



Tucson Unified School District

Extracurricular Equitable Access Plan

USP LANGUAGE

III. TRANSPORTATION

A. General Provisions

- 1. The District shall utilize transportation services as a critical component of the integration of its schools.*
- 2. The District shall make decisions concerning the availability of transportation services, including, but not limited to, transportation services to support student participation in extracurricular activities, in a manner that promotes the attendance of District students at integrated and magnet schools and programs. District transportation administrators shall be included in planning and monitoring activities related to student assignment and integration.*

VIII. EXTRACURRICULAR ACTIVITIES

A. Equitable Access to Extracurricular Activities

- 1. The District shall comply with the provisions below in order to provide students equitable access to extracurricular activities.*
- 2. The District shall ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest and that students have equitable access to extracurricular activities regardless of racial or ethnic background or ELL status.*
- 3. The District shall provide a range of extracurricular activities at each school. These extracurricular activities shall provide students opportunities to participate in sports activities at schools at which they are offered, to develop leadership skills, and to pursue curricular interests and programs (i.e., fine arts, science club or “Junior Achievement”).*
- 4. The District shall provide transportation to support student participation in extracurricular activities as specified in Section III of this Order.*
- 5. If after-school tutoring is offered to students on a voluntary basis, such tutoring shall be offered on an equitable basis in accordance with all other provisions of this Section VIII.*

DEFINITIONS

Extracurricular Activity – Extracurricular activities are school sponsored optional activities that require enrolled students to pay a fee in order to participate. The activities must supplement the school’s education program. Such activities may include, but are not limited to, sports, fine arts, intramural and social groups, or in-state or out-of-state trips that are solely for competitive events. Extracurricular activities do not include any senior trips or events that are recreational, amusement, or tourist activities.

Afterschool Tutoring – Academic support that occurs after the normal school day.

Afterschool Programs – Includes Extracurricular Activities and Afterschool Tutoring (exclusive of District-sponsored childcare programs)

Incentive Stops – Fixed strategically placed predetermined transportation stops to collect students. Parents will be responsible for getting students to and from these stops.

EXECUTIVE SUMMARY

The District has reviewed, and will continue to review, all extracurricular activities provided at each school. The District will identify gaps (if or where they exist), develop strategies to address gaps where necessary, collaborate with the District’s Transportation Department, and ensure that after-school tutoring is offered on an equitable basis. This Plan reflects these strategies and approaches, and sets forth a timeline to ensure adequate and reasonable implementation. TUSD’s Interscholastics Department (ID) developed the foundation for the Plan with three preliminary initiatives during the first semester of SY 2013-14: a needs assessment, a review of reporting capabilities, and a review of available transportation resources.

The Extracurricular Equitable Access Plan (the “Plan”) is divided into five sections: (I) Interracial Contact in Positive Settings of Shared Interest; (II) Extracurricular Activities at Schools; (III) Transportation to Support Student Participation; (IV) After-school Tutoring; and (V) Changes to the Student Information System.

I. INTERRACIAL CONTACT IN POSITIVE SETTINGS OF SHARED INTEREST

In October 2013, ID sent a sampling survey to all elementary schools, K-8, middle schools, and high schools to identify the current range of extracurricular activities at each school. The survey was designed to obtain information about student access to extracurricular activities, including activities of interscholastics competition and non-competitive extracurricular activities (i.e., clubs, fine arts, intramurals and social groups). The assessment determined which activities were already established, and identified any additional processes, support, and/or resources necessary to establish additional activities.

ID will collaborate with student groups, such as school student councils and the Superintendent's Student Advisory Council (SSAC), to conduct additional assessments by surveying students and parents to obtain information about student access to, and interest in, particular types of extracurricular activities, including activities of interscholastics competition and non-competitive extracurricular activities (i.e., clubs, fine arts, intramurals and social groups). Surveys will provide information on particular areas of shared interest that would facilitate interracial contact. The following surveys will provide information to guide the development of extracurricular activities that will facilitate interracial contact:

1. Student Survey – In the spring of 2014, a sampling survey will be sent to students to gauge activities they desire to see in their schools. The results will be cross-referenced by race and ethnicity to identify areas of shared interest that cross racial/ethnic boundaries that do not currently exist in schools.
2. Parent Survey – In the spring of 2014, a sampling survey will be sent to parents of the District's schools to gauge what activities parents desire to see in their children's schools. Also addressed on the survey will be to highlight some transportation needs in order for their child to participate in extra curricular activities.

II. EXTRACURRICULAR ACTIVITIES IN SCHOOLS

Once a thorough assessment has been completed, the Interscholastics Department will begin the work with individual schools in establishing an acceptable range of activities at the sites. Administrators, coaches, and club sponsors will be trained in the development of activities, outreach and communication to students about various opportunities, the management of activities, and the implementation of activities at their sites. Generally, coaches and/or sponsors will be required or encouraged to attend an annual training related to their activity. ID will actively assist sites in recruiting sponsors, coaches and volunteers to work with students in these activities.

These trainings (outreach training; annual activity training) will be ongoing and will consist of one or more of the following subjects:

1. Establishing activities for each level of development in the students; age specific activities will be explored and the use of current initiatives, such as PLAY 60, a National Football League's campaign to encourage students to be active for 60 minutes a day to fight childhood obesity or for the high school student establishing an active Honor Society to learn the value of community service.
2. Inputting and maintaining participation data to track and monitor access and participation; implementing intercultural proficiency strategies; maximizing opportunities to improve student awareness and access.

3. Promoting inclusionary strategies such as inviting students of all cultures and ability levels to participate in extracurricular activities. To this end, ID will also work with schools and coaches to comply with the Office of Civil Rights (OCR) January 25, 2013, Dear Colleague Letter¹ on students with disabilities in extracurricular athletics (the DCL). TUSD offers opportunities for students with disabilities through a state wide program call Unify Sports, which provides opportunities for students with Intellectual Disabilities to participate on their schools teams. ID also works closely with the Southern Arizona Special Olympics to provide athletic opportunities for the students with disabilities. ID will continue to offer training for the schools and staff on inclusion and providing opportunities for this subgroup of students.
4. Implementing “Student Leadership Academies” at the secondary level. In conjunction with local, civic and community organizations. All secondary schools will offer leadership opportunities for students to learn about various topics from District volunteers and volunteers from outside agencies. These academies will be based on the design of the “Prospective Leaders Academies” where the District provides prospective adult leaders with self-improvement resources and opportunities to develop leadership capabilities.
5. Cross-Aged Mentoring Program (CAMP) involving high school and middle school students. In SY 2014-15, there will be three after school training sessions for high school students interested in CAMP. Students then will be matched with students at the middle schools under the direction of an adult sponsor.
6. ID will conduct a review of the Governing Board Policy JJJ (Extracurricular Activity Eligibility) to ensure proper language and guidelines are established in accordance with the USP. Revisions if needed will be presented to the Governing Board in 2014.

III. TRANSPORTATION SUPPORT FOR EXTRACURRICULAR ACTIVITIES

The District will provide transportation to students to support student participation in Afterschool Programs as specified in Section III of the USP. First, ID will perform a review of the availability of transportation for students participating in Afterschool Programs, and identify transportation needs to support Afterschool Programs. (See Appendix A for initial review and identification of needs, constraints, and risks). Second, based on the review, ID and Transportation will work closely to develop and implement a plan to address the needs identified. The review will be conducted on an annual basis.

As specified in Section III of the USP , ID and TUSD Transportation will implement the plan to provide activity buses to transport students at Magnet Schools and Integrated Schools for SY

¹ The DCL addresses federal provisions requiring school districts to provide students with disabilities an equal opportunity to participate in and benefit from non academic services, including their existing extracurricular athletic activities. This means that students with disabilities must be ensured equal access to all athletic activities.

2014-2015, based on the need as identified in the above-referenced review. This plan will consist of creating “incentive stops” where the students are dropped off at the school nearest their homes.

The plan proposes three methods to support equity and equal access: one is to develop “incentive stops” as previously mentioned, another is to provide bus passes for high school students who are able to take public transportation to and from school, and the third is to provide activity buses to transport students at Magnet Schools and Integrated Schools for SY 2014-2015. These measures will help defray costs associated with using buses and manpower for every school. (See *Appendix A for an analysis of the cost for transporting students if buses were assigned to each school*)

ID and Transportation will continue working toward eliminating as many of the constraints as possible. Both departments will have regularly scheduled monthly meetings to work toward those goals.

IV. AFTER-SCHOOL TUTORING

ID will assess the current after-school tutorial programs and begin to work with each site to ensure equitable access for all students. The assessment will identify the need for additional tutoring programs. ID will work with the sites to develop and implement after-school tutoring programs as needed. (*See Appendix B for how students will be identified for tutoring, tutoring priorities, tutoring types and benchmarks, hiring tutors and tutor placements*)

V. CHANGES TO THE STUDENT INFORMATION SYSTEM

ID determined that the current student information system, Mojave, was not set up to provide the necessary information to track and monitor access to, and participation in, extracurricular activities. This capability was available to high schools, but not schools at other levels. ID, in conjunction with the Technology Services Department, made changes to Mojave to give elementary, middle, and K8 schools the ability to enter and maintain participation data for individual students to facilitate monitoring and reporting of participation by various types of student demographics (i.e. race/ethnicity, gender, domicile, ELL, etc.). Relevant staff (coaches, club sponsors, etc.) will receive training on inputting and maintaining participation data to track and monitor access and participation.

This was completed in October of 2013. The training process will run through the TUSD Professional Development Department in the summer of 2014.

APPENDIX A

Transportation- Initial Review and Identification of Need

Currently TUSD Transportation serves the following schools for after-school activities with at least one (1) activity bus:

SCHOOL_NAME	Length Of Day	Arrive	Start	End	Arrive	Late Activity
						Bus
High School						
CHOLLA HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	3
CATALINA HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	3
PALO VERDE HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	2
PUEBLO HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	1
RINCON HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	0
SABINO HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	1
SAHUARO HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	0
SANTA RITA HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	1
TUCSON HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	1
UNIVERSITY HS	7:20	7:15- 7:45	8:00	3:20 PM	3:20 PM	1

Middle School

BOOTH-FICKETT K-8	7:00	8:30	8:50	3:50 PM	3:50 PM	5
DODGE MS	7:00	8:30	8:50	3:50 PM	3:50 PM	0
DOOLEN MS	7:00	8:30	8:50	3:50 PM	3:50 PM	1
GRIDLEY MS	7:00	8:10	8:30	3:30 PM	3:30 PM	1
HOLLINGER K-8	6:10	8:10	8:30	2:40 PM	2:40 PM	0
LAWRENCE 3-8	7:00	8:55	9:15	4:15 PM	4:15 PM	1
MAGEE MS	7:00	7:40	8:00	3:00 PM	3:00 PM	0
MANSFELD MS	7:00	7:10	7:30	2:30 PM	2:30 PM	2
MAXWELL K-8	7:00	8:30	8:50	3:00 PM	3:50 PM	1
MCCORKLE K-8	7:00	8:55	9:15	4:15 PM	4:15 PM	0
MILES K-8	7:00	8:55	9:15	4:15 PM	4:15 AM	0
PISTOR MS	7:00	8:30	8:50	3:50 PM	3:50 PM	0
PUEBLO GARDENS K-8	7:00	8:05	8:25	3:25 PM	3:25 PM	0
ROBERTS/NAYLOR K-8	7:00	8:30	8:50	3:50 PM	3:50 PM	0
ROBINS K-8	7:00	8:00	8:20	3:20 PM	3:20 PM	0
ROSE K-8	6:10	8:10	8:30	3:30 PM	3:30 PM	0
ROSKRUGE K-8	7:00	8:30	8:50	3:50 PM	3:50 PM	1
SAFFORD K-8	7:00	8:30	8:50	3:50 PM	3:50 PM	2
SECRIST MS	7:00	7:10	7:30	2:30 PM	2:30 PM	2
UTTERBACK MS	7:00	8:30	8:50	3:50 PM	3:50 PM	3
VAIL MS	7:00	8:30	8:50	3:50 PM	3:50 PM	1
VALENCIA MS	7:00	8:55	9:15	4:15 PM	4:15 PM	4

Alternative Programs

ACTP		9:00	9:15	15:05	15:05	0
-------------	--	-------------	-------------	--------------	--------------	----------

MEREDITH K-12	9:00	9:15	15:32	15:32	0	
Southwest Ed Center	7:45	8:00	2:00	2:00	0	
Whitmore Annex	8:40	9:00	1:45	1:45	0	
Mansfeld	7:50	8:10	2:10	2:10	0	
Magee	7:40	8:00	2:00	2:00	0	
Southwest Center	7:40	8:00	2:00	2:00	0	
Elementary						
BANKS ES	6:10	8:55	9:15	3:25 PM	3:25 PM	0
BLENMAN ES	6:10	8:15	8:30	2:40 PM	2:40 PM	0
BLOOM ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
BONILLAS ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0
BORMAN ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
BORTON ES	6:10	8:15	8:35	2:45 PM	2:45 PM	5
CARRILLO INT	6:10	8:15	8:35	2:45 PM	2:45 PM	Bort
CAVETT ES	6:10	8:10	8:30	2:40 PM	2:40 PM	1
COLLIER ES	6:10	7:55	8:15	2:25 PM	2:25 PM	0
CRAGIN ES	6:10	7:10	7:45	1:55 PM	1:55 PM	0
DAVIDSON ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
DAVIS ES	6:10	8:15	8:35	2:45 PM	2:45 PM	Bort
DIETZ ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
DRACHMAN ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0
DUNHAM ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
ERICKSON ES	6:10	7:50	8:05	2:15 PM	2:15 PM	0
FORD ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
FRUCHTHENDLER ES	6:10	7:55	8:15	2:25 PM	2:25 PM	0

GALE ES	6:10	7:10	7:45	1:55 PM	1:55 PM	0
GRIJALVA ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
HENRY ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
HOLLADAY INT	6:10	8:15	8:35	2:45 PM	2:45 PM	Bort
HOWELL ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0
HUDLOW ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
HUGHES ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0
JOHNSON ES (K-2)	6:10	8:45	9:15	3:25 PM	3:25 PM	1
KELLOND ES	6:10	8:55	9:15	3:25 PM	3:25 PM	0
LINEWEAVER ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0
LYNN-URQUIDES ES	6:10	8:10	8:30	2:40 PM	2:40 PM	0
MALDONADO ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
MANZO ES	6:10	8:10	8:30	2:40 PM	2:40 PM	0
MARSHALL	6:10	7:20	7:45	1:55 PM	1:55 PM	0
MILLER ES	6:10	8:00	8:20	2:30 PM	2:30 PM	0
MISSION VIEW ES	6:10	8:10	8:30	2:40 PM	2:40 PM	0
MYERS	6:10	8:10	8:30	2:40 PM	2:40 PM	0
OCHOA		8:15	8:35	2:45 PM	2:45 PM	0
OYAMA ES	6:10	8:00	8:20	2:30 PM	2:30 PM	0
ROBISON ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0
SEWELL ES	6:10	8:05	8:25	2:35 PM	2:35 PM	0
SOLENG TOM ES	6:10	8:10	8:30	2:40 PM	2:40 PM	0
STEELE ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
TOLSON ES	6:10	8:10	8:30	2:40 PM	2:40 PM	1
TULLY ES	6:10	8:15	8:35	2:45 PM	2:45 PM	0

VAN BUSKIRK ES	6:10	8:10	8:30	2:40 PM	2:40 PM	0
VESEY ES	6:10	8:55	9:15	3:25 PM	3:25 PM	0
WARREN ES	6:10	7:10	7:30	1:40 PM	1:40 PM	1
WHEELER ES	6:10	8:00	8:20	2:30 PM	2:30 PM	0
WHITE ES	6:10	7:20	7:45	1:55 PM	1:55 PM	0
WHITMORE ES	6:10	7:55	8:15	2:25 PM	2:25 PM	0
WRIGHT ES	6:10	8:10	8:30	2:40 PM	2:40 PM	0
					Total	46

Schools - no late activity	HS	1
	MS	9
	ES	41

Total without Activity 51

Buses

Borton Elementary serves as "Incentive Stops"

Cost Analysis for Activity Buses for Entire District			
Cost to use existing buses after finishing regular route			
Assume variable cost of operation			
Assume no go on Wednesday			
Assume activity buses start at 5:00pm			
Days of service	150		
Added hours per bus	3.0		
Annual service hours/bus	450		
Variable cost/hour	\$ 40		
Annual cost/bus	\$ 18,000		
Cost for each 10 buses	\$ 180,000		
Cost for 50 additional buses	\$ 900,000		
Cost to add buses and provide buses before 5:00pm			
Assume bus cost of \$130,000			
Assume no go on Wednesday			
Assume activity buses start <u>before</u> 5:00pm			
Days of service	150		
Added hours per bus	3.0		
Annual service hours/bus	450		
Lease cost of bus/hour	\$ 57.78		
Variable cost/hour	\$ 40		
Operating cost/hour	\$ 97.78		
Annual variable cost/bus	\$ 44,000		
Added training for turnover	\$ 5,000		
Annual cost	\$ 49,000		
Cost for each 10 buses	\$ 490,000		
Cost for 50 additional buses	\$ 2,450,000		

APPENDIX B

After-School Tutoring

Student Identification

Students will be identified for tutoring services through a process of reviewing student performance aligned to TUSD's Multi-Tier System of Support model. Students at Tier 2 and Tier 3 that need increased levels of intensity based on progress monitoring and data analysis will be targeted to receive extended opportunities for support outside the school day.

Prior to assigning a student to after-school tutoring, the school-based MTSS support team must meet to ensure the MTSS Guidelines are followed before making the decision on placement. Student documentation for academic tutoring must be entered into the TUSD Student Academic Support Plan found on the Accountability and Research Website under MTSS by a designated campus-based MTSS coordinator. The MTSS coordinator must work closely with the after school tutoring coordinator and student's parents to ensure students are receiving the targeted support necessary to address the concerns surfaced by the data and are committed to participation in the after-school program

Tutoring Priorities

Priority placement in tutoring services will be based on academic goals set forth by each school's Continuous Improvement Plan. These goals along with the Individual Student Support Plans will determine the skills and/or concepts that will be targeted during tutoring.

Tutoring Types

Retention Policy and AZ LEARNS model of growth.

K-2: Students who are not meeting the standards in Reading.

3-5: Students who are not meeting the standards in core academic subjects, such as Reading and Mathematics. Students who have not demonstrated sufficient growth on district Benchmark Assessments.

6-12: Students who are not meeting the standards in core academic subjects, Reading and Mathematics, and students who are failing 1 or more of these core classes.

Gap-Closing: Students in general education classes may receive tutoring to "catch up" or to fill identified gaps.

This type of tutoring could be based on teacher recommendation using very specific criteria quantitative and qualitative data.

- Tutors will start by analyzing data from AIMS, and ATI Assessments of identified students, which will help to identify gaps by reviewing data on TUSD Stats. The Tutors will help students develop a clear and understandable vision of the learning target.

- Tutors will develop a plan to address those gaps with each individual student (or groups of students) using a single strategy or combination of strategies such as test-taking strategies for AIMS and ATI as well as many other instructional strategies to aid students on improving study habits, organization and reducing stress and anxiety about course work and standardize tests. The tutors will:
 - A. Help the students to develop a clear vision of the content standards they are responsible for learning
 - B. Help students to self-assess and set goals for learning target
 - C. Help students on focused practice and revision skills
 - D. Engage students in tracking, reflecting on, and sharing their progress
- Tutors will evaluate the effectiveness of the strategies using a pre/post assessment for ATI as well as the Arizona Department of Education; Arizona E-learning Platform, on the IDEA website, using the provided practice exams
- Tutors will evaluate the effectiveness of the strategies utilized and progress made by the student. In consultation with the teachers, progress will be monitored in the classroom and with benchmark data. Evaluation would include student work during tutoring
- Tutors will either complete the tutoring session with the student (if the data and progress warrant), or adjust the strategies.

Acceleration: Students in ALEs may receive tutoring to help them accelerate their learning or to maintain understanding in upper-level courses.

1. *Tutoring for Accelerated Learning:* This type of tutoring could be offered to students who need a faster pace of learning and may not be challenged in regular ALE classes
 - Tutors could use the peer-tutoring or supervise a group study session of students in accelerated learning environments.
 - **Tutoring to Maintain Understanding in Upper-level Course:** This type of tutoring will support students who are struggling to maintain the pace of the rest of the class. A student in an ALE who is not meeting the standards or is currently failing the class will receive this type of tutoring. Students who have qualified to be in ALE classes, but have demonstrated lack of high performance on AIMS or PAARC will be identified for this type of tutoring. Tutoring will include study and organizational skills

Tutors – Hiring and Placements

Hiring tutors will take place in July of 2014 and will be ongoing. Tutors will be hired based upon the needs of the schools. Some tutors will serve as Tutor/Advisors. Job description listed below

CODE: 44021
UNIT: WHITE COLLAR
GRADE: 7
FLSA: Non-Exempt

CLASSIFICATION TITLE **TUTOR / ADVISOR**

SUMMARY

Tutors and advises students attending a TUSD school.

MINIMUM REQUIREMENTS

High School diploma or G.E.D

Associate's (or higher) degree, or two-years (60 Semester-Hour credits) of study at an institute of higher learning;

OR

Completion of an AZ Dept. of Education-approved Academic Assessment Test

Copy of diploma, transcripts or test results must be submitted at time of application.

Three years of experience working with children or youth in an educational or recreational setting.

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions

Any equivalent combination of experience, training, or education

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Tutors students in regular curriculum classes such as language arts, math, science, reading and social studies and assists them with class assignments.

Assists students in methods of developing and increasing their self-esteem by using positive reinforcement

Encourages students to participate in school extra-curricular activities

Approved 12.18.13

Page 3 of 4

Collaborates with other Tutor/Advisors and the supervisor to plan training programs for parents in areas such as public speaking, communicating with the child and developing positive self-esteem.

Conducts informative lectures for students in areas such as methods to increase self-esteem

Participates as a member of a department team; coordinates efforts between team members and department needs.

Refers students to school services such as counseling

Serves as a school liaison and resource to parents and community

Monitors the attendance of students; May investigate causes for absenteeism. Advise students regarding attendance.

Compiles a report to include time spent tutoring and advising students for the Supervisor.

Coordinates with teachers to determine the academic needs of students; May arrange for parent/teacher conferences

MARGINAL FUNCTIONS

May act as a Club sponsor; Encourages students to participate in the club

May visit students and parents at home to inform them of school functions and student activities

Participates as an active member of the Parent Committee Activities; Collaborates with parents and staff to plan activities such as food sales

MENTAL TASKS

Communicating; requires the ability to evaluate written material, read.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Operates office equipment such as telephone, manuals, tests, and forms

WORKING CONDITIONS

Indoors, Classroom environment; Contact with students, employees.

CONTROL, SUPERVISION

None

M: JOB44021

New: 7/92

See New Job 44023 (Bilingual)

Revised 10/98, 7/02, 4/03, 06/04, 10/01, 11/08