: Item for Discussion, Consideration, and/or Action
  - A. Approval of Bills
  - B. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capitol Purpose Undertaking Fund Claims
  - C. Lunch and Activity Claims
- V. Support Service
  - A. Facility Update
  - B. Personnel Item
  - C. Technology Update
- VI. Administrative and Committee Reports
  - A. Student Board Member Report
  - B. Elementary Principal's Report
  - C. Secondary Principal's Report
  - D. Superintendent's Report
- VII. Items for Discussion, Consideration, and/or Action
  - A. Approve the Southern Education Association as the Exclusive Bargaining Agent for the District's Non-Supervisory Certificated Staff for the 2021-2022 Contract Year
  - B. Adopt the World Language Content Area Standards
  - C. Job Descriptions for School District Employees
  - D. Option Enrollment Applications
- VIII. Adjournment

The next Regular Board meeting is scheduled for 7:30 p.m., November 11, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.



MINUTES  
BOARD OF EDUCATION  
September 9, 2019  
7:30 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:30 p.m. and the following members were present: Angela Meyer, Betsy Frerichs, Carol Pralle, Dave Zimmerman, and Jim Zvolanek. The following administrators were presents: Jerry Rempe, Jeff Murphy, & Christopher Prosocki. The following student board member was present: Aryel Lane.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Motion to excuse Emily Shockley

Motion to excuse Emily Shockley due to illness. This motion, made by David Zimmerman and seconded by Carol Pralle, passed.

yes: 5, no: 0, Absent: 1

I.C. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted in the back of the board of education meeting room.

II. Approval of Minutes from the August 12, 2019, Regular Board Meeting & the September 4, 2019, Special Board Meeting

Motion to approve minutes from the August 12, 2019, Regular Board Meeting & the September 4, 2019, Special Board Meeting. This motion, made by Angela Meyer and seconded by Jim Zvolanek, passed.

yes: 5, no: 0, Absent: 1

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Item for Discussion, Consideration, and/or Action

C.D. Bids for the month were as follows:

Security First Bank, Blue Springs Special Funds: 1.82%

Wymore State Bank, Special Funds: 1.84%

#### IV.A. Approval of Bills

##### IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

yes: 5, no: 0, Absent: 1

##### IV.A.2. Lunch & Activity Claims

#### V. Support Service

##### V.A. Facility Update

John Linder provided the school board with a written report over a second lighting strike at the Jr./Sr. High School a week before school started that created a great deal of issues, the new activity bus, and trying to finalize the press box project.

##### V.B. Personnel Items

Dr. Prosocki noted that Bonnie Creek just resigned as a bus driver and the district is in the process of hiring a new daily route bus driver.

##### V.C. Technology Update

Dr. Prosocki commended both Becky Weyer and Cody Sabey regarding all of their hard work during the first few weeks of school to ensure all of the technology items were up and running. He also thanked all of the staff for their flexibility and their patience when it came to the recent lighting strike a week before school started that pushed a lot of technology items back because the district technology safety items had to be addressed first.

#### VI. Administrative and Committee Reports

##### VI.A. Student Board Member Report

The student board member reported on the following items: beginning of the year athletic events, a recent presentation by Bobby Truhe of KSB School Law over social media, and a recent BMX bike presentation at Beatrice Public Schools for all 9-12 grade students.

##### VI.B. Elementary Principal's Report

The elementary principal reported on the following items: current enrollment figures (3-Year-Old Preschool = 11, 4-Year-Old Preschool = 20, K = 26, 1st = 24, 2nd = 22, 3rd = 24, 4th = 22, 5th = 34, & 6th = 27), safety drills (Fire drills, bus evacuation drill, & tornado drill), DIBELS testing in grades K-6 and sending letters home to parents if students are not meeting benchmark in grades K-3 under the new Nebraska Reading Improvement Act, MAP testing in grades 2-6 which is required by the federal government, fall sports participation numbers (Football = 31 participants, Volleyball = 13 participants, and Softball = 19 participants), and Southern hosting the upcoming district softball on October 9 & 10.

##### VI.C. Secondary Principal's Report

The secondary principal reported on the following items: current enrollment figures (7th = 32, 8th = 27, 9th = 33, 10th = 26, 11th = 26, & 12 = 38), MAP testing in grades 7-11 which is

required by the federal government, alternative school update (3 of the 4 spots are filled), homecoming on September 20, parent teacher conferences on October 3, Aryel Lane will serve as the new student board member representative, and he reviewed the spring ACT scores which all juniors are required to take in Nebraska.

#### VI.D. Superintendent's Report

Dr. Proski reminded the board about an upcoming committee on American Civics meeting at 7:15 p.m. before the regular October board meeting and he said that the Nebraska Department of Education recently approved the district's new principal evaluation system. Next, Dr. Proski stated that the State Board of Education classified Southern's early childhood program as an accredited program for the upcoming school year, he mentioned that he will be serving on an Effective Principal and Ineffective Principal committee with the Nebraska Department of Education, and he said the district ESU 5 special education costs are down again for the third year in a row (2017 = \$294,247, 2018 = \$183,622, & 2019 = \$180,826). Dr. Proski talked to the board about the upcoming teacher negotiations and teachers are currently off the midpoint by 1.05%, he went over the October 14 in-service schedule, discussed the recent safety and security meeting, went over the district enrollment and special population figures, and gave the board an update on staff salaries for the 2019-2020 school year.

#### VII. Items for Discussion, Consideration, and/or Action

##### VII.A. The 2019-2020 Southern Public Schools Budget

Motion to approve the 2019-2020 Southern Public Schools budget. This motion, made by Betsy Frerichs and seconded by Angela Meyer, passed.

Emily Shockley: Absent, Betsy Frerichs: yes, Angela Meyer: yes, Carol Pralle: yes, David Zimmerman: yes, Jim Zvolanek: yes  
yes: 5, no: 0, Absent: 1

##### VII.B. The 2019-2020 Property Tax Resolution

Motion to approve the 2019-2020 property tax resolution. This motion, made by Angela Meyer and seconded by Jim Zvolanek, passed.

Emily Shockley: Absent, Betsy Frerichs: yes, Angela Meyer: yes, Carol Pralle: yes, David Zimmerman: yes, Jim Zvolanek: yes  
yes: 5, no: 0, Absent: 1

The General Fund levy will be set at 1.04, the Special Building Fund levy will be set at 0.01, and the Qualified Capital Purpose Undertaking Fund will be set at 0.03. The overall mill levy be set at 1.08. The General Fund tax request will generate \$3,989,074, the Special Building Fund tax request will generate \$38,356, and the Qualified Capital Purpose Undertaking Fund tax request will generate \$115,069. The overall tax request will generate \$4,142,499 and the overall mill levy will stay the same from the previous year, but tax request will go down by \$182,242 from the previous year.

##### VII.C. Appoint Dave Zimmerman as a Delegate for the Nebraska Association of School Boards Delegate Assembly in Omaha, NE

Motion to appoint Dave Zimmerman as a delegate for the Nebraska Association of School Boards Delegate Assembly in Omaha, NE. This motion, made by Jim Zvolanek and seconded by Carol Pralle, passed.

yes: 4, no: 0, Absent: 1, Abstain (With Conflict): 1

VII.D. Declare the Old 1992 International Bus and the Old 1995 GMC Bus as Surplus for Immediate Sale or Disposal

Motion to declare the old 1992 International bus and the old 1995 GMC bus as surplus for immediate sale or disposal. This motion, made by Carol Pralle and seconded by Betsy Frerichs, passed.

yes: 5, no: 0, Absent: 1

VII.E. Option Enrollment Applications

VIII. Adjournment

Motion to adjourn the meeting at 8:32 p.m. This motion, made by Angela Meyer and seconded by Carol Pralle, passed.

yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., October 14, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

MINUTES  
BOARD OF EDUCATION  
September 9, 2019  
7:00 PM

I. Call Meeting to Order

Vice-President Carol Pralle called the Budget Hearing to order at 7:00 p.m. and the following members were present: Angela Meyer, Betsy Frerichs, Carol Pralle, and Jim Zvolanek. The following administrators was present: Christopher Prososki.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

Vice-President Carol Pralle announced that a complete copy of the Nebraska Open Meetings Act is posted in the back of the board of education meeting room.

I.C. Hear Support, Opposition, Criticism, or Observations Related to the Proposed Southern Public Schools 2019-2020 Budget

Dr. Prososki gave an overview of the proposed 2019-2020 budget. The district is forecasted to have less revenue during the 2019-2020 school year than it did during the 2015-2016 school year. This can be attributed to the decrease in the district valuation over the past four years and state aid not making up the difference in the lost revenue. For the 2019- 2020 school year, the district lost \$182,242 in valuation revenue and the district state aid only went up \$189,496. This number does not account for the increase costs to run a school district over the past four years (Utility increases, salary and benefit increases, insurance increases, etc).

Dr. Prososki noted the valuation in Gage County was \$382,188,694 and the valuation in Pawnee County was \$1,376,110. The district's overall valuation was \$383,564,804 and Southern saw a 4.39% decrease or \$16,874,224 decrease between Gage and Pawnee Counties from the prior year. Dr. Prososki stated that because the district did not fill every position over the past few years, the overall expenditures for the 2019-2020 school year will be flat from the previous year (The district expenditures will not increase from the prior year). Dr. Prososki commended the board for making tough budget decisions over the past few years and not filling every position so the district did not have to go down the Reduction in Force process. Dr. Prososki noted that 85% of the district expenditures are in personnel and the other 15% of expenditures are fixed costs that cannot change. The board also had discussion about possibly setting elementary class sizes for each grade level through attrition during the 2019-2020 school year and beyond. Rule 10, the accreditation requirements for public schools, advises schools to have one teacher per every 25 students in grades K-6 and currently, Southern has two teachers in some grades levels that have

25 students or less. Lastly, Dr. Prosocki noted that he wanted to continue to build the district cash reserve and hoped to eventually have 3 months of operating expenses in their cash reserve or \$1.5 million. Currently, the district has just under 2 months of operating expenses in its cash reserve.

Dave Zimmerman arrived at the meeting at 7:12 p.m.

I.D. Motion to Close the Budget Hearing

Motion to close the budget hearing at 7:18 p.m. This motion, made by Carol Pralle and seconded by Angela Meyer, passed.

yes: 5, no: 0, Absent: 1

II. Adjournment

The next Regular Board meeting is scheduled for 7:30 p.m., September 9, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education  
Of this School District

ATTEST

Secretary of the Board of Education  
of this School District

MINUTES  
 BOARD OF EDUCATION  
 September 9, 2019  
 7:20 PM

I. Call Meeting to Order

President Dave Zimmerman called the Tax Request Hearing to order at 7:20 p.m. and the following members were present: Angela Meyer, Betsy Frerichs, Carol Pralle, Dave Zimmerman, and Jim Zvolanek. The following administrator was present: Christopher Prososki.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act is posted in the back of the board of education meeting room.

I.C. Hear Support, Opposition, Criticism, Suggestions, or Observations Related to the Proposed Southern Public Schools 2019-2020 Tax Request

Dr. Prososki gave an overview of the proposed 2019-2020 property tax request and tax rate. Dr. Prososki recommended the General Fund levy be set at 1.04, the Special Building Fund levy be set at 0.01, and the Qualified Capital Purpose Undertaking Fund be set at 0.03. He recommended the overall levy be set at 1.08. Based on these recommended mill levies, the General Fund tax request will generate \$3,989,074, the Special Building Fund tax request will generate \$38,356, and the Qualified Capital Purpose Undertaking Fund tax request will generate \$115,069. The overall proposed tax request will generate \$4,142,499. Based these proposed figures, the overall mill levy will stay the same from the previous year and tax request will go down by \$182,242 from the previous year. Dr. Prososki noted that this is the third year in the row that the district tax request has gone down and he stated that Southern may be the only district in the state of Nebraska that has dropped their tax request the past three years. Lastly, Dr. Prososki gave the board a breakdown of the tax request over the past four years and a breakdown of the mill levy request over the past four years.

Year	Building Fund	QCPUF	Bond Fund	General Fund	Total
2016-2017	\$ 38,990	\$ 20,202	\$ 161,616	\$ 4,254,734	\$ 4,475,542
2017-2018		\$ 20,202	\$ 161,616	\$ 4,188,625	\$ 4,370,443
2018-2019		\$ 120,131		\$ 4,204,610	\$ 4,324,741
2019-2020	\$ 38,356	\$ 115,069		\$ 3,989,074	\$ 4,142,499

<b>Tax Year</b>	<b>Total Mill Levy</b>	<b>Home Value</b>	<b>Taxes Paid (Per Month)</b>	<b>Taxes Paid (Per Year)</b>
<b>2016</b>	1.094344	\$100,000	\$91.16	\$1,094
		\$200,000	\$182.33	\$2,188
		\$300,000	\$273.50	\$3,382
<b>2017</b>	1.095093	\$100,000	\$91.25	\$1,095
		\$200,000	\$182.50	\$2,190
		\$300,000	\$273.75	\$3,285
<b>2018</b>	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240
<b>2019</b>	1.080000	\$100,000	\$90.00	\$1,080
		\$200,000	\$180.00	\$2,160
		\$300,000	\$270.00	\$3,240

**I.D. Motion to Close the Tax Request Hearing**

Motion to close the Tax Request Hearing. This motion, made by Betsy Frerichs and seconded by Angela Meyer, passed.

yes: 5, no: 0, Absent: 1

**II. Adjournment**

The next Regular Board meeting is scheduled for 7:30 p.m., September 9, 2019, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education  
Of this School District

ATTEST

Secretary of the Board of Education  
of this School District

## **PUBLIC PARTICIPATION**

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:  
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

# NEBRASKA WORLD LANGUAGE STANDARDS



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## Introduction

Language and intercultural skills are critical in preparing our students to engage and thrive in the globally interconnected world in which we find ourselves. The ability to communicate with other nations and cultures is a matter of national security, economic growth, environmental sustainability, and social well-being.

In order to compete in the 21<sup>st</sup> century, Nebraska students must be able to communicate and interact effectively in at least one other language and culture. Life in our globally diverse society requires language and intercultural skills to work together with individuals from other cultures who speak other languages. Our state's economy strongly depends on international trade and businesses who require globally competent individuals who can communicate effectively to compete in a highly competitive global market. Issues of national security require highly qualified language speakers to negotiate and interact competently with other nations. Building social neighborhoods within our diverse communities are necessary to work together to provide a quality life for all.

The social and intercultural skills honed through the learning of another language, include collaborating, negotiating meaning, and mediating misunderstandings, are truly needed in a diverse, multilingual world where worldviews, cultural customs and traditions often clash. It is in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others' perspectives and worldview. Research has found that learning another language, particularly at a young age, has significant cognitive benefits, such as increased memory function, critical thinking, and mind-mapping skills, creativity, and flexibility of mind. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and math sections of standardized tests. By engaging in learning a world language, students build 21<sup>st</sup> century literacy skills essential for their future.

College readiness requires that students have the pre-requisite coursework for admission and the knowledge and skills to succeed in entry-level classes. Nebraska universities require world language learning for admission. To ensure successful post-secondary success and job-preparedness in gaining language and cultural proficiency, the Nebraska World Language Standards serve as guidelines for schools, teachers, students and other stakeholders to ensure that students' learning opportunities are standards and proficiency based.

The newly revised Nebraska World Language Standards are aligned with the *World Readiness Standards for Learning Languages* and were adapted specifically to assist Nebraska language programs, teachers and learners to establish criteria to optimize language and cultural proficiency for all learners.

*Dr. Aleidine J. Moeller, Edith Greer Professor, University of Nebraska-Lincoln,  
President, American Council on the Teaching of Foreign Languages, 2018*

Approved by the Nebraska State Board of Education on September 6, 2019

## Content Area Standards

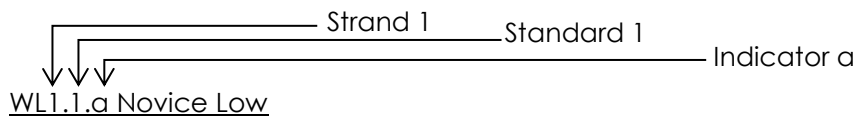
Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment" (Academic Content Standards, 2015). The statute specifies that those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and, that the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. The revised statute is effective as of August 30, 2015. In addition to the content area standards required by statute, the Nebraska Department of Education (NDE) develops content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education. Although not required by law, the standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The Nebraska World Language Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards.

## Using the 2019 Standards

The overall structure of Nebraska's World Language Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards are sorted by strands, which are essential components to world language learning. Indicators further describe what students must know and be able to do to at a specific level of language learning to meet the standard and provide guidance related to classroom instruction.

### Reading the World Language Standards



Strand: Students communicate effectively in a variety of situations for multiple purposes.

Standard: Students exchange information through interaction and negotiation of meaning.

Indicator: Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

### **Strands: The “Five C’s” of World Language Learning**

There are five strands or “essential components” of world language learning:

- **Communication:** Students communicate effectively in a variety of situations for multiple purposes.
- **Culture:** Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.
- **Connections:** Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.
- **Communities:** Students can apply their world language skills to personal, community, and/or career experiences.
- **Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Each of these strands is interwoven, existing in correlation with and dependent on the others. While these essential components, or strands, are presented distinctly, it is important to remember that they cannot be used independently. All must be present in any world language classroom.

### **Standards: The Expectations of World Language Learning**

Each of the five strands contains several components that are long-term goals for learning. These broad, overarching content-based statements that describe the basic cognitive, affective expectations of students are standards. There are ten standards.

When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations. Notations have been made after certain standards that may need special treatment in order to be applicable to specific language groups.

### **Indicators: Language Performance Expectations by Level**

For each standard, there is an indicator that establishes the level of expectation appropriate for a given performance level. Indicators are not labeled by language courses. Course titles, such as “French Two”, most often represent the level of progression in the district’s world language curriculum and are often insufficient in describing the actual performance of students.

The Nebraska World Language Standards use three performance level indicators: novice, intermediate, and advanced. Each performance level indicator can be further divided into a low, mid, and high range. The definitions of novice, intermediate, and advanced are as follows:

Novice:

Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. Novice listeners understand key words, true aural cognates, and formulaic expressions. Novice writers and speakers can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Novice learners identify and describe what they can do in language study using simple words and phrases.

Intermediate:

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Advanced:

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

### **Applying Performance Level Expectations for World Language Programming**

As schools and districts move forward in establishing programming that aligns with the World Language Standards, they must first ask, "What is the ultimate expectation for language knowledge and skills at the completion of the world language program?" Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The critical factor to consider in this process is the level of language needed to negotiate successfully in life, careers, and academia.

Colleges and universities, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. This expectation, however, does not clarify the level of performance students should have. Colleges and universities usually conduct placement tests that allow students to enroll in their corresponding level of language study.

The ability to communicate in multiple languages has a proven economic value. Local, regional, national, and international markets are actively seeking employees who can respond to customers and negotiate agreements. In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, sales clerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

Not to be disregarded, the ability to function bilingually also strongly affects one's quality of life. Language function dramatically increases cognitive function well into older age. Bilinguals have greater ability to see and understand nuances, to investigate actively, to use critical thinking, and to seek a more profound level of communication.

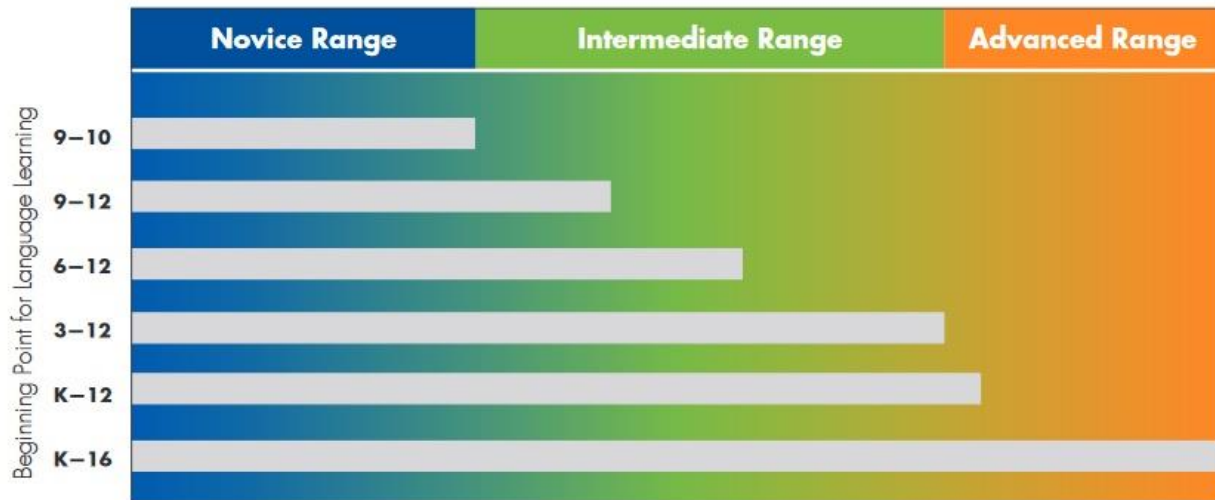
# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	<b>5</b>	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	<b>4</b>			
<b>Superior</b>	<b>3</b>	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	<b>2+</b>	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	<b>1+</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>				
<b>Novice High</b>	<b>0+</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K–6</li> </ul>
<b>Novice Mid</b>	<b>0</b>			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Once a district has determined an expectation for the ultimate level of language performance, programming needs will be considered. There is a definite correlation between the level of language expectation and the amount of time given to study and practice. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.



Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.

Students with twelve years of language study will be able to communicate information, express their thoughts, investigate, describe and elaborate on both concrete and abstract information and ideas. These students will find success using language daily in teaching, social services, medical careers, retail, and business.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger investment in the duration and depth of a language program will result in higher and more useful levels of language performance.

## Nebraska World Language Standards

### **Strand One: Communication (p. 10)**

**Students communicate effectively in a variety of situations for multiple purposes.**

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

### **Strand Two: Culture (p. 17)**

**Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.**

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

### **Strand Three: Connections (p. 20)**

**Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.**

- 3.1 Students apply the language of study to discuss other content areas of study.

### **Strand Four: Communities (p. 23)**

**Students can apply their world language skills to personal, community, and career experiences.**

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

### **Strand Five: Cognition (p. 26)**

**Students explain what they know and are able to monitor their own learning journey with support from their teachers.**

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

## **Strand One: Communication**

Students communicate effectively in a variety of situations for multiple purposes.

### **Key point:**

- Students should use language for a meaningful, communicative purpose.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

**WL 1.1: Students exchange information through interaction and negotiation of meaning.**

WL 1.1.a Novice Low

Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

WL 1.1.b Novice Mid

Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.

WL 1.1.c Novice High

Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.

WL 1.1.d Intermediate Low

Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.

WL 1.1.e Intermediate Mid

Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.

WL 1.1.f Intermediate High

Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.

WL 1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WL 1.1.h Advanced Mid

Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.

WL 1.1.i Advanced High

Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.

**Specific Considerations for Ancient and Classical Languages (ACL):**

The 2017 Standards for Classical Language Learning state, "There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode."

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.1:</p> <p>Students exchange information through interaction and negotiation of meaning.</p> <p><b>WIDA "Los Descriptores Podemos" Concrete Use of Language "Discutir" Descriptor:</b></p> <p>Dialogue and converse with others in order to jointly create knowledge and deepen understanding.</p>
<p>Nebraska WL1.1.a Novice Low</p> <p>Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.</p> <p><b>WIDA "Podemos" (translated), Grade 1, Level 1 Discussion, Oral:</b></p> <p>Use drawings or other visual media to share or clarify ideas. Follow the rules of appropriate conversation (i.e.: listening attentively to others, speaking one at a time)</p>
<p>Nebraska WL1.1.d Intermediate Low</p> <p>Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.</p> <p><b>WIDA "Podemos" (translated), Grade 6-8, Level 1 Discussion, Oral:</b></p> <p>Follow the appropriate rules of the context of discussion. (i.e.: taking turns). Prepare notes or written contributions.</p>
<p>Nebraska WL1.1.g Advanced Low</p> <p>Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.</p> <p><b>WIDA "Podemos" (translated), Grade 9-12, Level 1 Discussion, Oral:</b></p> <p>Prepare points or commentary in order to participate in the conversation. Use images or other supports to support your message or commentary.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

**WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

WL1.2.a Novice Low

Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL1.2.b Novice Mid

Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.c Novice High

Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.d Intermediate Low

Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.

WL 1.2.e Intermediate Mid

Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.

WL 1.2.f Intermediate High

Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.g Advanced Low

Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.h Advanced Mid

Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

WL 1.2.i Advanced High

Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Approved by the Nebraska State Board of Education on September 6, 2019

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.2:</p> <p>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor:</p> <p>Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.2.a Novice Low</p> <p>Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Listening:</p> <p>Identify words related to characters, animals or objects described orally.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify main characters. Recognize familiar or memorized language.</p>
<p>Nebraska WL1.2.d Intermediate Low</p> <p>Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Listening:</p> <p>Identify familiar objects or places in oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify principle ideas in short texts. Point out texts and posters in the classroom and school that are related to familiar stories.</p>
<p>Nebraska WL1.2.g Advanced Low</p> <p>Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Listening:</p> <p>Match common and technical words and expressions with images, photos, and graphics. Identify texts, resources, products or named figures from oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Reading:</p> <p>Highlight descriptive words and expressions in short statements. Identify formatting components in order to locate information.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

**WL 1.3: Students present ideas and information according to a variety of purposes and audiences.**

WL1.3.a Novice Low

Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.

WL1.3.b Novice Mid

Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.

WL 1.3.c Novice High

Present information on familiar and everyday topics using simple sentences in structured contexts.

WL 1.3.d Intermediate Low

Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.

WL 1.3.e Intermediate Mid

Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.

WL 1.3.f Intermediate High

Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.

WL 1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WL 1.3.h Advanced Mid

Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.

WL 1.3.i Advanced High

Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

**Specific Considerations for Ancient and Classical Languages (ACL):**

The 2017 Standards for Classical Language Learning state, "The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade...Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication."

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.3: Students present ideas and information according to a variety of purposes and audiences.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor: Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.3.a Novice Low Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Speaking: Name words that represent familiar objects. Repeat short, typical phrases in oral narrations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Draw and tag academic events or situations. Tag story scenes using key words.</p>
<p>Nebraska WL1.3.d Intermediate Low Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Speaking: Name school and community events using visual supports. Respond to simple, closed questions relating to familiar topics.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Reproduce words and brief phrases related to familiar topics. Tag photos and illustrations that represent ideas studied in class.</p>
<p>Nebraska WL1.3.g Advanced Low Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Speaking: Use technical vocabulary to explain processes, cycles, or phenomena.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Writing: Describe photos, illustrations, and models using technical vocabulary. Explain historical events or events in sequence.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

## **Strand Two: Culture**

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

### **Key points:**

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

**WL 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.**

WL2.1.a Novice Low

Identify and describe products, practices and perspectives using isolated words and phrases.

WL2.1.b Novice Mid

Identify products, practices, and perspectives using high-frequency vocabulary and phrases.

WL 2.1.c Novice High

Identify and describe products, practices, and perspectives using simple sentences in structured contexts.

WL 2.1.d Intermediate Low

Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.

WL 2.1.e Intermediate Mid

Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.

WL 2.1.f Intermediate High

Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.1.g Advanced Low

Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.

WL 2.1.h Advanced Mid

Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.

WL 2.1.i Advanced High

Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.

**Specific Considerations for Ancient and Classical Languages (ACL):**

Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts.

**WL 2.2: Students identify and apply culturally-appropriate language and behavior.**

WL2.2.a Novice Low

Identify expressions unique to the cultures studied.

WL2.2.b Novice Mid

Identify and react with simple expressions and idioms unique to the languages and cultures studied.

WL 2.2.c Novice High

Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

WL 2.2.d Intermediate Low

Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.

WL 2.2.e Intermediate Mid

Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.

WL 2.2.f Intermediate High

Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.2.g Advanced Low

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.

WL 2.2.h Advanced Mid

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.

WL 2.2.i Advanced High

Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

**Specific Considerations for Ancient and Classical Languages (ACL):**

Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.

### **Strand Three: Connections**

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

#### **Key Points:**

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

**WL 3.1: Students apply the language of study to discuss other content areas of study.**

WL3.1.a Novice Low

Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL3.1.b Novice Mid

Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.c Novice High

Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.d Intermediate Low

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.

WL 3.1.e Intermediate Mid

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 3.1.f Intermediate High

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 3.1.g Advanced Low

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.

WL 3.1.h Advanced Mid

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.

WL 3.1.i Advanced High

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have

academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" or "Spanish Language Development Standards" may provide a richer expectation for heritage language study.

<p>Nebraska WL 3.1: Students apply the language of study to discuss other content areas of study.</p> <p style="text-align: center;">→</p> <p>WIDA Spanish Language Development Standards ↓</p>	<p><a href="#">WL3.1.a Novice Low</a> Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.</p> <p><a href="#">WL 3.1.i Advanced High</a> Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p><b>Standard 1: Social and Instructional Language</b> Emergent bilinguals communicate for social and instructional purposes within the school setting</p>	<p><b>Grade 1, Level 1</b> Follow oral instructions using modeling and sensory supports and partner engagement.</p> <p><b>Grade 11-12, Level 1</b> Sort information found in illustrated texts with a partner using graphic organizers and following a model.</p>
<p><b>Standard 2 – The Language of Language Arts</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of language arts</p>	<p><b>Grade 1, Level 1</b> Describe the use of syntactic aspects using sentence schemas, word banks, and with support from L1.</p> <p><b>Grade 11-12, Level 1</b> Create a graphic legend using literary resources and continuing to use interactive models and supports, including L1 and L2.</p>
<p><b>Standard 3 – The Language of Mathematics</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p>	<p><b>Grade 1, Level 1</b> Identify strategies according to the information graphic texts using sensory supports and L1.</p> <p><b>Grade 11-12, Level 1</b> Label the steps to solve quadratic equations using banks of illustrated words.</p>
<p><b>Standard 4 – The Language of Science</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of science</p>	<p><b>Grade 1, Level 1</b> Draw and label illustrations of observations of experiments using Banks of illustrated words.</p> <p><b>Grade 11-12, Level 1</b> Identify the effects of the pollutants presented in an oral discourse and in banks of illustrated words to complete a scheme.</p>
<p><b>Standard 5 – The Language of Social Studies</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of social studies</p>	<p><b>Grade 1, Level 1</b> Name an advantage of the use of means of transport using audio-visual aids, models, banks of illustrated words and L1 if necessary.</p> <p><b>Grade 11-12, Level 1</b> Name the advantages and disadvantages of economic systems using sentence frames and word banks in L1 and L2.</p>

Source: WIDA Spanish Language Development Standards. WIDA, 2013, *The Spanish Language Development Standards*

## **Strand Four: Communities**

Students can apply their world language skills to personal, community, and career experiences.

### **Key Points:**

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

**WL 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.**

WL4.1.a Novice Low

Identify college and career options that incorporate the language studied using isolated words and phrases.

WL4.1.b Novice Mid

Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.

WL 4.1.c Novice High

Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.

WL 4.1.d Intermediate Low

Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.

WL 4.1.e Intermediate Mid

Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 4.1.f Intermediate High

Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 4.1.g Advanced Low

Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.

WL 4.1.h Advanced Mid

Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.

WL 4.1.i Advanced High

Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.

**WL 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**

WL4.2.a Novice Low

Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.

WL4.2.b Novice Mid

Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.

WL 4.2.c Novice High

Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

WL 4.2.d Intermediate Low

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.

WL 4.2.e Intermediate Mid

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.

WL 4.2.f Intermediate High

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

WL 4.2.g Advanced Low

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 4.2.h Advanced Mid

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

WL 4.2.i Advanced High

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

## **Strand Five: Cognition**

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

### **Key Points:**

- Learning is a partnership between the student and the teacher.
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

**WL 5.1: Students self-assess growth in language learning, practice, and understanding.**

WL5.1.a Novice Low

Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.

WL5.1.b Novice Mid

Use simple words or phrasing to identify what concepts, skills, or information have been learned.

WL 5.1.c Novice High

Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.

WL 5.1.d Intermediate Low

Reflect on how personal learning, practice, and understanding are evident.

WL 5.1.e Intermediate Mid

Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.

WL 5.1.f Intermediate High

Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.

WL 5.1.g Advanced Low

Analyze how personal learning, practice, and understanding have developed over time.

WL 5.1.h Advanced Mid

Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.

WL 5.1.i Advanced High

Analyze how personal learning, practice, and understanding can be sustained for future growth.

**WL 5.2: Students set language learning goals and organize priorities.**

WL5.2.a Novice Low

Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.

WL5.2.b Novice Mid

Identify what concepts, skills, or information are desired using simple words or phrasing.

WL 5.2.c Novice High

Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

WL 5.2.d Intermediate Low

Create simple, short-term goal statements in response to units of study or other focused needs.

WL 5.2.e Intermediate Mid

Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.

WL 5.2.f Intermediate High

Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

WL 5.2.g Advanced Low

Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

WL 5.2.h Advanced Mid

Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.

WL 5.2.i Advanced High

Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

## Summary of World Language Strands and Standards

The World Language Standards represent all languages, for all learners, at all levels. Although each language group has distinct linguistic components, these standards are meant to provide direction in the kinds of skills that students should accomplish at a particular level. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

# Preschool

There have been many changes this year in the Southern Preschool Program. We are now a program run by Southern Public Schools and have changed our name to The Little Raiders Preschool. The three-year-old program remains in its same location across from the elementary, however the four-year-old program has moved into the elementary building. The teachers are excited for the opportunity for more collaboration between preschool and elementary staff. We have had a great start to the year and the students are adapting well to their new classrooms.



For more information go to:  
[www.southernpublicschools.org](http://www.southernpublicschools.org)



Follow us on:  
Twitter  
@SHSRaiders1  
Follow us on: Facebook  
@southernpublicschools

# Community Outreach

## Sapp Benefit

- When: Sunday Oct 13th from 11:00am -2:00pm
- Where: Wymore Community Center
- Join us for Soup and Dessert. Free will offering, Silent Auction, and Raffle Drawing for a two-night stay at Embassy Suites in Omaha's Old Market and a meal voucher for your stay. Please send Silent Auction Donations to Larry and Darcie Schmidt (6114 E Sycamore Rd, Wymore, NE 68466)

## Jordan Murphy Memorial Run

- When: Saturday Oct. 26 at 8:30am-12:00pm
- Where: Wymore Country Club
- 5K, 10K, and 1 Mile Proceeds to benefit youth in the area -specifically including the McCandless Park Project

## Let Us Know

Do you know of a Southern student who has gone above and beyond for our community? We would love to recognize them for their hard work and positive impact right here on the next Southern Spotlight. PLEASE let us know more about the community service projects, coaching/leadership opportunities, clubs, and organizations that our students of all ages participate in outside of school. If you know of an opportunity in the community that our kids can be involved in? Let us know

Contact the Southern Steering Committee  
at the High School  
(Attn: Dr. Chris Prosocki) 402.645.3326

# Southern Spotlight



## Southern Public Schools Gets a Facelift

- The new bleacher project updates the previous bleachers that had been in use since the 1960s.



- Updated Gym Floor Design (Replaced the 1990s Gym Floor Design) Thank you to all of the sponsors for your generous donation to Southern students.

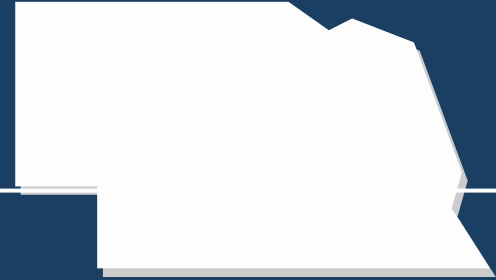


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# NASB

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Nebraska Association of School Boards



## Superintendent Evaluation – VIII





<b><u>Standard #3: Board Relations</u></b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
1. Provides leadership to maintain the board's focus on student achievement.			
2. Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary.			
3. Develops in cooperation with the board president the agenda for each board meeting.			
4. Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act.			
5. To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district.			
6. In cooperation with the board president, develops and maintains an annual board calendar that ensures timely consideration of: (a) routine matters requiring board approval, (b) follow-up reports requested by the board, (c) regular updates on district goals and the school improvement plan, (d) regular updates on student achievement data, and (e) continuous policy review.			
7. Ensures that administrative recommendations to the board identify: (a) the situation necessitating the recommendation, (b) how the recommendation relates to district and/or school improvement goals and district policies, (c) the options reviewed and the reason for selecting this recommendation, (d) the benefit that is expected to result from the implementation, (e) the personnel that will be involved in or affected by the implementation, (f) the immediate and long-term cost of the implementation (g) how the staff will measure the results of the implementation, and (g) how and when progress will be reported to the board (see AIM document for format).			
8. Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities.			

Comments:

1. Areas for commendation









<b><u>Standard #7: Personal Qualities</u></b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
1. Demonstrates ethical, trustworthy and professional behavior.			
2. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.			
3. Is cordial, patient, personable, and treats everyone fairly, equitably, and with dignity and respect.			
4. Expresses ideas in a logical, forthright, and professional manner.			
5. Possesses the health and energy necessary to fulfill his responsibilities.			

Comments:

1. Areas for Commendation
  
  
  
2. Areas for Improvement

**SUPERINTENDENT EVALUATION: BOARD SUMMARY**

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Board President Signature

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Date

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Superintendent Signature

---

Date

## SUPERINTENDENT GOALS FORM

Date of Adoption: \_\_\_\_\_

Review Period from \_\_\_\_\_ to \_\_\_\_\_

The signatures below indicate that the school board and superintendent have agreed on performance requirements for the superintendent, the indicators that the school board will examine to determine whether the superintendent has met each requirement, and the information the school board will need in order to measure performance.

Performance Goal #1: <i>(Goal Statement)</i>
--

Indicators: *(The superintendent will ...)*

Evidence need to measure progress or achievement:

\_\_\_\_\_  
Board President Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

# A SCHOOL'S GUIDE TO THE AQuESTT SYSTEM OF SUPPORTS



[www.aquestt.com](http://www.aquestt.com)

[www.education.ne.gov/essa](http://www.education.ne.gov/essa)

[nep.education.ne.gov](http://nep.education.ne.gov)

## CHAMPIONS FOR EQUITY

The Nebraska Department of Education (NDE) is committed to leading and supporting the preparation of all Nebraskans for learning, earning, and living. Educational equity means all students have meaningful access to the educational resources they need at the right moment, at the right level, and with the right intensity. The NDE recognizes school success does not look the same everywhere. To be champions of equity, schools, Educational Service Units (ESUs), parents, community members, and the NDE must define success together for all students.

## AQuESTT

The NDE and stakeholders across the state created an accountability and support system, AQuESTT (Accountability for a Quality Education System, Today and Tomorrow), which centers around six tenets. With ESSA guidance, schools can focus more on providing supports to their students, instead of being labeled or punished.

In the past, the federal education law, *No Child Left Behind Act* (NCLB), created a high-stakes, punitive environment for schools. In 2015, NCLB was replaced with the *Every Student Succeeds Act* (ESSA), which allows states to focus on supports for schools to help them better serve their students. The AQuESTT system allows schools to focus more on educational equity for their students, and puts renewed emphasis on school improvement.

With ESSA guidance, schools can focus more on providing supports to students instead of being labeled or punished. AQuESTT serves as a comprehensive tool to classify schools, and more importantly identify schools needing support to achieve more educational equity in all six tenets for our students.

## A FOCUS ON STUDENT GROUP PERFORMANCE

School improvement conversations must start with students at the center. This means considering the differing needs of each student, and identifying themes or trends among student groups. Beginning in 2019, NDE will strengthen their support to schools with lower performing student groups. Schools will be designated for Targeted Support and Improvement, a cohort of schools that will intentionally focus on the more intensive strategies to reach student groups. This support exemplifies the NDE's focus on equity and will build off a school's assets, while ensuring learners and their needs are at the center.

To personalize supports for students, schools must look critically at their data, breaking it down by student characteristics such as race and ethnicity, English proficiency status, disability, and socioeconomic status. This analysis informs the evidence-based intervention strategies needed to ensure the narrowing of academic achievement gaps between student groups.

## PARTNERSHIPS

The work of providing equitable opportunities is not just the work of the NDE, ESUs, and schools receiving support. Because the focus is on all students, all schools must strive to continuously improve, regardless of the level of support they might be receiving, because of the challenges and rigor our current educational system demands. AQuESTT is the system which asks all schools, parents, and community members, in partnerships with the NDE and ESUs, to get serious about the success of all students and serve in roles like never before.

# THE SYSTEM IN ACTION

AQuESTT allows schools to focus more on educational equity for their students. The NDE, through the AQuESTT system, classifies schools into four categories: Excellent, Great, Good, and Needs Improvement. These classifications are based on a number of student and school indicators. (For more information see Indicators). This classification will now occur annually.

For the 2018-19 school year, the metrics to be used for classification are seen in the table below:

ESSA Indicator Categories	Academic Achievement	Academic Progress	English Language Proficiency and Progress	Graduation Rate	School Quality or Student Success
<b>AQuESTT Indicators</b>	Status	Growth, Improvement, Non-Proficiency	Progress Towards English Language Proficiency	4- and 7-Year Cohort Graduation Rate	Chronic Absenteeism, Science, Evidence-based Analysis

The next and newest step in the continuation of the AQuESTT system allows the NDE to use those classifications to funnel resources and supports to students, with the ultimate goal of ensuring all students across all backgrounds and circumstances, have equitable access and opportunities for success. These different levels of support are as follows:

LEVELS OF SUPPORT					
			Support	Timeline	
All Schools			<ul style="list-style-type: none"> <li>Tools and a continuous improvement framework (AQuESTT, EBA)</li> <li>Access to data to support continuous improvement planning process</li> </ul>	Continuous	
Targeted Support and Improvement (TSI)	Additional Targeted Support and Improvement (ATSI)		Support	Timeline	
A public school with one or more consistently underperforming student groups (2019, annually thereafter)	Any public school with one or more student group(s) performing at or below the performance level of students in state's lowest-performing public schools		<ul style="list-style-type: none"> <li>Comprehensive needs assessment</li> <li>Plan for improvement tailored to meet needs of student groups connected to continuous improvement plan</li> </ul>	2019; Annually subsequently	
Comprehensive Support and Improvement (CSI)			Support	Timeline	
Lowest 5 percent of Title 1 Schools <b>OR</b>	Any public high schools with graduation rate below 67%, <b>OR</b>	Public schools with consistently underperforming student groups for 3 years	<ul style="list-style-type: none"> <li>Comprehensive needs assessment</li> <li>Plan for improvement connected to continuous improvement plan</li> <li>Eligible for funding to support implementation of plan for improvement</li> </ul>	Winter 2018; Every three years subsequently	
Priority Schools			Support	Timeline	
Public schools coming from Needs Improvement category <b>AND</b>	Multiple data sources indicating prioritization of need		<ul style="list-style-type: none"> <li>Intervention team appointed to aid in improvement efforts</li> <li>Intensive approach for improvement</li> <li>NDE-facilitated support with ESU partners</li> </ul>	Continuous; At discretion of State Board of Education	

For more information on Comprehensive Support and Improvement, please visit: <https://aquestt.com/csisupport>.  
For more information on Targeted Support and Improvement, please visit: <http://aquestt.com/tsiatsisupport>.



# **Southern Public Schools Textbook Rotation**

## **Goals**

To replace textbooks every 7 to 8 years

To have no textbooks older than 10-15 years in our district

## **Year of Implementation**

- 2018-2019
  - Mathematics (K-5)
  - Mathematics (6-8)
  - Mathematics (9-12 – As Needed)
- 2019-2020
  - English Language Arts (K-6)
  - English Language Arts (7-12)
- 2020-2021
  - Science (K-5)
  - Science (6-8)
  - Science (9-12 – As Needed)
- 2021-2022
  - Social Studies (K-5)
  - Social Studies (6-8)
  - Social Studies (9-12 – As Needed)
- 2022-2023
  - Spanish (7-12)
  - Health (7-12)
- Ongoing
  - Accounting & Computers
  - Art
  - Business
  - Music
  - Online Textbooks

September 4, 2019


Southern Public School  
Board of Education  
Wymore, NE 68466

Dear Negotiations Committee:

The Southern Education Association requests that the school board of the Southern Public Schools take action to recognize Southern Education Association as exclusive bargaining agent for the district's non-supervisory certificated staff for the 2021 – 22 contract year.

Please direct your response to the undersigned.

Sincerely,

A handwritten signature in cursive script that reads "Kalyne Breunsbach".

Kalyne Breunsbach  
President, Negotiator  
Southern Education Association

# NEBRASKA WORLD LANGUAGE STANDARDS



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## Introduction

Language and intercultural skills are critical in preparing our students to engage and thrive in the globally interconnected world in which we find ourselves. The ability to communicate with other nations and cultures is a matter of national security, economic growth, environmental sustainability, and social well-being.

In order to compete in the 21<sup>st</sup> century, Nebraska students must be able to communicate and interact effectively in at least one other language and culture. Life in our globally diverse society requires language and intercultural skills to work together with individuals from other cultures who speak other languages. Our state's economy strongly depends on international trade and businesses who require globally competent individuals who can communicate effectively to compete in a highly competitive global market. Issues of national security require highly qualified language speakers to negotiate and interact competently with other nations. Building social neighborhoods within our diverse communities are necessary to work together to provide a quality life for all.

The social and intercultural skills honed through the learning of another language, include collaborating, negotiating meaning, and mediating misunderstandings, are truly needed in a diverse, multilingual world where worldviews, cultural customs and traditions often clash. It is in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others' perspectives and worldview. Research has found that learning another language, particularly at a young age, has significant cognitive benefits, such as increased memory function, critical thinking, and mind-mapping skills, creativity, and flexibility of mind. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and math sections of standardized tests. By engaging in learning a world language, students build 21<sup>st</sup> century literacy skills essential for their future.

College readiness requires that students have the pre-requisite coursework for admission and the knowledge and skills to succeed in entry-level classes. Nebraska universities require world language learning for admission. To ensure successful post-secondary success and job-preparedness in gaining language and cultural proficiency, the Nebraska World Language Standards serve as guidelines for schools, teachers, students and other stakeholders to ensure that students' learning opportunities are standards and proficiency based.

The newly revised Nebraska World Language Standards are aligned with the *World Readiness Standards for Learning Languages* and were adapted specifically to assist Nebraska language programs, teachers and learners to establish criteria to optimize language and cultural proficiency for all learners.

*Dr. Aleidine J. Moeller, Edith Greer Professor, University of Nebraska-Lincoln,  
President, American Council on the Teaching of Foreign Languages, 2018*

Approved by the Nebraska State Board of Education on September 6, 2019

## Content Area Standards

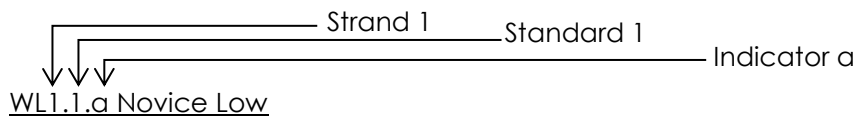
Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment" (Academic Content Standards, 2015). The statute specifies that those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and, that the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. The revised statute is effective as of August 30, 2015. In addition to the content area standards required by statute, the Nebraska Department of Education (NDE) develops content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education. Although not required by law, the standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The Nebraska World Language Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards.

## Using the 2019 Standards

The overall structure of Nebraska's World Language Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards are sorted by strands, which are essential components to world language learning. Indicators further describe what students must know and be able to do to at a specific level of language learning to meet the standard and provide guidance related to classroom instruction.

### Reading the World Language Standards



Strand: Students communicate effectively in a variety of situations for multiple purposes.

Standard: Students exchange information through interaction and negotiation of meaning.

Indicator: Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

### **Strands: The “Five C’s” of World Language Learning**

There are five strands or “essential components” of world language learning:

- **Communication:** Students communicate effectively in a variety of situations for multiple purposes.
- **Culture:** Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.
- **Connections:** Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.
- **Communities:** Students can apply their world language skills to personal, community, and/or career experiences.
- **Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Each of these strands is interwoven, existing in correlation with and dependent on the others. While these essential components, or strands, are presented distinctly, it is important to remember that they cannot be used independently. All must be present in any world language classroom.

### **Standards: The Expectations of World Language Learning**

Each of the five strands contains several components that are long-term goals for learning. These broad, overarching content-based statements that describe the basic cognitive, affective expectations of students are standards. There are ten standards.

When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations. Notations have been made after certain standards that may need special treatment in order to be applicable to specific language groups.

### **Indicators: Language Performance Expectations by Level**

For each standard, there is an indicator that establishes the level of expectation appropriate for a given performance level. Indicators are not labeled by language courses. Course titles, such as “French Two”, most often represent the level of progression in the district’s world language curriculum and are often insufficient in describing the actual performance of students.

The Nebraska World Language Standards use three performance level indicators: novice, intermediate, and advanced. Each performance level indicator can be further divided into a low, mid, and high range. The definitions of novice, intermediate, and advanced are as follows:

Novice:

Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. Novice listeners understand key words, true aural cognates, and formulaic expressions. Novice writers and speakers can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Novice learners identify and describe what they can do in language study using simple words and phrases.

Intermediate:

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Advanced:

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

### **Applying Performance Level Expectations for World Language Programming**

As schools and districts move forward in establishing programming that aligns with the World Language Standards, they must first ask, "What is the ultimate expectation for language knowledge and skills at the completion of the world language program?" Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The critical factor to consider in this process is the level of language needed to negotiate successfully in life, careers, and academia.

Colleges and universities, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. This expectation, however, does not clarify the level of performance students should have. Colleges and universities usually conduct placement tests that allow students to enroll in their corresponding level of language study.

The ability to communicate in multiple languages has a proven economic value. Local, regional, national, and international markets are actively seeking employees who can respond to customers and negotiate agreements. In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, sales clerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

Not to be disregarded, the ability to function bilingually also strongly affects one's quality of life. Language function dramatically increases cognitive function well into older age. Bilinguals have greater ability to see and understand nuances, to investigate actively, to use critical thinking, and to seek a more profound level of communication.

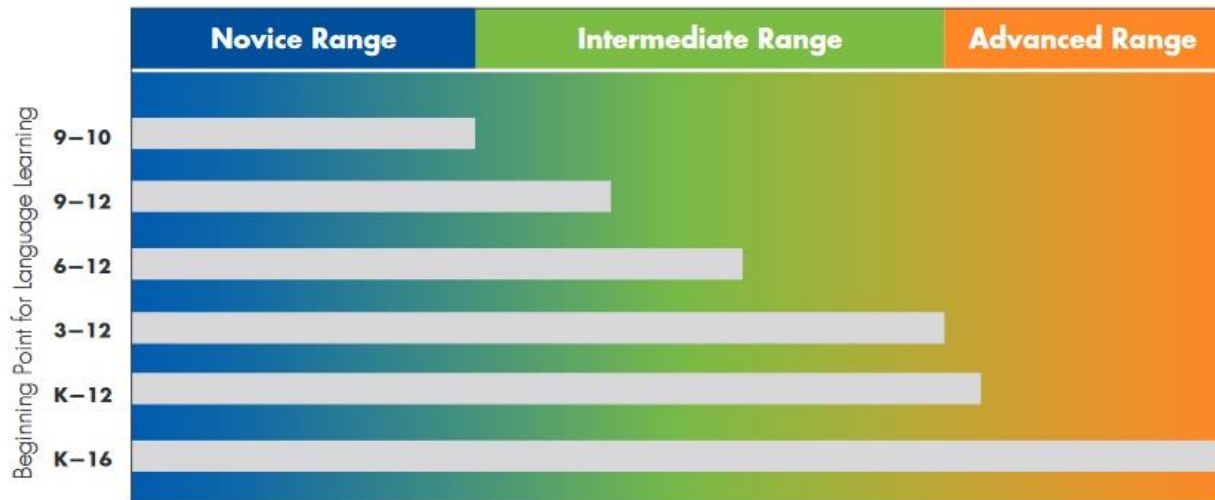
# ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
<b>Distinguished</b>	<b>5</b>	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> <li>Highly articulate, professionally specialized native speakers</li> <li>Language learners with extended (17 years) and current professional and/or educational experience in the target culture</li> </ul>
	<b>4</b>			
<b>Superior</b>	<b>3</b>	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> <li>Well-educated native speakers</li> <li>Educated language learners with extended professional and/or educational experience in the target language environment</li> </ul>
<b>Advanced High</b>	<b>2+</b>	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> <li>Language learners with graduate degrees in language or a related area and extended educational experience in target environment</li> </ul>
<b>Advanced Mid</b>			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> <li>Heritage speakers, informal learners, non-academic learners who have significant contact with language</li> <li>Undergraduate majors with year-long study in the target language culture</li> </ul>
<b>Advanced Low</b>			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> <li>Undergraduate language majors</li> </ul>
<b>Intermediate High</b>	<b>1+</b>	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> <li>Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences</li> </ul>
<b>Intermediate Mid</b>			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
<b>Intermediate Low</b>				
<b>Novice High</b>	<b>0+</b>	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> <li>Language learners following content-based language program in Grades K–6</li> </ul>
<b>Novice Mid</b>	<b>0</b>			<ul style="list-style-type: none"> <li>Language learners following 2 years of high school language study</li> </ul>
<b>Novice Low</b>				

\*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Once a district has determined an expectation for the ultimate level of language performance, programming needs will be considered. There is a definite correlation between the level of language expectation and the amount of time given to study and practice. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.



Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.

Students with twelve years of language study will be able to communicate information, express their thoughts, investigate, describe and elaborate on both concrete and abstract information and ideas. These students will find success using language daily in teaching, social services, medical careers, retail, and business.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger investment in the duration and depth of a language program will result in higher and more useful levels of language performance.

## Nebraska World Language Standards

### **Strand One: Communication (p. 10)**

**Students communicate effectively in a variety of situations for multiple purposes.**

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

### **Strand Two: Culture (p. 17)**

**Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.**

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

### **Strand Three: Connections (p. 20)**

**Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.**

- 3.1 Students apply the language of study to discuss other content areas of study.

### **Strand Four: Communities (p. 23)**

**Students can apply their world language skills to personal, community, and career experiences.**

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

### **Strand Five: Cognition (p. 26)**

**Students explain what they know and are able to monitor their own learning journey with support from their teachers.**

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

## **Strand One: Communication**

Students communicate effectively in a variety of situations for multiple purposes.

### **Key point:**

- Students should use language for a meaningful, communicative purpose.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

**WL 1.1: Students exchange information through interaction and negotiation of meaning.**

WL 1.1.a Novice Low

Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

WL 1.1.b Novice Mid

Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.

WL 1.1.c Novice High

Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.

WL 1.1.d Intermediate Low

Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.

WL 1.1.e Intermediate Mid

Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.

WL 1.1.f Intermediate High

Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.

WL 1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WL 1.1.h Advanced Mid

Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.

WL 1.1.i Advanced High

Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.

**Specific Considerations for Ancient and Classical Languages (ACL):**

The 2017 Standards for Classical Language Learning state, "There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode."

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.1:</p> <p>Students exchange information through interaction and negotiation of meaning.</p> <p><b>WIDA "Los Descriptores Podemos" Concrete Use of Language "Discutir" Descriptor:</b></p> <p>Dialogue and converse with others in order to jointly create knowledge and deepen understanding.</p>
<p>Nebraska WL1.1.a Novice Low</p> <p>Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.</p> <p><b>WIDA "Podemos" (translated), Grade 1, Level 1 Discussion, Oral:</b></p> <p>Use drawings or other visual media to share or clarify ideas. Follow the rules of appropriate conversation (i.e.: listening attentively to others, speaking one at a time)</p>
<p>Nebraska WL1.1.d Intermediate Low</p> <p>Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.</p> <p><b>WIDA "Podemos" (translated), Grade 6-8, Level 1 Discussion, Oral:</b></p> <p>Follow the appropriate rules of the context of discussion. (i.e.: taking turns). Prepare notes or written contributions.</p>
<p>Nebraska WL1.1.g Advanced Low</p> <p>Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.</p> <p><b>WIDA "Podemos" (translated), Grade 9-12, Level 1 Discussion, Oral:</b></p> <p>Prepare points or commentary in order to participate in the conversation. Use images or other supports to support your message or commentary.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

**WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.**

WL1.2.a Novice Low

Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL1.2.b Novice Mid

Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.c Novice High

Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.d Intermediate Low

Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.

WL 1.2.e Intermediate Mid

Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.

WL 1.2.f Intermediate High

Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.g Advanced Low

Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.h Advanced Mid

Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

WL 1.2.i Advanced High

Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Approved by the Nebraska State Board of Education on September 6, 2019

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.2:</p> <p>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor:</p> <p>Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.2.a Novice Low</p> <p>Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Listening:</p> <p>Identify words related to characters, animals or objects described orally.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify main characters. Recognize familiar or memorized language.</p>
<p>Nebraska WL1.2.d Intermediate Low</p> <p>Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Listening:</p> <p>Identify familiar objects or places in oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify principle ideas in short texts. Point out texts and posters in the classroom and school that are related to familiar stories.</p>
<p>Nebraska WL1.2.g Advanced Low</p> <p>Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Listening:</p> <p>Match common and technical words and expressions with images, photos, and graphics. Identify texts, resources, products or named figures from oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Reading:</p> <p>Highlight descriptive words and expressions in short statements. Identify formatting components in order to locate information.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

**WL 1.3: Students present ideas and information according to a variety of purposes and audiences.**

WL1.3.a Novice Low

Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.

WL1.3.b Novice Mid

Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.

WL 1.3.c Novice High

Present information on familiar and everyday topics using simple sentences in structured contexts.

WL 1.3.d Intermediate Low

Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.

WL 1.3.e Intermediate Mid

Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.

WL 1.3.f Intermediate High

Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.

WL 1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WL 1.3.h Advanced Mid

Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.

WL 1.3.i Advanced High

Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

**Specific Considerations for Ancient and Classical Languages (ACL):**

The 2017 Standards for Classical Language Learning state, "The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade...Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication."

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.3: Students present ideas and information according to a variety of purposes and audiences.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor: Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.3.a Novice Low Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Speaking: Name words that represent familiar objects. Repeat short, typical phrases in oral narrations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Draw and tag academic events or situations. Tag story scenes using key words.</p>
<p>Nebraska WL1.3.d Intermediate Low Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Speaking: Name school and community events using visual supports. Respond to simple, closed questions relating to familiar topics.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Reproduce words and brief phrases related to familiar topics. Tag photos and illustrations that represent ideas studied in class.</p>
<p>Nebraska WL1.3.g Advanced Low Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Speaking: Use technical vocabulary to explain processes, cycles, or phenomena.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Writing: Describe photos, illustrations, and models using technical vocabulary. Explain historical events or events in sequence.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

## **Strand Two: Culture**

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

### **Key points:**

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

**WL 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.**

WL2.1.a Novice Low

Identify and describe products, practices and perspectives using isolated words and phrases.

WL2.1.b Novice Mid

Identify products, practices, and perspectives using high-frequency vocabulary and phrases.

WL 2.1.c Novice High

Identify and describe products, practices, and perspectives using simple sentences in structured contexts.

WL 2.1.d Intermediate Low

Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.

WL 2.1.e Intermediate Mid

Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.

WL 2.1.f Intermediate High

Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.1.g Advanced Low

Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.

WL 2.1.h Advanced Mid

Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.

WL 2.1.i Advanced High

Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.

**Specific Considerations for Ancient and Classical Languages (ACL):**

Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts.

**WL 2.2: Students identify and apply culturally-appropriate language and behavior.**

WL2.2.a Novice Low

Identify expressions unique to the cultures studied.

WL2.2.b Novice Mid

Identify and react with simple expressions and idioms unique to the languages and cultures studied.

WL 2.2.c Novice High

Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

WL 2.2.d Intermediate Low

Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.

WL 2.2.e Intermediate Mid

Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.

WL 2.2.f Intermediate High

Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.2.g Advanced Low

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.

WL 2.2.h Advanced Mid

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.

WL 2.2.i Advanced High

Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

**Specific Considerations for Ancient and Classical Languages (ACL):**

Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.

### **Strand Three: Connections**

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

#### **Key Points:**

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

**WL 3.1: Students apply the language of study to discuss other content areas of study.**

WL3.1.a Novice Low

Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL3.1.b Novice Mid

Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.c Novice High

Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.d Intermediate Low

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.

WL 3.1.e Intermediate Mid

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 3.1.f Intermediate High

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 3.1.g Advanced Low

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.

WL 3.1.h Advanced Mid

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.

WL 3.1.i Advanced High

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.

**Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:**

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have

academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" or "Spanish Language Development Standards" may provide a richer expectation for heritage language study.

<p>Nebraska WL 3.1: Students apply the language of study to discuss other content areas of study.</p> <p style="text-align: center;">→</p> <p>WIDA Spanish Language Development Standards ↓</p>	<p><a href="#">WL3.1.a Novice Low</a> Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.</p> <p><a href="#">WL 3.1.i Advanced High</a> Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p><b>Standard 1: Social and Instructional Language</b> Emergent bilinguals communicate for social and instructional purposes within the school setting</p>	<p><b>Grade 1, Level 1</b> Follow oral instructions using modeling and sensory supports and partner engagement.</p> <p><b>Grade 11-12, Level 1</b> Sort information found in illustrated texts with a partner using graphic organizers and following a model.</p>
<p><b>Standard 2 – The Language of Language Arts</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of language arts</p>	<p><b>Grade 1, Level 1</b> Describe the use of syntactic aspects using sentence schemas, word banks, and with support from L1.</p> <p><b>Grade 11-12, Level 1</b> Create a graphic legend using literary resources and continuing to use interactive models and supports, including L1 and L2.</p>
<p><b>Standard 3 – The Language of Mathematics</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p>	<p><b>Grade 1, Level 1</b> Identify strategies according to the information graphic texts using sensory supports and L1.</p> <p><b>Grade 11-12, Level 1</b> Label the steps to solve quadratic equations using banks of illustrated words.</p>
<p><b>Standard 4 – The Language of Science</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of science</p>	<p><b>Grade 1, Level 1</b> Draw and label illustrations of observations of experiments using Banks of illustrated words.</p> <p><b>Grade 11-12, Level 1</b> Identify the effects of the pollutants presented in an oral discourse and in banks of illustrated words to complete a scheme.</p>
<p><b>Standard 5 – The Language of Social Studies</b> Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of social studies</p>	<p><b>Grade 1, Level 1</b> Name an advantage of the use of means of transport using audio-visual aids, models, banks of illustrated words and L1 if necessary.</p> <p><b>Grade 11-12, Level 1</b> Name the advantages and disadvantages of economic systems using sentence frames and word banks in L1 and L2.</p>

Source: WIDA Spanish Language Development Standards. WIDA, 2013, *The Spanish Language Development Standards*

## **Strand Four: Communities**

Students can apply their world language skills to personal, community, and career experiences.

### **Key Points:**

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

**WL 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.**

WL4.1.a Novice Low

Identify college and career options that incorporate the language studied using isolated words and phrases.

WL4.1.b Novice Mid

Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.

WL 4.1.c Novice High

Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.

WL 4.1.d Intermediate Low

Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.

WL 4.1.e Intermediate Mid

Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 4.1.f Intermediate High

Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 4.1.g Advanced Low

Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.

WL 4.1.h Advanced Mid

Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.

WL 4.1.i Advanced High

Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.

**WL 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**

WL4.2.a Novice Low

Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.

WL4.2.b Novice Mid

Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.

WL 4.2.c Novice High

Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

WL 4.2.d Intermediate Low

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.

WL 4.2.e Intermediate Mid

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.

WL 4.2.f Intermediate High

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

WL 4.2.g Advanced Low

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 4.2.h Advanced Mid

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

WL 4.2.i Advanced High

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

## **Strand Five: Cognition**

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

### **Key Points:**

- Learning is a partnership between the student and the teacher.
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

**WL 5.1: Students self-assess growth in language learning, practice, and understanding.**

WL5.1.a Novice Low

Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.

WL5.1.b Novice Mid

Use simple words or phrasing to identify what concepts, skills, or information have been learned.

WL 5.1.c Novice High

Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.

WL 5.1.d Intermediate Low

Reflect on how personal learning, practice, and understanding are evident.

WL 5.1.e Intermediate Mid

Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.

WL 5.1.f Intermediate High

Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.

WL 5.1.g Advanced Low

Analyze how personal learning, practice, and understanding have developed over time.

WL 5.1.h Advanced Mid

Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.

WL 5.1.i Advanced High

Analyze how personal learning, practice, and understanding can be sustained for future growth.

**WL 5.2: Students set language learning goals and organize priorities.**

WL5.2.a Novice Low

Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.

WL5.2.b Novice Mid

Identify what concepts, skills, or information are desired using simple words or phrasing.

WL 5.2.c Novice High

Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

WL 5.2.d Intermediate Low

Create simple, short-term goal statements in response to units of study or other focused needs.

WL 5.2.e Intermediate Mid

Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.

WL 5.2.f Intermediate High

Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

WL 5.2.g Advanced Low

Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

WL 5.2.h Advanced Mid

Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.

WL 5.2.i Advanced High

Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

## Summary of World Language Strands and Standards

The World Language Standards represent all languages, for all learners, at all levels. Although each language group has distinct linguistic components, these standards are meant to provide direction in the kinds of skills that students should accomplish at a particular level. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

## **Job Description**

### **Position: Activities Director**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by contract, board policy, and as directed by administrators or other supervisors. Duties for this position include, but are not limited to:

- Meeting regular and predictable attendance requirements;
- Designing, implementing and supervising all extracurricular programs and activities within the school district;
- Keeping parents, teachers and other faculty members informed about student activities and events;
- Scheduling all student activities and attendant matters including but not limited to transportation, officials, scorekeepers, announcers, ticket-takers and the like;
- Maintaining positive working relationships with coaches, sponsors, administrators, parents and students;
- Enforcing the student activity code of conduct and appropriate expectations for spectators at school-sponsored events;
- Managing student behavior at games, events and other activities and applying appropriate and effective measures in cases of misbehavior;
- Accounting for all activities fund expenditures and reporting financial expenses;
- Managing inventory of all school district athletic and activities equipment;
- Receiving requests for equipment and materials purchases from activity sponsors and presenting them to the administration for approval pursuant to district policy;
- Completing all paperwork necessary for school participation in events sponsored by the Nebraska School Activities Association and other sanctioning bodies as appropriate;
- Participating in continuing education courses in evaluation methods, curriculum training and teacher/sponsor/coach observation;
- Lifting occasionally to move and carry equipment and materials around the athletic fields, gymnasium and school building.
- Regular, dependable, in person attendance at work.

POSITION: **Activities Director**

DATE:

Physical Requirements: Sedentary Light Medium **Heavy** Very Heavy

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking				<b>X</b>
C. Sitting		<b>X</b>		
D. Bending/Stooping			<b>X</b>	
E. Reaching/Pushing			<b>X</b>	
F. Climbing	<b>X</b>			
G. Stooping/Kneeling/Crouching /Crawling			<b>X</b>	
H. Reaching/Handling			<b>X</b>	
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color				<b>X</b>
K. Equipment Maintenance				<b>X</b>
L. Driving			<b>X</b>	
M. Lifting 30 pounds max. 30 pounds or more			<b>X</b>	<b>X</b>
N. Carrying 30 pounds max 30 pounds or more			<b>X</b>	<b>X</b>
O. Manual Dexterity Tasks				<b>X</b>

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**
- B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Bookkeeper**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Maintaining and updating district records, accounting records, financial records and payroll records.
- Preparing and processing paperwork necessary for billing or paying invoices.
- Monitoring petty cash.
- Compiling reports as scheduled or requested by an administrator.
- Contacting vendors as necessary regarding the status of orders.
- Regular, dependable, in person attendance at work.

POSITION: **Bookkeeper**

DATE:

Physical Requirements: **Sedentary** Light Medium Heavy Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing		<b>X</b>		
B. Walking		<b>X</b>		
C. Sitting				<b>X</b>
D. Bending/Stooping	<b>X</b>			
E. Reaching/Pushing	<b>X</b>			
F. Climbing	<b>X</b>			
G. Stooping/Kneeling/Crouching /Crawling	<b>X</b>			
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing			<b>X</b>	
J. Seeing/Depth Perception/Color				<b>X</b>
K. Classroom Maintenance (Materials)	<b>X</b>			
L. Driving	<b>X</b>			
M. Lifting 30 pounds max. 30 pounds or more	<b>X</b> <b>X</b>			
N. Carrying 30 pounds max 30 pounds or more	<b>X</b> <b>X</b>			
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

- Harris accounting software

Further requirements:

- Must speak, read and write English proficiently

#### WORKING CONDITIONS

A. **Inside** Outside Both

B. **Climatic environment: Inside facilities are climate controlled.**

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Building Secretary**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Receiving and making telephone calls and distributing messages.
- Typing memorandums, correspondence, bulletins and other reports as required by an administrator.
- Attending board meetings and taking and transcribing minutes for such meetings.
- Scheduling meetings, appointments and conferences for the administrative staff.
- Maintaining office supplies in sufficient amounts.
- Orienting substitute personnel.
- Maintaining student cumulative record files.
- Greeting and directing students, staff, parents, volunteers and other visitors at the building.
- Monitoring student conduct in the office.
- Reporting required students and district data to NDE, as required by and duties associated with functioning in the capacity as a "data steward" for the school district.
- Preparing daily & weekly lunch and activity deposits in conjunction with the district's bookkeeper and administration.
- Monitoring student attendance data and entering student attendance data into the school's student information system
- Registering and enrolling students in conjunction with the guidance office.
- Regular, dependable, in person attendance at work.

POSITION: **Building Secretary**

DATE:

Physical Requirements: **Sedentary** Light Medium Heavy Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing		<b>X</b>		
B. Walking		<b>X</b>		
C. Sitting				<b>X</b>
D. Bending/Stooping	<b>X</b>			
E. Reaching/Pushing		<b>X</b>		
F. Climbing	<b>X</b>			
G. Stooping/Kneeling/Crouching /Crawling	<b>X</b>			
H. Reaching/Handling			<b>X</b>	
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color				<b>X</b>
K. Classroom Maintenance (Materials)	<b>X</b>			
L. Driving	<b>X</b>			
M. Lifting 30 pounds max. 30 pounds or more	<b>X</b>	<b>X</b>		
N. Carrying 30 pounds max 30 pounds or more	<b>X</b>	<b>X</b>		
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

- Microsoft Office
- Other Software: \_\_\_\_\_

Further requirements:

- Must speak, read and write English proficiently
- Must interact with public in positive manner

#### WORKING CONDITIONS

- A. **Inside** Outside Both
- B. **Climatic environment: Inside facilities are climate controlled.**

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Bus Driver**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Safely and efficiently transporting students to and from designated schools and other destinations as required by an administrator.
- Strictly following all applicable laws, rules and regulations relating to transporting students.
- Maintaining order and discipline on the bus.
- Supervising emergency evacuation drills as directed by an administrator.
- Preparing accident reports, and filing such reports with an administrator, after every accident involving a district bus or bus passenger.
- Reporting to an administrator the misconduct of students witnessed by or reported to the bus driver.
- Routinely inspecting the buses to detect mechanical defects and immediately reporting any defect to an administrator.
- Keeping the buses clean and neat.
- Maintaining the appropriate licensure with the DMV and school to operate the pupil transportation vehicle the driver has been assigned to use to transport students.
- Maintain a "driver's file" in conjunction with the district's transportation coordinator that contains: valid medical examiner's certificate, email from Nebraska Safety Center confirming completion of Level Instructional Training, annual driving record from DMV, and a current criminal history report.
- Regular, dependable, in person attendance at work.

POSITION: **Bus Driver**

DATE:

Physical Requirements: Sedentary **Light** Medium Heavy Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing		<b>X</b>		
B. Walking		<b>X</b>		
C. Sitting				<b>X</b>
D. Bending/Stooping	<b>X</b>			
E. Reaching/Pushing		<b>X</b>		
F. Climbing	<b>X</b>			
G. Stooping/Kneeling/Crouching /Crawling	<b>X</b>			
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color				<b>X</b>
K. Equipment Maintenance (Materials)	<b>X</b>			
L. Driving				<b>X</b>
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b> <b>X</b>		
N. Carrying 30 pounds max 30 pounds or more		<b>X</b> <b>X</b>		
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

- May be required to assist special needs students on and off bus
- CDL required
- Must be able to complete bus evacuation
- Must be able to read and write English proficiently to keep logbooks and the like

#### WORKING CONDITIONS

- A. Inside      Outside      **Both**
- B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Cook**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Preparing, cooking and serving meals for all kitchen sites as needed.
- Preparing of large quantities of food with attention to economy and efficiency of the kitchen.
- Operating all kitchen equipment in a safe manner.
- Complying with all prescribed food handling standards and techniques and participating in required continuing education about same.
- Operating cash register and making change.
- Maintaining a high standard of sanitation in food preparation.
- Cooperating and communicating with other school staff, public, parents and students to promote a positive school climate.
- Performing related duties, as required.
- Regular, dependable, in person attendance at work.

POSITION: **Cook**

DATE:

Physical Requirements: Sedentary Light Medium **Heavy** Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking			<b>X</b>	
C. Sitting		<b>X</b>		
D. Bending/Stooping			<b>X</b>	
E. Reaching/Pushing			<b>X</b>	
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling				<b>X</b>
I. Speaking/Hearing			<b>X</b>	
J. Seeing/Depth Perception/Color		<b>X</b>		
K. Equipment Maintenance (Materials)	<b>X</b>			
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b>	<b>X</b>	
N. Carrying 30 pounds max 30 pounds or more		<b>X</b>	<b>X</b>	
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

- Valid Food Handler's Permit required
- Must be able to read and write English proficiently to keep records, read recipes and the like
- Must be able to speak and understand English in communicate with students and staff in the food line

#### WORKING CONDITIONS

A. **Inside**                      Outside                      Both

B. **Climatic environment: Inside facilities are climate controlled.**

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

\_\_\_\_\_  
Employee (Print)

\_\_\_\_\_  
Employee Signature

## **Job Description**

### **Position: Custodian**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Keeping the interior and exterior of the employee's assigned buildings and facilities, and all adjacent areas, clean and orderly.
- Maintaining all equipment for which the employee is responsible in proper working order.
- Maintaining a proper inventory of equipment, supplies and other necessary items required to perform assigned duties.
- Repairing all equipment, furniture and other items in the buildings and facilities to which the employee is assigned.
- Reporting all security problems, safety problems and damages encountered.
- Setting up for and cleaning up after events and activities.
- Attending workshops as assigned.
- Operate vehicles and powered equipment, such as mowers, tractors, twin-axle vehicles, snow blowers, chain saws, electric clippers, sod cutters, and pruning saws.
- Mow or edge lawns, using power mowers or edgers.
- Shovel snow from walks, driveways, or parking lots and spread salt in those areas.
- Care for established lawns by mulching, aerating, weeding, grubbing, removing thatch, or trimming or edging around flower beds, walks, or walls.
- Use hand tools, such as shovels, rakes, pruning saws, saws, hedge or brush trimmers, or axes.
- Prune or trim trees, shrubs, or hedges, using shears, pruners, or chain saws.
- Gather and remove litter.
- Maintain or repair tools, equipment, or structures, such as buildings, greenhouses, fences, or benches, using hand or power tools.
- Mix and spray or spread fertilizers, herbicides, or insecticides onto grass, shrubs, or trees, using hand or automatic sprayers or spreaders.
- Provide proper upkeep of sidewalks, driveways, parking lots, fountains, planters, or other grounds features.
- Prepare football field for athletic competitions

- Cooperate with custodial staff to make needed repairs and preparations of the building and grounds as directed by the superintendent
- Cooperate with custodial staff to prepare building and grounds for extracurricular activities hosted at the school
- All other duties and tasks assigned by the superintendent of schools
- Regular, dependable, in person attendance at work.

POSITION: **Custodian**

DATE:

Physical Requirements: Sedentary Light Medium **Heavy** Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking			<b>X</b>	
C. Sitting		<b>X</b>		
D. Bending/Stooping			<b>X</b>	
E. Reaching/Pushing			<b>X</b>	
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling			<b>X</b>	
I. Speaking/Hearing		<b>X</b>		
J. Seeing/Depth Perception/Color		<b>X</b>		
K. Equipment Maintenance (Materials)	<b>X</b>			
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more			<b>X</b> <b>X</b>	
N. Carrying 30 pounds max 30 pounds or more			<b>X</b> <b>X</b>	
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

- Basic hand tools

Further requirements:

- Ability to read and write in English level sufficient to understand and follow product instructions

#### WORKING CONDITIONS

- A. Inside          Outside          **Both**  
B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Head Cook**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Operating school food service program by preparing, cooking and serving meals for all kitchen sites as needed.
- Preparing daily menu, plate count worksheets, monthly inventories, serving schedules, and other reports as required.
- Preparing of large quantities of food with attention to economy and efficiency of the kitchen.
- Ordering, receiving, and assuming responsibility for preservation of foodstuffs and other supplies.
- Operating all kitchen equipment in a safe manner.
- Operating cash register and making change.
- Training and supervising other food service workers as well as student workers.
- Maintaining a high standard of sanitation in food preparation.
- Complying with all prescribed food handling standards and techniques and participating in required continuing education about same.
- Cooperating and communicating with other school staff, public, parents and students to promote a positive school climate.
- Performing related duties, as required.
- Regular, dependable, in person attendance at work.

POSITION: **Head Cook**

DATE:

Physical Requirements: Sedentary Light Medium **Heavy** Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking		<b>X</b>		
C. Sitting		<b>X</b>		
D. Bending/Stooping			<b>X</b>	
E. Reaching/Pushing			<b>X</b>	
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling				<b>X</b>
I. Speaking/Hearing			<b>X</b>	
J. Seeing/Depth Perception/Color				<b>X</b>
K. Equipment Maintenance		<b>X</b>		
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b>	<b>X</b>	
N. Carrying 30 pounds max 30 pounds or more		<b>X</b>	<b>X</b>	
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

- Valid Food Handler's Permit required
- Must be able to read and write English proficiently to keep records, read recipes and the like
- Must be able to speak and understand English in communicate with students and staff in the food line

#### WORKING CONDITIONS

A. **Inside** Outside Both

B. **Climatic environment: Inside facilities are climate controlled.**

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Paraprofessional**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Assisting teachers in classroom activities.
- Working with students inside or outside of class as directed by a teacher.
- Supervising students in school-related activities.
- Assisting in creating and organizing instructional materials and equipment.
- Substituting for teachers in emergency situations as directed by an administrator.
- Performing personal care and hygiene tasks for special education students.
- Implementing certain educational support services for special education students, as directed by certificated teacher.
- Attending workshops as assigned.
- Regular, dependable, in person attendance at work.

POSITION: **Para Educator**

DATE:

Physical Requirements: Sedentary Light **Medium** Heavy Very Heavy

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	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing			<b>X</b>	
B. Walking			<b>X</b>	
C. Sitting			<b>X</b>	
D. Bending/Stooping		<b>X</b>		
E. Reaching/Pushing		<b>X</b>		
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color			<b>X</b>	
K. Classroom Maintenance (Materials)		<b>X</b>		
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b> <b>X</b>		
N. Carrying 30 pounds max 30 pounds or more		<b>X</b> <b>X</b>		
O. Manual Dexterity Tasks				<b>X</b>

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**  
B. **Climatic environment: Inside facilities are climate controlled.**

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

---

Employee Signature

## **Job Description**

### **Position: Building Principal**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Responsible for every phase of the assigned building's program and personnel, i.e., the educational program, certified and non-certified staff, student body, plant maintenance and community relationships, within policy regulations and procedures of the board of education;
- Meeting regular and predictable attendance requirements
- Administering a community relations program in order to ensure a cooperative atmosphere between the assigned building and the home;
- Initiating building news releases and bulletins which are distributed to the community or to specific parent or civic groups;
- Supervising the administration of a system of inventory, requisition and distribution of materials and supplies of the assigned building;
- Administering the development of and approves the submission of the annual budget of the assigned building to the superintendent of schools;
- Identifying physical plant needs of the assigned building facility(s) to the superintendent of schools;
- Assisting in the development of the annual school calendar;
- Supervising the completion and submission of reports required by the office of the superintendent, the State Department of Education and accrediting agencies;
- Attending principals' meetings, meetings of the administrative team (council) and board of education meetings;
- Attending professional meetings, seminars and conventions as specified in the contractual agreements;
- Participating in the development, articulation and coordination of curriculum and district wide policy development;
- Providing leadership in the improvement, development and evaluation of the instructional program;

- Supervising the construction of the master instructional schedule and the assignment of assigned building professional staff within the schedule;
- Recommending selection of new staff members for the assigned building;
- Providing leadership for the professional growth of the assigned building staff through in-service programs, the provision of information on scholarships and fellowships and the encouragement of advanced educational opportunities;
- Establishing an orientation program for new staff and for student teachers in the assigned building;
- Administering the system of instructional evaluation of assigned building staff as established by board policy;
- Providing for the maintenance of appropriate records on professional personnel of the assigned building;
- Arranging for substitute teachers and maintain records of teacher absences for the assigned building and reporting the same to the superintendent;
- Developing the assigned building policy handbook, inform teachers of board of education policies and administrative regulations and interpret the same to the certified and non-certified staff;
- Supervising the selection and procurement of instructional materials
- Supervising assigned building enrollment, registration and attendance procedures;
- Maintaining confidentiality and protection of assigned building student cumulative files and records;
- Supervising the assignment of academic credit;
- Managing pupil behavior in the classroom and on school premises, and applying appropriate and effective measures in cases of misbehavior;
- Using computers and other electronic technology to learn, teach and communicate;
- Moving around the classroom, hallways, and common areas of the school;
- Bending and stooping frequently to communicate with students and evaluate student work;
- Lifting occasionally to move and carry materials around the classroom and school building.
- Regular, dependable, in person attendance at work.

POSITION: **Building Principal**

DATE:

Physical Requirements: Sedentary Light **Medium** Heavy Very Heavy

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking				<b>X</b>
C. Sitting		<b>X</b>		
D. Bending/Stooping		<b>X</b>		
E. Reaching/Pushing		<b>X</b>		
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color			<b>X</b>	
K. Record Maintenance (Materials)			<b>X</b>	
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b> <b>X</b>		
N. Carrying 30 pounds max 30 pounds or more		<b>X</b> <b>X</b>		
O. Manual Dexterity Tasks			<b>X</b>	

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**  
B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **JOB DESCRIPTION**

### **Position: School Counselor**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- To work with students on an informal "one to one" basis.
- To present facts and spell out alternatives that will lead to wise choices. This at the same time may contribute to the social, moral and psychological growth of the child.
- To aid in ego identity and to help the student develop his power to cope with the world of work and its problems.
- To understand and believe in the value of a liberal arts education at the secondary level.
- To help students to accept and adjust to the demands of an authoritarian situation.
- (self-discipline)
- To become familiar with the staff and the curriculum so that they can see the school in its entirety and with a neutral point of view.
- To be well versed in the value and limitations of tests and records.
- To be an easily accessible shoulder to cry on.
- To encourage or help the student establish and develop their individuality within the authoritarian frame work of the school.
- To encourage some sort of post-high school training.
- To assist in job placements.
- To provide follow-up studies.
- To make referrals to appropriate agencies through proper channels.
- To provide services that are available to drop-outs.
- To provide information pertaining to financial aid and scholarships.
- To aid parents in post-high school planning.
- To inform parents of their child's progress, limitations, and abilities as evidenced in the school.
- To help parents understand their children and their needs.
- To aid teachers by providing those school counseling services teacher need assisting in planning and delivering.
- To aid in scheduling of classes for the high school.
- To explore the creation of work-based learning options for students, as such opportunities present.
- Regular, dependable, in person attendance at work.

POSITION: **School Counselor**

DATE:

Physical Requirements: Sedentary Light **Medium** Heavy Very Heavy

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	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking				<b>X</b>
C. Sitting		<b>X</b>		
D. Bending/Stooping		<b>X</b>		
E. Reaching/Pushing		<b>X</b>		
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color			<b>X</b>	
K. Record Maintenance (Materials)			<b>X</b>	
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b> <b>X</b>		
N. Carrying 30 pounds max 30 pounds or more		<b>X</b> <b>X</b>		
O. Manual Dexterity Tasks			<b>X</b>	

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**
- B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Superintendent**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Responsible for every phase of the district's program and personnel, i.e., the educational program, certified and non-certified staff, student body, plant maintenance and community relationships, within policy regulations and procedures of the board of education;
- Meeting regular and predictable attendance requirements
- Administering a community relations program in order to ensure a cooperative atmosphere between the school district, the board and the community;
- Initiating positive publicity for the school district and members of the school community which are distributed to the community or to specific parent or civic groups;
- Supervising the administration of a system of inventory, requisition and distribution of materials and supplies of the district;
- Administering the development of and approves the submission of the annual budget;
- Identifying and managing the physical plant of the district;
- Develop the annual school calendar in consultation with the board of education;
- Supervising the completion and submission of reports required by the State Department of Education and accrediting agencies;
- Attend all board of education meetings, relevant committee meetings and all other staff meetings as appropriate;
- Attending professional meetings, seminars and conventions as specified in the contractual agreements;
- Participating in the development, articulation and coordination of curriculum and district wide policy development;
- Providing leadership in the improvement, development and evaluation of the instructional program;
- Advising the board of education on collective bargaining with the local education association and any other organized labor groups;
- Recommending selection of new staff members;

- Providing leadership for the professional growth of the certificated and non-certificated staff;
- Establishing an orientation program for new staff;
- Administering the system of evaluation for certificated and non-certificated staff;
- Providing for the maintenance of appropriate records of the district;
- Assisting the board in the development of appropriate policies to govern the operation of the district;
- Supervising the selection and procurement of instructional materials;
- Using computers and other electronic technology to learn, teach and communicate;
- Moving around the classroom, hallways, and common areas of the school;
- Bending and stooping frequently to communicate with students and evaluate student work;
- Lifting occasionally to move and carry materials around the classroom and school building.
- Regular, dependable, in person attendance at work.

POSITION: **Superintendent**

DATE:

Physical Requirements: Sedentary Light **Medium** Heavy Very Heavy

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking				<b>X</b>
C. Sitting		<b>X</b>		
D. Bending/Stooping		<b>X</b>		
E. Reaching/Pushing		<b>X</b>		
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color			<b>X</b>	
K. Record Maintenance (Materials)			<b>X</b>	
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b> <b>X</b>		
N. Carrying 30 pounds max 30 pounds or more		<b>X</b> <b>X</b>		
O. Manual Dexterity Tasks			<b>X</b>	

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**
- B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

---

Employee Signature

## **Job Description**

### **Position: Classroom Teacher**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Meeting regular and predictable attendance requirements;
- Maintaining a classroom atmosphere conducive to learning;
- Implementing useful diagnostic and progress assessment measures.
- Creating, selecting and using effective instructional methods and learning materials;
- Establishing a cooperative relationship with all assigned students.
- Maintaining open lines of communication with parents/guardians;
- Engaging in professional growth activities through an ongoing program of job-related knowledge and skill development;
- Planning, preparing and delivering lessons to a range of classes;
- Marking pupils' work, giving appropriate feedback and maintaining records of pupils' progress and development;
- Researching new topic areas and maintaining up-to-date subject knowledge;
- Creating, devising and writing new curriculum materials, lesson plans, tests, computer programs and other education-related content in any form or medium;
- Selecting and using a range of different learning resources and equipment;
- Continuously updating and improving teaching and disciplinary methods;
- Participating in and responding positively to the district's evaluation and school improvement process;
- Managing pupil behavior in the classroom and on school premises, and applying appropriate and effective measures in cases of misbehavior;
- Reading and comprehending books, curriculum materials; student work and the like;
- Communicating with students, staff and parents orally, electronically and in printed form;

- Using computers and other electronic technology to learn, teach and communicate;
- Working collaboratively to achieve the overall purposes of the school program.
- Moving around the classroom, hallways, and common areas of the school;
- Bending and stooping frequently to communicate with students and evaluate student work;
- Supervising students on playgrounds, in school buildings and at school activities;
- Lifting occasionally to move and carry materials around the classroom and school building.
- Regular, dependable, in person attendance at work.

POSITION: **Classroom Teacher**

Physical Requirements: Sedentary **Light** Medium Heavy Very Heavy

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking				<b>X</b>
C. Sitting		<b>X</b>		
D. Bending/Stooping			<b>X</b>	
E. Reaching/Pushing		<b>X</b>		
F. Climbing	<b>X</b>			
G. Kneeling/Crouching/Crawling		<b>X</b>		
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing				<b>X</b>
J. Seeing/Depth Perception/Color				<b>X</b>
K. Classroom Maintenance (Materials)				<b>X</b>
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more	<b>X</b>	<b>X</b>		
N. Carrying 30 pounds max 30 pounds or more	<b>X</b>	<b>X</b>		
O. Manual Dexterity Tasks				<b>X</b>

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**
- B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Technology Coordinator**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Maintains all district computer devices (Desktop, laptops, & tablets);
- Manages school districts domain (southernschools.org) and manages all district users under school's domain;
- Manages and maintains schools core network equipment (Router, switches, servers, wireless controller, Wi-Fi access points, etc.);
- Manages phone, bells, and paging equipment;
- Manages students Active Directory profiles;
- Manages software update distribution to all devices;
- Maintains current inventory of student and staff computers and devices;
- Make sure district is CIPA compliant in regards to internet filtering;
- Maintains school signage;
- Manage districts Clever account;
- Works with all technology related equipment in classrooms (Projectors, smartboards, etc.);
- Works with staff and students to help resolve any technology issues;
- Makes recommendations to the superintendent regarding district technology purchases;
- Regular, dependable, in person attendance at work.

POSITION: **Technology Coordinator**

Physical Requirements: Sedentary Light **Medium** Heavy Very Heavy

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing			<b>X</b>	
B. Walking			<b>X</b>	
C. Sitting		<b>X</b>		
D. Bending/Stooping		<b>X</b>		
E. Reaching/Pushing		<b>X</b>		
F. Climbing		<b>X</b>		
G. Kneeling/Crouching/Crawling		<b>X</b>		
H. Reaching/Handling		<b>X</b>		
I. Speaking/Hearing			<b>X</b>	
J. Seeing/Depth Perception/Color		<b>X</b>		
K. Classroom Maintenance (Materials)				<b>X</b>
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more		<b>X</b> <b>X</b>		
N. Carrying 30 pounds max 30 pounds or more		<b>X</b> <b>X</b>		
O. Manual Dexterity Tasks				<b>X</b>

OTHER REQUIREMENTS

Proficient in the use of:

Further requirements:

WORKING CONDITIONS

- A. Inside      Outside      **Both**
- B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

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Employee (Print)

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Employee Signature

## **Job Description**

### **Position: Transportation Coordinator**

The following list is intended to be a general description of the employees' job duties and responsibilities. However, it is not an exhaustive list and employees must perform all duties required of them by board policy or as directed by administrators or their supervisors. Duties for this position include, but are not limited to:

- Ensure all buses and vans in the school's fleet are in operational order at all times
- Coordinate complete mechanical inspections of all fleet vehicles in accordance with NDE rules and regulations
- Coordinate servicing of all maintenance and repairs for the school's vehicles
- Be a licensed bus driver and maintain that licensure at all times
- Coordinate with the superintendent of schools for the recruitment and retention of drivers for regular bus routes and activity routes
- Coordinate with the superintendent of schools for the recruitment and retention of substitute drivers for regular bus routes
- Develop "contingency" plans for transporting students when vehicle or driver concerns necessitate such plans being needed
- Assist in scheduling regular pupil transportation and activity trips for students
- Substitute drive on regular and activity routes as necessary
- Coordinate with drivers and the administration to address student misconduct on vehicles
- Communicate decisions made regarding the transportation program to drivers
- Listen to concerns brought forth by drivers, students, parents and develop solutions
- Hold quarterly driver meetings with the drivers and the administration for the purposes of education, review, training, and problem solving
- Regular, dependable, in person attendance at work.

POSITION: **Transportation Coordinator**

DATE:

Physical Requirements: Sedentary **Light** Medium Heavy Very Heavy

---

	Never 0%	Occasional 1-32%	Frequent 33-66%	Constant 67%+
A. Standing				<b>X</b>
B. Walking			<b>X</b>	
C. Sitting		<b>X</b>		
D. Bending/Stooping			<b>X</b>	
E. Reaching/Pushing			<b>X</b>	
F. Climbing		<b>X</b>		
G. Stooping/Kneeling/Crouching /Crawling		<b>X</b>		
H. Reaching/Handling			<b>X</b>	
I. Speaking/Hearing		<b>X</b>		
J. Seeing/Depth Perception/Color		<b>X</b>		
K. Equipment Maintenance (Materials)	<b>X</b>			
L. Driving		<b>X</b>		
M. Lifting 30 pounds max. 30 pounds or more			<b>X</b> <b>X</b>	
N. Carrying 30 pounds max 30 pounds or more			<b>X</b> <b>X</b>	
O. Manual Dexterity Tasks				<b>X</b>

#### OTHER REQUIREMENTS

Proficient in the use of:

- Basic hand tools

Further requirements:

- May be required to assist special needs students on and off bus
- CDL required
- Must be able to complete bus evacuation
- Ability to read and write in English level sufficient to understand and follow product instructions

#### WORKING CONDITIONS

A.     Inside            Outside            **Both**

B. Climatic environment: Inside facilities are climate controlled.

I have carefully reviewed this job description and affirm the following (please initial):

\_\_\_\_ To the best of my knowledge, I CAN fulfill all the requirements, responsibilities, and training aspects set out in this document.

\_\_\_\_ To the best of my knowledge, I CANNOT fulfill all the requirements, responsibilities, and training aspects set out in this document.

Use this space for any comments:

\_\_\_\_\_  
Employee (Print)

\_\_\_\_\_  
Employee Signature