

March 30, 2023


MEMORANDUM OF UNDERSTANDING
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT ("District")
and
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and it's American River Chapter #528 (together "CSEA")
(Comprehensive Unit)
Approval of New Job Descriptions
April 3, 2023

This Memorandum of Understanding ("MOU") is agreed to between the Folsom Cordova Unified School District ("District") and the California School Employees Association, and its American River Chapter #528 (together "CSEA"). The District and CSEA are parties to a collective bargaining agreement ("CBA") which expires June 30, 2023.

1. The parties have negotiated all matters within the scope of representation and reached agreement on job descriptions for the following classifications:
 - a. Effective July 1, 2023
 - Restorative Room Specialist (Attachment A)
 - Central ASB Technician (Attachment B)
 - Academic and Career Advisor, Adult Education (Attachment C)
 - b. Effective July 1, 2024
 - Lead Financial Accountant (Attachment D)
2. These job descriptions shall be effective upon ratification of this MOU by CSEA and the District Governing Board.
3. This MOU shall fully and finally resolve all bargaining for the creation of new job descriptions for the classifications listed in section 1., above.


Rob Corn, for CSEA, Chapter 528

4-5-23
Date


Donald Ogden, for Folsom Cordova Unified School District

4-5-23
Date


Dominic Gualco, CSEA Labor Representative

4/5/23
Date

***Attachment A
to Memorandum of Understanding***

Folsom Cordova Unified School District

Position Classification: Classified Range 22

Restorative Room Specialist

DEFINITION:

Under direction of site Principal or designee, provide comprehensive and culturally competent restorative practices support, designed to ensure the academic success of students, reduce punitive discipline that has a disproportionate impact on student groups, and promote positive climate and culture. The Restorative Room Specialist (RRS) will oversee school site Restorative Room and support the entire community through consistent application of trauma-informed restorative practices, behavioral interventions, and individualized behavioral supports. This position provides research, professional development, and support to administrators, teachers, and support staff. The RRS performs a full range of duties and responsibilities by supporting schools as they work to uphold the tenets of Restorative Practices.

QUALIFICATIONS: Any combination of training, experience and education that would likely demonstrate the required knowledge, skills, and abilities is qualifying. A typical way to obtain the knowledge and skills would be:

Education: Equivalent to the completion of the twelfth grade required. Supplemental course work in behavioral sciences or a related field is preferred.

Experience: At least two (2) years of experience working in a diverse school setting, with an understanding of the tenets of evidence-based Restorative practices.

DISTINGUISHING CHARACTERISTICS:

- Respond appropriately to students in crisis with empathy, professionalism, and de-escalation skills.
- Perform essential job functions and task requirements.
- Demonstrate confidentiality of personal information regarding students.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the direction of site Principal or designee, incumbent will:

- Participate with implementation of an equitable and integrated system of student support (ex. SEL, School climate, Community Schools, attendance improvement, drop-out prevention/recovery, PBIS, Restorative Practices, MTSS, and Professional Learning Communities).
- Assist students with routine direction to complete pre-assigned independent tasks, using established rules and procedures, including returning completed work to the teachers and encouraging and supporting students with assignments.
- Monitor arrival, dismissal, and attendance of students under their supervision.
- Utilize data to monitor progress, and program evaluation to determine the efficacy of restorative practices to increase safety and reduce racially disproportionate discipline, referral, and incarceration and recidivism.
- Serve as a liaison between the school, the home, and community partners in building and maintaining positive relationships that support student learning and emotional wellness.
- Assist with coordination and facilitation of training and technical assistance in restorative practices to staff in implementing restorative practices which includes but is not limited to parent-teacher-student conference, student study teams, peer mediation, restorative circles, conflict management, etc.
- Assist in coordinating the re-entry of students returning from discipline (suspensions, expulsion, incarceration) to increase access to supports and connection to school site staff and resources.
- Assist in connecting students and families to support and connection to school site staff and resources to ensure students are enrolled and participating in specified programs and supports.
- Attend training and collaborative sessions to share best practices and disseminate knowledge.
- Supervise students in detention, restorative room, and other non-instructional classroom environments.
- Assist with referrals and procedures related to discipline in relation to tardies, absences, and SART/SARB process.
- Track referrals to identify patterns and inform intervention, process behavioral incidents with students and teachers, investigate discipline situations and administer appropriate consequences and interventions.

Board Approved 04/20/2023

Page 1 of 2

Restorative Room Specialist

- Provide campus supervision as needed.
- Work with families to generate understanding of and participation in the Restorative process.
- Accompany staff on home visits.
- Completion of diversity/equity training and other relevant professional development.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Relevant educational laws and school policy.
- Document formatting and presenting information to others.
- Analysis of situations to define issues and draw conclusions.
- Methods of investigation.
- Record keeping.
- Conflict and emergency management.
- Solve practical problems.

ABILITIES AND SKILLS:

- Operation of a computer and assigned software.
- Interpersonal skills using tact, patience, and courtesy.
- Conflict mediation and de-escalation strategies.
- Communication skills to write clear, concise, and readable reports and correspondence.
- Procedures and practices required in data collection, data processing, data entry and report preparation.
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Maintain consistent, punctual, and regular attendance.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Attachment B
to Memorandum of Understanding

Folsom Cordova Unified School District

Position Classification: Classified Range 24

Central ASB Technician

DEFINITION:

Under the direct supervision of the Fiscal Support Manager, performs a wide variety of accounting clerical duties in the preparation, checking and maintenance of accounting records, support documents and financial and statistical reports related to Trustee and Student Body funds. Provides assistance to school sites as needed.

QUALIFICATIONS:

Experience: Two years of increasingly responsible fiscal experience, preferably including some financial or accounting experience in a California school district.

Education: Equivalent to completion of the twelfth grade with supplemental course work in governmental accounting.

DISTINGUISHING CHARACTERISTICS:

- This is a one-position classification which requires knowledge of Associated Student Body (ASB) rules and regulations. Incumbent will Maintain district oversight of accurate accounting within Trustee and Student Body accounts.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Fiscal Support Manager, incumbent will:

- Audit the fiscal records of the District Trustee and Student Body accounts to ensure that District procedures and policies are adhered to at all times.
- Assist in preparing interim and annual budgets; assist in annual year-end closing and independent audits.
- Assist in entry of financial data.
- Prepare monthly invoices for reimbursement.
- Review and reconcile account balance, bank statements, and cash receipts/disbursements.
- Review purchase requisitions to ensure program compliance, correctness of account codes, and proper approvals; verify availability of funds.
- Maintain site fundraising request forms.
- Assist in the development of procedure manuals and handbooks.
- Support site staff as needed with training and technical questions regarding ASB systems.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Basic accounting practices and procedures.
- Financial record-keeping techniques.
- Effective oral and written communication skills.
- Computer based software that supports this level of work, including, but not limited to, word processing, spreadsheets, and accounting data entry.
- ASB rules and regulations.

ABILITIES AND SKILLS:

- Apply financial record-keeping principles to the maintenance of fiscal and accounting records.
- Maintain accurate financial and statistical records.
- Make arithmetic calculations and tabulations quickly and accurately.
- Meet schedules and timelines.
- Communicate effectively both orally and in writing in a clear and concise manner.
- Understand and carry out oral and written directions.
- Work cooperatively as a supportive, collaborative team member

Central ASB Technician**PHYSICAL REQUIREMENTS:**

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Attachment C
to Memorandum of Understanding

Folsom Cordova Unified School District

Position Classification: Classified Range 19

Academic and Career Advisor Adult Education

DEFINITION

Under the supervision of the site administrator the advisor will provide student support and advising services to establish an educational or career pathway to assist student in transitioning to post-secondary education and/or the workforce. The basic functions are to recruit students, coordinate and collaborate with the school community, training centers, community colleges, and local agencies (i.e., One-Stops, local technical colleges, and the business community). Guide students on appropriate next steps for those who completed or are near completion of their goals in the adult education program. The advisor provides students with information, assistance and advice concerning educational and career opportunities; as well as make referrals to other community resources, support groups and social service agencies as appropriate.

QUALIFICATIONS

Experience: Minimum two (2) years of relative experience working in an adult education or similar environment preferred but not required. Bilingual a plus.

Education: Equivalent to completion of twelfth grade with supplemental training in guidance, advising, or counseling and demonstrated knowledge, skills and abilities listed.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Organize, maintain, and facilitate a career and college planning informational support desk to provide guidance and resources to students who will transition from adult education.
- Continually updates resources for students including information on careers, employment trends, college opportunities (catalogs), and newsletters of interest.
- Collect and analyze data on student assessment and placement tests, enrollment, attendance, and achievement.
- Participate in orientations to assist new students with placement into classes, and to establish their academic goals.
- Meet one-on-one with students who are close to graduating to develop transition plans.
- Assist students with career exploration and/or college registration and enrollment.
- Establish a relationship with community college outreach specialist, counselors, financial aid officers and supportive services programs.
- Collaborate with the Folsom Cordova Community Partnership (FCCP) job training center and other regional job centers to develop a system of partnerships that links students to employment opportunities and soft skill workshops.
- Facilitate and schedule school events: guest speakers, college registration workshops, career fairs, or recruiters. Promote events to the students and to the community.
- Plan and facilitate student rotary meetings, student advisory, and student and staff socials.
- Prepare and facilitate informational presentations to classrooms.
- Make student referrals to other community resources, support groups and social service agencies as appropriate.
- Assist with marketing and outreach of school programs and services.
- Link local resources to adult students for establishing an educational or career pathway.
- Monitor attendance and persistence records.
- Attend all CAERC Transition Navigator's network meetings.
- Track all students who use transition and advising services. Submit data as required.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE

- Principles, practices, and procedures of educational and career advising.
- Organizational skills necessary.
- Student assistance programs.
- Community referral resources.
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of FCAS students.

Board Approved 04/20/2023

Page 1 of 2

Academic and Career Advisor Adult Education

- Interpersonal skills using tact, patience, and courtesy.
- Oral and written communication skills.
- Group presentation skills.

ABILITIES AND SKILLS:

- Must have strong organizational skills, be able to work with a diverse group of people from different backgrounds and cultures and possess excellent communication skills both orally and written.
- Ability to perform all of the duties of the position.
- Ability to assist with goal setting and provide career-related information and assistance to student.
- Ability to research, identify, and obtain career information such as education and training requirements.
- Ability to develop promotional materials and write in a professional manner.
- Ability to respond to a diverse set of cultures, ethnic groups, socio-economic groups, and their interests.
- Ability to work independently with little direction.
- Maintain confidentiality of sensitive and privileged information.
- Establish and maintain cooperative and effective working relationships with others.
- Maintain consistent, punctual, and regular attendance.

PHYSICAL REQUIREMENTS:

Physical Abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.

Attachment D
to Memorandum of Understanding

Folsom Cordova Unified School District

Position Classification: Classified Range 44

Lead Financial Accountant

DEFINITION:

Under direction of the Director of Fiscal Services, performs a variety of technical accounting duties related to the preparation, maintenance, review and input of financial records and accounts.

QUALIFICATIONS:

Experience: Three (3) years of increasingly responsible professional accounting experience.

Education: Degree in accounting or CPA preferred. Additional approved qualifying experience may be substituted on a year for year basis with a minimum of four years of education and/or experience.

DISTINGUISHING CHARACTERISTICS:

- This classification is the lead in the accounting series. The Lead Financial Accountant with the coordination of Managers within the Fiscal Services Department will, train, support and give direction concerning compliance procedures to District staff and will be responsible for the overall financial health of the District.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Fiscal Services, incumbent will:

- Review, train and support the work of staff who are responsible for performing a variety of responsible clerical, accounting and financial duties and who support an assigned accounting system, function, or program area; participate in performing the more complex work including providing technical support to assigned supervisory personnel; research and compile technical information related to area of assignment.
- Responsible for maintaining accurate general ledger reports and reconciliation of the district general ledger.
- Develop and maintain complex spreadsheets used in the preparation of various financial reports, projections, cash flow, trail balances, and analyses.
- Prepare financial, accounting, and statistical statements, analyses, documents, and reports; gather and organize data.
- Perform complex and technical accounting duties to review and ensure the accuracy and completeness of accounting data entered to the general ledger.
- Lead internal and external audits, providing supporting documentation, information on internal processes and/or coordinating activities in the audit process.
- Research, investigate and resolve financial issues, problems, errors, and discrepancies for the purpose of providing information and/or recommendations that impact the organization's operations.
- Monitor all fund balances and reconcile monthly to Cash in County Treasurer Reports. Analyze general ledger account balances, prepare related journal entries, and cash transfers as needed to keep integrity of all funds.
- Reconcile monthly bank statements for all district accounts, including County Treasurer reports.
- Assist in the preparation of the District budget as directed.
- Provide work direction and guidance to clerical, accounting and other support personnel as assigned.
- Maintain accounts receivable, including prior year transactions.
- Maintain chart of accounts and assign codes in accordance with State reporting requirements.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Generally accepted accounting and auditing principles, practices and procedures.
- Financial, statistical, and fiscal record-keeping principles.
- California School Accounting Manual (CSAM)
- Standardized Account Code Structure (SACS)
- Preparation of comprehensive accounting reports.
- Applicable sections of State Education Code and other applicable laws.

Board Approved 04/20/2023

Page 1 of 2

Lead Financial Accountant

- District organization, operations, policies, and objectives.
- Computer based software programs that support this level of work.
- Oral and written communication skills.

ABILITIES AND SKILLS:

- Maintain and review complex records and accounts.
- Identify, investigate, and resolve financial errors and discrepancies.
- Compare numbers and detect errors efficiently.
- Perform technical and complex accounting work in preparation, maintenance, review and input of financial records, accounts, and reports.
- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines.
- Work cooperatively as a supportive, collaborative team member.

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.