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Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition
Florida Department of Education
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(1) NAME OF THE DISTRICT: Hamilton		(2) CONTACT NAME/TITLE: Doris Morgalo, Ed. D		(3) CONTACT PHONE: 386-792-0543	
(4) MAILING ADDRESS: 4280 SW County Road 152 Jasper, Florida 32052			(5) PREPARED BY: (If different from contact person)		
(6) CERTIFICATION BY SCHOOL DISTRICT The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan. I, Harry J. Pennington , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability. _____ Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval					
(7) District Parent Leadership Council Involvement Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Contact Information for District PLC Chairperson: Mailing address: E-mail Address: Phone Number: Date final plan was discussed with PLC: PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved _____ Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson					

Dr. Eric J. Smith, Commissioner
Florida Department of Education



**DISTRICT ENGLISH LANGUAGE LEARNER PLAN
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district- level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1980;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

By signature below, I, Harry J. Pennington , do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

The student is enrolled at the school site determined by domicile and the Home Language Survey is part of the Registration Packet for all new students.. As parents enroll their child, interpretation and translation services in the home language are provided as needed for completion. Guidance Personnel coordinate student registration, and the principal is responsible for monitoring registration procedures at the school.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

The home language survey is administered by the Guidance Counselor during the registration process for all new students. Students are given the Home Language Survey in the Guidance Suite at the school.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. *Registration personnel at each school site give a copy of the Home Language Survey with a “yes” response to the guidance counselor for the Idea Language Proficiency Test session to be scheduled or to request ESOL records from previous schools.*

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
X Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English.

For those non-English speaking parents, we have trained staff readily available to assist with the registration process.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Demographic data is collected by the registrar at each school site. The registrar then provides that information to the appropriate school and district level personnel as needed. Such data includes country of birth, father, mother and brothers or sisters, last school attended and other relevant information.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.
X Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance Counselor

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT	K-12	5		

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

The student is tested within 20 days of entering school by the guidance counselor using the IPT. The IPT has cut scores for each level that are used to determine NES, LES, or FES. The grade level of the student is used in determining the score. When the assessment is completed, the guidance counselor enters the information in the school data system. All Hamilton County School Staff receive appropriate training in order to assist all LES/FES students.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

The registration personnel report the HLS response to the guidance counselor at each school. The guidance counselor marks the calendar 20 from the registration of the student entering school. The student is usually tested within 5 to 10 days of registration. The MIS coordinator produces a report once a month to check to make sure assessments have been completed and students identified and placed. Documentation will be mailed to parents in

their primary language no later than eight weeks after initial enrollment and a copy will be retained in the student's file for a minimum of one year.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

Parents/guardians will be notified in their home language about the delay and when to expect the completion of the testing.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

K-2 students who score FES are placed in a regular classroom environment with the stipulation that should the student struggle because of the home language, then the teacher will convene the LEP committee and appropriate placement and instructional strategies will be implemented.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

LEP students in grades 3-12 who have scored limited English proficient are placed in regular classrooms with instructional support through ESOL strategies. All Hamilton County School Staff receive appropriate training in order to assist all LES/FES students. The reading and writing assessment is administered immediately following the Listening/Speaking if the student scored FES on the listening/speaking section.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
IPT2 Reading and Writing

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

As a rule, the reading and writing assessment is administered immediately following the Listening/Speaking if the student scored FES on the listening/speaking section. . The MIS coordinator produces a report once a month to check to make sure assessments have been completed and students identified and placed.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines..

Parents/guardians will be notified in their home language about the delay and when to expect the completion of the testing. Documentation will be mailed to parents in their primary language no later than eight weeks after initial enrollment and a copy will be retained in the student's file for a minimum of one year.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

Upon identification of NES or LES status for a student, ELL committee convenes to determine placement, instructional strategies and accommodations for the student. Parents are invited to the meetings and can, at any time, request a meeting of the ELL Committee. A ELL Student Education Plan is completed to document the meeting and to provide the structure for the delivery of instructional services. (All students who qualify for ESOL services enter through the ELL committee.) An ELL committee can also make entry decisions based on stakeholder input, prior educational experiences and assessment data.

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes X No

If yes, describe the procedures implemented and list the instrument(s) used. _____

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

As soon as a student is identified as an English language learner through the ELL assessments, the ELL committee at the respective school site is convened. A comprehensive review of all the student records and assessment data is completed. The committee then decides if the temporary placement of the student (placement before the ELP assessments) is appropriate or if another placement is in the best interest of the student. Parents/guardians of the English language learner are always invited to the committee meetings and are involved in the decision-making.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

As soon as a student is identified as an English language learner through the ELL assessments, the ELL committee at the respective school site is convened. Parents/guardians of the English language learner are always invited to the committee meetings and are involved in the decision-making. Parents/guardians/students are interviewed to determine educational background. If limited or no prior school experiences can be documented, students are placed age-appropriately.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records. .

Previous schools attended by the ELL are always contacted. If all attempts to locate complete records fail, the ELL committee will conscientiously review the available records and work closely with the parents/guardians to ensure comprehensible instruction with appropriate placement. The parents/guardians are also a valuable asset when attempting to locate records. Student record requests are processed through the state FASTER system. In all cases, the District follows the placement criteria outlined in the Hamilton County Student Progression Plan.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

Student services personnel at each elementary and middle school, using all available records and the Hamilton County Student Progression Plan, determine initial placement. The ELL Committee at each school site is convened within 20 days of the ELLs' enrolment. The committee, which includes the assigned classroom teacher and the parent/guardian(s), determine placement based on age appropriateness, documented prior educational services, diagnostic and placement assessment information and interviews with the parent/guardian(s) and the student.

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

Our district has only one high school. The guidance counselor assigned for student placement carefully reviews completed credits, inclusive of credits awarded for countries outside the United States and for language arts classes taken in the student's native language and for foreign languages the student may have taken. Using the Hamilton County Student Progression Plan, the guidance counselor makes a recommendation and forwards it for approval by the principal regarding which credits the student has successfully completed and then credit is awarded. The ELL committee, which includes the assigned classroom

teacher and the parent/guardian(s) also meet to review the findings from the guidance counselor and principal.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. .

ELLs that re-enroll within the same school year/term after having been either in another district, state or out of the country for three months or more are temporarily placed in the same classes/classrooms they were previously enrolled in our district. The ELL Committee is convened within 20 days of the re-enrollment of the ELL to determine if that placement is still the most appropriate placement for that student. If the student attended a school in another state or country, then a new English language proficiency assessment is administered if the previous assessment is over two years old or if the ELL Committee determines that a new assessment should be administered.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. .

The Student ELL Plan is developed by the ELL Committee. The Committee is convened by the Committee chairperson within 20 days of the beginning of each school year for ELLs already enrolled or within 20 days of the initial enrollment of an ELL. The plan is updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teacher. The total plan includes demographic data, entry criteria information (scores and dates), recommended placement information, achievement test data, student schedule by nine weeks, promotion information, a section for reclassification, committee signatures and a section for student progress monitoring by term. The school guidance counselor is responsible for developing the plan.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

As stated previously, Student ELL Plans are updated at the beginning of each year. The LEP Committee chairperson convenes the LEP Committee at the beginning of each school to review the Plans and update them as needed to meet the needs of the ELL. (form attached and is on district website for employees)

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

13a) List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

Each ELL is scheduled/placed into an English/Language Arts classroom taught by an ESOL endorsed teacher (or a teacher in the process of becoming endorsed) and to basic subject

area and other subject areas classes taught by ESOL trained teachers who use ESOL strategies to deliver comprehensible instruction. ESOL trained teachers are employed and available in each school. A bilingual tutor is available as needed to assist in the delivery of comprehensible instruction. Basic subject area teachers and tutors work together to develop appropriate tutorial opportunities based on the needs of the ELL. ELLs receive instruction for a period of time that equals the amount of time that non-ELLs receive instruction in regular English/Language Arts.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

See attached.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. .

ELLs will receive instruction for a period of time that equals the amount of time that non-ELLs receive instruction. Instruction is delivered using appropriate ESOL strategies. The same Sunshine State Standards are taught to both ELLs and non-ELLs. Lesson plans and grade books will document equal instructional delivery. The district ESOL coordinator communicates regularly with the each school's ELL Committee chairperson to ensure instruction that is equal in amount, sequence, quality and scope. Documentation of the communication is on file in the district's ESOL coordinator's office.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. .

*Instructional strategies for ELLs are documented in the teachers' planning and curriculum maps. Each teacher monitors the performance of each ELL in his/her classroom. The teacher communicates with guidance/student services to review the placement of any student whose performance indicates a need for review. Should the LEP committee be convened, documentation will be kept on the **Student ELL Plan**. The ELL committee meets annually to review the progress of each ELL enrolled at that particular school site. Each ELL's grades are reviewed by the district coordinator at the end of each nine weeks. That review is documented and recorded in the district coordinator's office..*

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. (Check all that apply)

Region Administrator(s)

x District Administrator(s)

x School Level Administrator(s)

x Other (Specify) - school site coordinator/LEP committee chairperson

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

Student Portfolios

x FCAT Practice Tests

Other Criterion Reference Test (Specify) _____

Native Language Assessment (Specify) _____

x FCAT

Other (Specify) CELLA and Teacher Classroom assessments

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

Yes No

If yes, indicate where in the Student Progression Plan these are described.

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

*The only mandatory retention is in grade 3 as required by state statute. We implement the good cause exemptions as defined by the statute. ELLs may be exempt from mandatory retentions. In each case, the LEP committee will convene. Should good cause exist to exempt the ELL from retention, then those reasons will be documented on the **Student ELL Plan/Referral Form**. The recommendation will then be made to the school principal should an exemption from mandatory retention be recommended.*

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL.

*For ELL students who do not meet the promotion requirements of the Student Progression Plan the ELL committee may convene to review records and make a recommendation to the school principal who has final decision in student placement. Should good cause exist to exempt the ELL from retention, then those reasons will be documented on the **Student ELL Plan**.*

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

Procedures for notification are the same as for non-ELLs. Academic alerts are sent home to all students in January. These alerts are based on the performance of the student during first semester. Final notification to all students is made after FCAT testing results are received in late summer/early spring. Additionally, the parent/guardian(s) of ELLs are notified each nine

weeks of the progress of their student. The bilingual employee retained by the district notifies parents with language barrier, as needed.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

The testing coordinator at each school site is responsible for ensuring that all ELLs participate in Statewide Assessment. All testing coordinators at each site have been instructed by the district's ESOL coordinator that all ELLs are to participate in statewide assessment and that necessary accommodations are to be made for each ELL according to her/her required accommodations. Each school coordinator and any additional staff are trained to administer statewide assessments.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The testing coordinator at each site is responsible for providing the necessary accommodations. A description of the accommodations provided will be kept in each individual student's ELL Plan. Parents will be notified in writing (in their native language) of flexible settings being available to their children.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

No no ELLs can be exempted from FCAT

If yes, describe the process for alternatively assessing ELL students.

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: Not applicable

Math Not applicable

Writing: Not applicable

Science: Not applicable

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Bases upon the Hamilton County Student Progression Plan, the following Exit Procedures are in place:

1. **Aural/Oral** The IPT is administered to students through third grade prior to exiting the program. If the student scores above the 32nd percentile, he/she may be exited from the program upon the recommendation of the LEP Committee. If the student scores within the LEP range or does not meet the criteria through aural/oral testing, the LEP Committee will recommend continuation.
2. **Reading/Writing** The IPT Reading/Writing will be given to students in grades three through twelve prior to exiting the LEP program. If the LEP student meets the exit criteria through aural/oral/reading and writing testing, the LEP Committee will recommend exit from the LEP Program. If a student scores proficient on the CELLA and Level 3 or above on FCAT reading in grades 3-9 they may be exited from the program. If a student in grade 10-12 passes the FCAT reading graduation test and scores proficient on CELLA they may be exited from the program.
3. If the student scores English-Proficient on the IPT, but scores on or at the 32nd percentile on either reading or writing, or scores Level 1 or 2 on FCAT reading he/she will not exit the program, but will continue the program in reading and writing. Such a student may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be ELL according to consideration of at least two of the following criteria:
 - Extent and nature of educationally and social experiences and student interview.
 - Written recommendation and observation by current instructional and support staff.
 - Level of mastery of basic competencies and/or skills in English according to appropriate local, state and national standards.
 - Current or previous year's grades.
 - Test results other than norm-referenced reading and writing tests.

ELL students will be assessed using the same test on which they entered the program. The Aural/Oral instrument is the IPT, and the reading/writing instrument is the FCAT and CELLA.

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher’s cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT	K-12	5		
CELLA				

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student’s score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
IPT Reading/Writing – at or above 33%
FCAT SSS – Level 3 or above
CELLA – Proficient Level K-2 2050 and greater; 3-5 2150 and greater; 6-8 2200 and greater; 9-12 2250 and greater

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:

Registrar ESOL Teacher/Coordinator Other (Specify) School Testing Coordinator

17d) Describe the process by which the ELL Committee makes exit decisions.

The ELL committee convenes to review student assessment data. If the student scores English-Proficient on the IPT, but scores on or at the 32nd percentile on either reading or writing, or scores Level 1 or 2 on FCAT reading he/she will not exit the program, but will

continue the program in reading and writing. Such a student may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be ELL according to consideration of at least two of the following criteria:

- Extent and nature of educationally and social experiences and student interview.
- Written recommendation and observation by current instructional and support staff.
- Level of mastery of basic competencies and/or skills in English according to appropriate local, state and national standards.
- Current or previous year's grades.
- Test results other than norm-referenced reading and writing tests.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process. School Guidance Counselor

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period.

The ELL committee convenes to review student assessment data. Such a student may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be ELL according to consideration of at least two of the following criteria:

- Extent and nature of educationally and social experiences and student interview.
- Written recommendation and observation by current instructional and support staff.
- Level of mastery of basic competencies and/or skills in English according to appropriate local, state and national standards.
- Current or previous year's grades.

Test results other than norm-referenced reading and writing tests. The Hamilton County Student Progression Plan is followed to determine exit qualifications for mid-year issues.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

Guidance Counselor and district ELL coordinator

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The Hamilton County School District follows the procedures outlined in the Student Progression Plan. (see 17f)Please explain in case link is not working.

18b) Indicate what documentation is used to monitor the student's progress.

Check all that apply.

Report Cards

- Test Scores
- Classroom Performance
- Other (Specify) _____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The teacher makes a referral to the school guidance counselor who then convenes the ELL committee to review data and to make a recommendation on reentry.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The guidance counselor reviews the previous plan and determines successful ESOL strategies. A new ELL plan is documented with strategies implemented.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Students will be mainstreamed in regular classroom and ESOL strategies will be implemented. and remediation may occur.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. School sites have trained staff on site who are usually able to assist parents/guardians in their home language. If a staff member is not available, the school contacts another site requesting assistance. If there is no one who is fluent in the home language of the parent, the student is usually able to assist. Most of our ELL students' home language is Spanish.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)

Exemptions from statewide assessment for students classified as ELL for one year or less by date of test

- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring

- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? If needed a translator is provided to explain the Code of Conduct and students' rights and responsibilities.

Is the Code of Student Conduct Available in a language other than English?

- Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. The school principal and district ELL coordinator is responsible for providing a translator to explain the Code of Student Conduct to the parent.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. The Hamilton school district has joined the Alachua County Migrant Consortium that provides services to migrant students and parents in the district which consists of a majority of the ELL students in the district. In addition, for those parents who are not Migrants, Hamilton County offers training opportunities during the year.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. At this time the information is disseminated in the local newspaper and the School Public Accountability Report. Both of these are in English. If a parent has questions concerning AYP or school grades a translator is provided. In addition, parents are provided with School Newsletters and Flyers with this information.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. Information related to these topics is contained in various district plans and is available to parents on the district website or through district office staff. At present most plans are only available in English but a translation will be provided upon request by the parent.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? All ELL students are mainstreamed. Principals and district administrators review teacher lesson plans to ensure that ELLs have equal access to course content as well as district services and programs are available to all ELL and non-ELL students.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The ELL committee is comprised of a administrator, student services staff, regular education instructor, parents, and ELL support staff.

29) Check the functions performed by the ELL Committees in your district. *(Check all that apply)*

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) _____

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- School Level District Level

Describe the functions and composition of PLCs in your district. The PLC functions as a data gathering/focus group for the district. It is composed of a cross-section of the community.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. Not applicable

31) Indicate how your district involves the PLC in district/school committees. The PLC encourages parents and families of ELLs to become involved in school activities and committees and is available to explain the various organization functions in a language that is understood, unless clearly not feasible.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The PLC reviewed the plan and found it acceptable.

32a) Does the district PLC approve of the District ELL Plan? x Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fl DOE.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. Each year all instructional staffs' required certifications are reviewed as part of the Individual Professional Development Plan process. One of the goals on the IPDP relates to the instructional staff member's certification status. Should the staff member not have required ESOL hours a measurable objective for the year will be written in conjunction with the principal to move the staff member toward ESOL certification for there area. A staff member within the district provides ESOL training for district instructional staff and administrators. The professional development coordinator for the district includes notices of these sessions on the Instructional Services website.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The District ESOL trainer is responsible for documentation of teacher's completion of ESOL inservice hours and/or college coursework. Information is forwarded to the district staff development office for entry into the district data base. A comprehensive roster of teachers' inservice hours are provided to school administrators on a regular basis or upon request. Teachers receive a certificate denoting hours of competencies completed. College coursework is verified via official transcripts and converted to eligible ESOL hours.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The district ESOL trainer provides training for administrators or access is provided online through North East Florida Educational Consortium (NEFEC). Certificates are provided denotes hours completed. Documentation is provided by the district ESOL trainer or NEFEC to the district professional development office for entry into the district data base. The superintendent is responsible for assuring that all administrators have completed the 60-hour ESOL training.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The district ESOL

trainer provides training for guidance counselors or access is provided online through North East Florida Educational Consortium (NEFEC). Certificates are provided denotes hours completed. Documentation is provided by the district ESOL trainer or NEFEC to the district professional development office for entry into the district data base. The student services coordinator will notify the school principal if the guidance counselor has not met ESOL certification requirements.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. At present ESOL training is only provided in English. Should the need occur for training in a different language NEFEC, FDLRS or another professional development provider will be contacted for possible second language services.

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. See attached.

Bilingual paraprofessionals at a minimum must have the ability to relate to and work with students and adults in a positive manner. Demonstrate effective oral and written communication skills. Possess basic English and mathematics skills. Ability to follow written and verbal instructions. Basic knowledge of technology and ability to apply knowledge to assigned area of responsibilities and be proficient in the native language of ELLs they are serving.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

All Training is done by NEFEC and based upon needs and documentation is kept by them as a part of IPDP.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

With the assistance of NEFEC staff, we make this determination.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The English proficiency of each student is measured through the listening/speaking/reading and writing (CELLA) assessment. The progress of ELL students is reviewed at the school level and decisions are made by the district as to actions needed should the data show a lack of progress by the ELL students.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. . The academic progress and progress towards learning English of ELL students is reviewed at the school level and decisions are made by the district as to actions

needed should the data show a lack of progress by the ELL students.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

Our focus has been on Continuous school improvement by involving our learning communities with training, materials and supplies and constant review and feedback. Our recent Consolidated grant, as well as our application for Title I SIP funds reflect our commitment to change and meeting the needs of our students and staff.

Attachments A: ELL Plan

DISTRICT SCHOOL BOARD OF HAMILTON COUNTY
LIMITED ENGLISH PROFICIENT EDUCATIONAL PLAN

STUDENT NAME: _____ DATE: _____

SCHOOL: _____ DOB: _____

We, the undersigned, have met and reviewed all available assessment data and other information concerning the above named student. We find that she/he meets eligibility criteria for LEP/ESOL services based on the following:

1. ____ Home Language Survey questions indicate a language other than English spoken by the student or in the student's home.
2. ____ Assessment on aural/oral language test indicates a language designation of NES or LES.
3. ____ The student's norm-referenced test scores in reading and writing are at or below the 32%. (For students in grades 4-12.)
4. ____ Students determined not to be LEP, based on 1-3 criteria listed above, may be considered for services based on prior educational and social experience; student interview; written recommendation and observation by current and previous instructional and supportive services staff; level of mastery of basic competencies or skills in English and home language according to appropriate local, state and national criterion-referenced standards; grades from current or previous years; test results other than those listed above.

We recommend placement for services in the LEP/ESOL program. Services will include basic subject area classes in language arts, math, science, social studies, computer literacy and any other classes or programs for which this student is eligible. Classes will be taught by qualified teachers who are assisted by bilingual personnel whenever possible. This program seeks to provide comprehensive instruction at the appropriate English skills level for this student through the use of:

- | | |
|------------------------------|--------------------------------------|
| a. modified lesson plans | f. alternative testing |
| b. visuals | g. concrete experiences |
| c. manipulatives | h. cooperative learning groups/pairs |
| d. appropriate a/v materials | i. Art projects |
| e. demonstrations | j. peer tutoring |

STUDENT SCHEDULE:	SPECIAL PROGRAMS	HOURS
_____	_____	_____
_____	_____	_____

COMMENTS:

LEP COMMITTEE SIGNATURES:

LEP STUDENT PLAN

ENGLISH FOR SPEAKER OF OTHER LANGUAGES - THE SCHOOL DISTRICT OF HAMILTON COUNTY, FLORIDA

Date of Birth: _____ Student's place of Birth: _____
Sex: _____ Race: _____

Parent/Guardian Name: _____ Country of Origin: _____
Mother: _____ Father: _____

Mailing Address: _____

Physical Address: _____

Telephone: _____ Primary Home Language Code Other than English (107.19) _____

Home Language Survey Date (107.15)

Assessment/Classification Date (107.7)

ESOL Date of Entry (107.3)

LEP Plan Date (107.27)

Follow Up Dates:

ESOL Re-Entry Date _____

School Withdrawal Date/Code

School Re-Entry Date/Code

ENTRY CRITERIA

Date: _____

Code of Entry: (Circle One)

A Aural/Oral Assessment

R Reading/Writing

L LEP Committee Recommendation

AURAL/ORAL ASSESSMENT

IPT: NES LES FES

Standardized Norm Reference Test

Total Reading _____ %tile

Total Math _____ %tile

Instructional Strategy (107.17) B or D

Program Exit Date (107.11)

Code: _____

REFERRAL FOR SPECIAL SERVICES

	Grade _____	Grade _____	Grade _____	Grade _____	Grade _____
Chapter I					
Migrant					
Drop-Out					
ESE Referral					
Test Date					
Date Staffed					
Program					
Ineligibility Date					

	Grade _____	Grade _____	Grade _____	Grade _____	Grade _____
Chapter I					
Migrant					
Drop-Out					
ESE Referral					
Test Date					
Date Staffed					
Program					
Ineligibility Date					

*Migrant withdrawal/entry record to be kept inside of the ESOL folder.

School

Central Hamilton Elementary

North Hamilton Elementary

South Hamilton Elementary

Hamilton County High School

Panther Success Center

Instructional Model

Mainstream - Inclusion English Language Arts
Mainstream - Inclusion Core/Basic Subject Areas

Mainstream - Inclusion English Language Arts
Mainstream - Inclusion Core/Basic Subject Areas

Mainstream - Inclusion English Language Arts
Mainstream - Inclusion Core/Basic Subject Areas

Mainstream - Inclusion English Language Arts
Mainstream - Inclusion Core/Basic Subject Areas

Mainstream - Inclusion English Language Arts
Mainstream - Inclusion Core/Basic Subject Areas

RE-EVALUATION (107.21)		(REQUIRED YEARS 3, 4, 5)				
	Entry	2	3	4	5	6
Date						
IPT: NES						
LES						
FES						
FCAT NRT Reading %						
Language %						
Exit Program		Yes No	Yes No	Yes No	Yes No	Yes No
Continue Placement		Yes No	Yes No	Yes No	Yes No	Yes No
Teacher Initials						

EXIT CRITERIA (107.11)

Date: _____

Language Code (107.1) LN LY LF LP

Aural/Oral Assessment

IPT: NES LES FES

FCAT NRT

Total Reading NP _____ %

Total Language NP _____ %

TRACKING AFTER ESOL EXIT
(For LF students only)

First Year

1st Nine Weeks _____/_____/_____

End Semester I _____/_____/_____

End Semester II _____/_____/_____

Second Year

End Semester II _____/_____/_____

Standardized Test

Year One

Total Reading % _____

Total Language % _____

Year Two

Total Reading % _____

Total Language % _____

HAMILTON SCHOOL BOARD
Notice of Non-Instructional Position Opening

August 24, 2009
Date

POSITION Bilingual Educational Paraprofessional

SALARY RANGE Per School Related Salary Schedule

DUTIES See attached job description.

EXPERIENCE PREFERRED Experience working with children who are limited English proficient. See knowledge, skills and abilities on attached job description for additional information

EDUCATION PREFERRED An AA degree or the equivalent of or an Education Paraprofessional that is currently employed with the Hamilton County School Board

EFFECTIVE DATE OF VACANCY Immediately

DIRECTION FOR FILING APPLICATION File Application with: Coretha Lumpkin , Administrative Assistant for Personnel, 4280 SW County Road 152, Jasper, FL 32052, 386-792-6504.

DEADLINE FOR FILING APPLICATION Until filled

INTERVIEW INFORMATION Qualified applicants will be contacted regarding interview information.

Personnel Department

The Hamilton County School Board is an Equal Opportunity Employer

Prior to recommendation for employment, the prospective employee must meet and pass Level II Screening and Drug Testing requirements. The screening costs are the responsibility of the prospective employee.

HCS 4022 (Revised 10-93)

Persons with disabilities who require assistance to participate in the interview process are requested to notify the personnel Office at (386) 792-1228 in advance so their needs can be accommodated.

SCHOOL DISTRICT OF HAMILTON COUNTY

PARAPROFESSIONAL

JOB DESCRIPTION

QUALIFICATIONS:

- (1) AA Degree or equivalent.
- (2) Computer proficiency preferred.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to relate to and work with students and adults in a positive manner. Demonstrate effective oral and written communication skills. Possess basic English and mathematics skills. Ability to follow written and verbal instructions. Basic knowledge of technology and ability to apply knowledge to assigned area of responsibilities. Ability to perform clerical tasks. Planning and organizational skills. Knowledge of operation of office and audio-visual equipment. Ability to work cooperatively with colleagues. Willing to attend training and in-service relevant to responsibilities of assigned area.

REPORTS TO:

Teacher/Principal

JOB GOAL

To assist the teacher and/or other school personnel by performing assigned tasks in order to provide a quality educational program for students.

SUPERVISES:

Not applicable

PERFORMANCE RESPONSIBILITIES:

- * (1) Assist the teacher(s) in preparing materials and equipment for direct instructional activity, including locating, copying, collating, distributing and/or grouping materials supporting instructional activities pre-planned by the teacher.
- * (2) Schedule space for specialized instructional programs and coordinate the arrangement of equipment, desks, tables, chairs and activity areas and the like.
- * (3) Examine long and short term unit plans prepared by the teacher and anticipate the need for specific supplies and materials.
- * (4) Lead small group activity, following appropriate training, planned by the teacher in an atmosphere where students are actively engaged in meaningful learning experiences.
- * (5) Assist the teacher in preparing for changing curriculum to meet the needs of students with diverse cultural and socio-economic backgrounds, learning styles and special needs.
- * (6) Maintain a clean and orderly environment for students.
- * (7) Assist in the implementation of appropriate student behavior management techniques.
- * (8) Treat students and adults with consideration and respect.

- * (9) Encourage students to do their best.
- * (10) Manage time efficiently.
- * (11) Provide student supervision as assigned, following appropriate training.
- * (12) Assist in maintaining the security of records, materials and equipment.
- * (13) Assist the teacher in enforcement of classroom rules and the maintenance of appropriate records.
- * (14) Assist in assessing student progress as directed, including proctoring the administration of test, the marking of papers, and the maintaining confidential records.
- * (15) Assist in evaluating program effectiveness; seek and suggest ways of continuous improvement.
- * (16) Assist as assigned in the collection of assessment data from a variety of sources and in compiling and organizing data for review by the teacher.
- * (17) Assist the teacher in completing requirements for grade reporting, scheduling conferences, and recording results.
- * (18) Provide instructional assistance as planned or coordinated by the teacher or administrator.
- * (19) Assist students with personal hygiene, health and safety issues, or grooming if required.
- * (20) Use classroom management techniques conducive to an effective classroom environment.
- * (21) Perform assigned clerical and bookkeeping duties.
- * (22) Prepare and maintain requested/required reports and records.
- * (23) Work closely with teacher or other professionals
- * (24) Assist in maintaining positive relationships between the school and parents.
- * (25) Demonstrate support for teamwork.
- * (26) Communicate effectively orally and in writing.
- * (27) Collaborate with peers to create quality instructional environment.
- * (28) Participate in training programs and in-service.
- * (29) Assist peers in acquiring knowledge and understanding of particular area of responsibility.
- * (30) Determine career goals, conduct a personal assessment and develop a systematic plan including goals and time tables.
- * (31) Participate in all required pre-service training activity
- * (32) Maintain confidentiality regarding student information.
- * (33) Use effective, positive interpersonal skills.
- * (34) Demonstrate integrity through ethical behavior.
- * (35) Perform job responsibilities in a timely and consistent manner.
- * (36) Recognize and remain sensitive to the individual needs and differences of students and adjust service delivery accordingly.
- * (37) Exhibit attention to punctuality, attendance, accuracy and thoroughness.
- * (38) Ensure that actions contribute to continuous growth and achievement appropriate for age group, subject area and/or student program classification to be served.
- * (39) Assist the teacher in maintaining the records which document student performance.

*(40) Perform other incidental tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects. **Maybe medium or heavy work depending on the particular assignment.**

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.

Length of the work year and hours of employment shall be those established by the District.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.