

District Standards

Second Language

Proficiency in a second language means demonstrating an ability to listen, speak, sign, read, write and apply culturally appropriate practices to real-life situations in a language other than English at a level determined by the district.

A district second language committee appointed by the superintendent, to include a regular classroom teacher, a second language teacher, curriculum specialist, administrator, Board member, community member, will convene to determine the district's expected level of proficiency in the following areas:

1. Oral/Signed communication: The use of spoken or sign language to communicate the content of a message to others and to comprehend the content of messages received;
2. Reading: The ability to comprehend general meanings and specific details contained in written or video texts;
3. Writing: The ability to convey content through legible and comprehensible text;
4. Culture: The ability to demonstrate and recognize cultural products and perspectives appropriate to the cultures studied.

The Arts

Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art and understanding the historical and cultural contexts in which art is created. The arts include music, visual art, dance, theater and other areas deemed appropriate by the district.

A district arts committee appointed by the superintendent, to include a regular classroom teacher, a teacher of the arts, curriculum specialist, administrator, Board member and community member, will convene to determine the district's expected level of proficiency in the following areas:

1. Aesthetics and Art Criticism: The ability to respond to, explain and analyze works of art based on technical, organizational and aesthetic elements;
2. Historical and Cultural Perspectives: Understanding how works of art relate to the time periods and cultures in which they were created and how certain works of art from various periods and cultures are related;
3. Create, Present and Perform: Demonstrate ideas, skills and techniques in the arts.

Physical Education

Proficiency in physical education means demonstrating expressive and efficient movement, lifetime fitness and appropriate self-management and responsible social behavior.

A district physical education committee appointed by the superintendent, to include a regular classroom teacher, a teacher of physical education, curriculum specialist, administrator, Board member and community member, will convene to determine the district's expected level of proficiency in the following areas:

1. **Motor Skill Competency:** Demonstration of competency in a variety of physical activities and motor skill proficiency in one physical activity;
2. **Movement Concepts and Principles:** Application of movement concepts and principles to the development of motor skills;
3. **Rules and Strategies:** Application of appropriate rules and strategies to physical activities, games and sports;
4. **Lifestyle:** Providing evidence of engaging in a physically active lifestyle;
5. **Physical Fitness:** Demonstrating ways to achieve and maintain a health-enhancing level of physical fitness; and
6. **Individual Differences:** Demonstrating responsible behavior and respect for differences among people during physical activities.

Assessment

Methods of proficiency assessment may include, but are not limited to:

1. Tests;
2. Challenge tests;
3. Work samples;
4. Out-of-school experiences;
5. Individual teacher evaluations;
6. Portfolios;
7. Interviews; or
8. Others, as deemed appropriate.

Waivers

Students wishing a waiver of the second language or the arts Certificate of Initial Mastery requirements may do so by submitting a request in writing to the superintendent. The request must detail the rationale for the waiver of the requirement. Examples of reasonable requests include, out-of-district, out-of-state student transfers and others, as deemed appropriate by the superintendent.