

**MEMORANDUM OF UNDERSTANDING #24**  
**between the**  
**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**  
**and**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**AND ITS AMERICAN RIVER CHAPTER No. 528 (CSEA)**

**Approval of New Job Descriptions**  
**May 15, 2024**

This Memorandum of Understanding (“MOU”) is agreed to between the Folsom Cordova Unified School District (“District”) and the California School Employees Association (CSEA), and its American River Chapter No. 528. Collectively, the District and CSEA will be referred to as “the Parties.” The District and CSEA are parties to a collective bargaining agreement (“CBA”) which expires June 30, 2025.

- A. The parties have negotiated all matters within the scope of representation and reached agreement on the following new job classifications:
1. Athletic Clerk - Range 8 (Attachment A)
  2. Child Welfare & Attendance Specialist - Range 24 (Attachment B)
  3. Certified Occupational Therapist Assistant (COTA)- Range 26 (Attachment C)
  4. Bilingual Community Safety Specialist, Spanish - Range 24 (Attachment D)
- B. Rationale:
1. New Job description #1 is a new job classification to support specific needs of High School Athletics Program
  2. New Job Description #2 is a new job classification, updated from the Attendance Specialist job description. Child Welfare & Attendance Specialist is placed on range 24 of the Classified Comprehensive Employee Salary Schedule (Attachment F). The Attendance Specialist classification will be retitled to Attendance Technician (Attachment E) to align with the new Child Welfare & Attendance Specialist classification and the Classified Comprehensive Employee Salary Schedule.
  3. New Job Description #3 is a new classification to support specific needs of Special Education department and provide assistance to the Occupational Therapists
  4. New Jobs Description #4 is a new job classification, an update from the Community Safety Specialist job description. This position requires the incumbent to be bilingual in Spanish.
- C. This MOU shall fully and finally resolve all bargaining for the job descriptions listed A. 1-4.
- D. These job descriptions shall be effective upon ratification by the Board of this MOU.


Cost estimates are as follows:

Athletic Clerk -  $\$67,000 \times 3 = \$201,000$


Child Welfare & Attendance Specialist =  $\$28,000$

Certified Occupational Therapist Assistant - N/A

Bilingual Community Safety Schools Specialist, Spanish =  $\$116,000$

  
\_\_\_\_\_  
For CSEA, Chapter 528

9/6/2024  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
For Folsom Cordova Unified School District

9/6/2024  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
CSEA Labor Relations Representative

09/06/2024  
\_\_\_\_\_  
Date

CSEA Ratified: 9/25/2024

Board Approved: 10/17/2024

**Attachment A**

Folsom Cordova Unified School District

**NEW 01/31/2024 VERSION 1**  
**ATHLETIC CLERK**

Class Specification: Classified

Review Dates
Cabinet: <u>05/07/2024</u>
CSEA: _____
Board: _____

**DEFINITION**

Under the direction of the School Site Principal, Athletic Director and/or designee, provide technical assistance and support to the administration, staff, parents, departments, and outside agencies in areas related to the athletic program; perform technical and clerical duties related to assigned activities.

**QUALIFICATIONS:**

Experience: Two (2) years of clerical experience in the service of a department or administrative office  
Education: Equivalent to completion of the twelfth grade, including or supplemented by courses in typing, keyboarding, filing, general business correspondence, office equipment operation, and communication skills.

**DISTINGUISHING CHARACTERISTICS:**

Positions in this class are responsible for a wide variety of clerical functions in an assigned program. Incumbents must be able to handle all but the most complex matters. Following initial instruction and within the scope of the assignment, employees in this class are expected to exercise judgment and discretion in the handling of problems which arise.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Athletic Director or designee, the incumbent will:

- Communicate and coordinate with other departments, district staff and outside organizations regarding office or program operations, activities, supplies, policies, and procedures.
- Collaborate with staff members to plan or develop programs of events or schedule of activities.
- Plan, direct, or coordinate sports activities and events led by athletic staff, such as sporting events, practices, trainings, and meetings.
- Maintain a variety of complex records and files; operate office equipment and assigned software; organize and compile reports requiring use of independent judgment; collect and compile statistical data and prepare program-related reports and summaries.
- Maintain and process information related to assigned operation records (i.e., coaching rosters, certification logs, and sports facility use records). Input information into computerized database and generate a variety of reports and lists; assure the timely distribution of a variety of records and reports; request or provide information as necessary; prepare graphic presentations and charts as assigned.
- Serve as a liaison between Athletics and others involved in program-related operations; provide clerical support to staff and others as necessary; monitor and assure timelines are met.
- Correspondence independently or from oral instructions; type letters, reports, memoranda, documents, athletic recognition certificates, records and other materials from straight copy, rough drafts, or oral instructions; review, proofread and verify accuracy and completeness of documents.
- Coordinate and process pre-employment packets and ensure compliance of position requirements for athletic coaches. Process and submit adjunct duty stipend paperwork (i.e., athletic activities). Issue and/or confirm coaching certification licensure. Update various program handbooks (i.e., Student/Athlete Handbook, High School, and Secondary Coaches Handbook).
- Inventory, order, receive, store, and distribute office and departmental supplies, materials, and equipment; follow-up with vendors concerning missing or incorrect orders; tabulate, duplicate, and forward invoices to appropriate departments.

- Receive, sort, and distribute incoming mail; prepare bulk mailings; assist in the preparation and dissemination of materials and information to the public and staff regarding various events and programs. Coordinate updates to program-specific website. Ensure all athletic forms are current on website.
- Requisition supplies and equipment necessary to facilitate sporting activities, such as sporting goods, safety equipment, or uniforms.
- Prepares and processes purchase orders and check disbursements based on Council approval.
- Maintain ticket inventory and distribution for all athletic activities.
- Track fundraisers and complete profit/loss reports.
- Coordinate with athletic booster/s to support and provide guidance to ensure district policies are upheld.
- Maintain confidentiality of sensitive and privileged information.
- Serve as a point of contact between athletic directors and coaching staff.
- Answer and screen telephone calls, direct callers to appropriate authority.
- May operate various office machines such as a typewriter, a calculator and computer.
- Perform related duties as assigned.

**KNOWLEDGE:**

- Personal Computers and related software, i.e., spreadsheets and word processing; methods and practices of; modern office equipment, methods, and procedures.

**ABILITIES AND SKILLS:**

- Perform responsible clerical work with speed and accuracy.
- Prepare and maintain accurate and complete records, and reports.
- Communicate effectively with staff, students, and the public.
- Operate standard office machines, including word-processors, on-line computer terminals, printers, and related equipment.
- Follow verbal and written instructions with a minimum of direction.
- Type at a speed of 40 net words per minute.
- Maintain cooperative relations with students, teachers, co-workers, and the public.

**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 to severe.
- Employees in this position will be required to work indoors in a standard office environment and outdoors as needed and will come in direct contact with District staff and the public.

NEW Pending Approval

**NEW 02/13/2024**

**CHILD WELFARE & ATTENDANCE SPECIALIST**

REVIEW DATES	
Cabinet Approved	_____
CSEA Approved	_____
Board Approved	_____

**DEFINITION:**

Under the direction of the Director of Behavior Intervention & Student Services, the Child Welfare and Attendance Specialist plays a pivotal role in ensuring the welfare and attendance of students within the school district. This position involves monitoring student attendance, identifying barriers to attendance, and implementing strategies to promote family engagement and attendance systems at school sites. The Specialist collaborates with school staff, students, families, and external agencies to address attendance concerns and provide support. Additionally, the Specialist serves as the district's SARB (School Attendance Review Board) coordinator and Truancy Court coordinator, ensuring compliance with attendance laws and legal situations and facilitating interventions to support students' educational success. The Child Welfare and Attendance Specialist plans, organizes, develops, recommends, and evaluates attendance and family engagement programs, processes and procedures for the school district.

**QUALIFICATIONS:**

Experience: A minimum of two (2) years of experience working with students and families having a specific focus on attendance improvement or social emotional support. Strong understanding of child welfare laws, attendance policies, and educational regulations.

Education: Bachelor's degree or higher required. Coursework in social sciences or related field preferred.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Director of Behavior Intervention & Student Services, the incumbent:

- Leads District School Attendance Review Board and Truancy Court processes, managing all incoming requests for court and communicating with the Superior Court of California to schedule court requests. Appears in court on behalf of the school district.
- Provides legal triage consulting to sites and coordinates with proper supports (law enforcement, foster, homeless, special education) when it comes to extenuating attendance and/or child welfare issues for families and students.
- Oversees school site and district-wide implementation of attendance initiatives, tiered supports related to attendance, focusing on site and departmental calibration on attendance practices and systems district-wide.
- Develops and facilitates regular attendance training for Certificated and Classified staff on the fiscal and educational importance of student attendance. The Specialist provides at least quarterly and as-needed one-on-one training to clerks overseeing attendance.
- Contributes to district-wide attendance data collection. Participates and uses various data resources to assess school and district-wide problems and situations interfering with students' access to improved attendance.
- Serves as liaison between school district agencies, Sacramento County Office of Education, professional organizations, and other public and private agencies when it comes to Child Welfare and Attendance.
- Monitors, documents, and reports attendance progress of students and local control accountability groups and makes recommendations for proper interventions and systems change at the site and district level.
- Collaborates with school administrators, teachers, and support staff to develop functional attendance systems using Multi-Tiered System of Support (MTSS) at school sites.

- Plans, facilitates, and executes structured annual attendance team site-based training, developing, and addressing attendance policies and solidifying attendance systems with site leadership.
- Conducts home visits and meetings with students and families to understand and resolve attendance barriers when needed.
- Creates training, plans meetings, and provides onboarding materials for the Attendance Specialist team.
- Participates in professional development opportunities to enhance district knowledge related to child welfare and attendance.
- Other duties as assigned related to attendance.

**KNOWLEDGE:**

- Applicable federal, state, and local laws, rules, and regulations related to attendance.
- Diverse populations and socioeconomic backgrounds of students.
- Methods to assist in the development of increased attendance and improve student engagement.

**ABILITIES AND SKILLS:**

- Excellent communication and interpersonal skills, with the ability to effectively engage with students, families, and staff from diverse backgrounds.
- Empathy, patience, and a commitment to supporting the well-being and success of all students.
- Well-versed in conflict mediation and de-escalation strategies.
- Ability to work collaboratively as part of a multidisciplinary team and independently manage multiple responsibilities.
- Proficiency in maintaining accurate records, documentation, and confidentiality.
- Flexibility and adaptability to respond to evolving needs and priorities within the school district.

**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.

## Attendance Technician Specialist

### DEFINITION:

Under the direction of the Director of Behavior Intervention & Student Services or designee, facilitate attendance improvement and intervention communications between District office and school site staff; attend SART and SARB meetings, prepare and maintain a variety of reports and records; assist the District and school sites with attendance needs and support strategies to improve student attendance.

### QUALIFICATIONS:

#### Experience:

- Two years of responsible and varied clerical experience involving frequent public contact.
- K-12 school experience desirable.
- Sufficient training and experience to demonstrate the knowledge and abilities listed above.

#### Education:

- Equivalent to completion of the twelfth grade.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the Director of Behavior Intervention & Student Services, incumbent will:

- Collaborate on the development, implementation, and evaluation of the District's comprehensive FCUSD Attendance Improvement Plan.
- Collaborate with team members, vendors, and other technical staff to develop, design, implement, and provide professional development to continuously improve attendance systems.
- Collaborate with site staff to develop interventions for students who are truant or chronically absent and develop individualized plans to improve attendance, including assisting with SARTs and SARBs.
- Research resource materials and best practices for school staff on effective policies, procedures, and programs in relation to encouraging regular attendance for all students.
- Act as a resource to administrators, guidance counselors, teachers, and other site personnel regarding student attendance, interpretation of policies/laws, and record keeping requirements.
- Serve as a liaison between schools and local agencies, such as social services and health resources, court services, and local law enforcement regarding truancy and chronic absenteeism.
- Assist sites with home visits for students with severe attendance deficiencies, providing guidance to parents on how they can assist in improving attendance and academic success.
- Assist with preparation of required reports and documentation for administrators presenting cases at Truancy Court.
- Interpret, apply, and explain rules, regulations, requirements, and laws related to the assigned student services program.
- Prepare and maintain a variety of records related to assigned activities and programs.
- Attend meetings, workshops, and conferences related to student attendance.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job

### KNOWLEDGE:

- District and site level attendance policies and procedures
- Applicable federal, state, local laws, rules and regulations related to attendance
- Diverse populations and socioeconomic backgrounds of students.
- Methods to assist in the development of increased attendance and improve student engagement rates.

### **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.
- Record-keeping techniques.
- Modern office methods, practices, and procedures
- Procedures and practices required in data collection, data processing, data entry and report preparation
- Perform various organizational and clerical functions.
- Analyze situations accurately and adopt an effective course of action.
- Communicate effectively both orally and in writing.
- 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.



REVIEW DATES	
Cabinet Approved	_____
CSEA Approved	_____
Board Approved	_____

**Attachment C**

Folsom Cordova Unified School District

Position Classification: Classified

NEW – VERSION 1 – D.T. 04/25/2024

**CERTIFIED OCCUPATIONAL THERAPIST ASSISTANT**

**DEFINITION:**

The Occupational Therapy Assistant is a health care paraprofessional requiring certification by the California Board of Occupational Therapy. The Occupational Therapy Assistant works under the direction and protocols given by an Occupational Therapist. Implements physical and psychosocial treatments with disabled students and family members.

**QUALIFICATIONS:**

Any combination of education and experience that provides the required knowledge, skills, and abilities to perform the essential function of the position. Additional experience, as outlined below, may be substituted for required education on a year-for-year basis. A typical combination includes:

**Experience:**

- Two (2) years of COTA experience is preferred.
- Pediatric and school-based experience preferred.

**Education:**

- High School diploma or equivalent
- Associate of Science degree or higher from an accredited college or university with an educational program approved by CBOT and accredited by the American Occupational Therapy Association's Accreditation Council for Occupational Therapy Education (ACOTE).

**Licenses or Certifications:**

- Valid license as a Certified Occupational Therapy Assistant issued by the California Board of Occupational Therapy
- Valid certification issued by the National Board for Certification of Occupational Therapy (NBCOT).
- Valid California Class C driver's license issued by the California Department of Motor Vehicles within 30 days of hire or before driving any vehicle requiring this license.
- Valid First Aid, AED, and CPR Certificate issued by an authorized agency.

**DISTINGUISHING CHARACTERISTICS:**

Under general guidance of an Occupational Therapist, provides educationally related occupational therapy services to students with a variety of cognitive, emotional, and/or physical disabilities according to the student's Individualized Education Plan (IEP).

Providing skilled occupational therapy services based on identified students' level of functioning relative to their age and educational placement in such areas as postural control, fine motor skill development, visual perception, visual motor integration, graphomotor, and sensory motor integration in the school setting.

**OTHER CHARACTERISTICS:**

Typical Physical Characteristics: (with or without use of aids; consideration will be given to reasonable accommodation).

- Move about schools and facilities to conduct work including walking, sitting, standing, kneeling, stooping, crawling, balancing, bending at the waist, or reaching overhead (both above the shoulders and horizontally), for extended periods of time.
- Communicate to exchange information in person, in small groups, and/or on the telephone.
- Operate office equipment and specialized equipment requiring repetitive hand movement and fine coordination.
- Inspect documents and other written materials with fine print.
- Transport, lift, move, and/or position special needs students, therapy equipment, and other objects such as wheelchairs and mobility equipment.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

Duties may include, but are not limited to the following:

- Adapts school and classroom environment, tools, and materials under the direction of the Occupational Therapist for the purpose of improving student functioning and facilitating student access to curricular and instructional activities.
- Attends meetings and workshops (i.e., training, team meetings, conferences, meetings with outside agencies, etc.).
- Consults with Occupational Therapists, physical therapists, speech therapists, teachers, educational specialists, families, outside agencies, etc., for the purpose of providing requested information, reviewing/revising students occupational therapy goals/objectives, developing plans for services, and/or making recommendations to implement goals.
- Implements therapeutic activities and instructs students, teachers, parents, and other involved persons (i.e., positioning, adjusting special equipment, etc.).
- Maintains treatment equipment and supplies in clean and proper working condition.
- Provides training, consultation, and instruction to teachers on the use of adaptive devices and equipment.
- Assists occupational therapists in performing research to address the functional goals of students (i.e., intervention and treatment techniques, assessment tools and methods, community resources, etc.).
- Assists with the development of the occupational therapy intervention plan and provision of direct services as part of the IEP process; assists with data collection and informal assessments with established service competency documented.
- Documents and record progress; organizes materials needed for therapy interventions, maintain student files/records pertaining to Occupational Therapy services, provided under the guidance of the Occupational Therapist (i.e., progress reports, activity logs, etc.)
- Participate in professional growth activities in special education and pediatric occupational therapy.
- Perform related duties as assigned.

### KNOWLEDGE:

- Knowledge of principles, methods, and objectives of occupational therapy treatment, consultation, training, services, techniques of skeletal anatomy, neuromuscular function, and dysfunction; kinesiology occupational therapy modalities, and equipment.
- Knowledge of intellectual, social, emotional growth patterns, educational and physical development of children
- Knowledge of pertinent federal, state, and local laws, codes, and regulations
- Knowledge of interpersonal skills using tact, patience, and courtesy
- Knowledge and skill in use of computers, assorted software programs and office equipment
- Knowledge of principles of consultation and training.
- Knowledge of sensitivity to the needs of children and parents of different ethnic, cultural, language, educational, and economic backgrounds.
- Knowledge of effective work strategies including flexibility, good organization skills, time management, and ability to work independently and prioritize multiple work tasks.

## ABILITIES AND SKILLS:

- Ability to design and implement appropriate intervention strategies.
- Ability to work confidentially with discretion.
- Ability to participate in continuing education opportunities to maintain licensing and certification requirements and to enhance knowledge of pediatric occupational therapy.
- Ability to interpret, apply, and explain applicable laws, codes, rules, regulations, policies, and procedures.
- Ability to implement treatment plans, goals, and objectives to address areas of need.
- Ability to follow written and verbal instructions and effectively communicate in verbal and written form with administrators, staff, students, and the community.
- Ability to establish and maintain cooperative and effective working relationships with all levels of district staff, parents, health care professionals, and other health care agencies.
- Ability to gather data, establish and maintain records, and maintain a confidentiality of privileged information obtained in the course of work.
- Ability to use a variety of modern methods, techniques, and practices in occupational therapy.
- Ability to lift, move, and position disabled students according to safety regulations with assistance.
- Ability to effectively use and care for the materials, supplies, and equipment.
- Ability to assist special needs students by providing proper examples, emotional support, friendly attitude, and general guidance.
- Ability to understand the unique needs and differences of special needs students and their parents.
- Ability to demonstrate effective work behaviors such as time management, professionalism, punctuality, and attendance.

## PHYSICAL REQUIREMENTS:

### **Physical abilities:**

- Requires the ability to function effectively in classroom and office environments, engaged in work of a moderately active nature.
- Requires ambulatory ability to move to various class and meeting room settings, to stoop, bend and kneel, and to reach.
- Requires visual ability to recognize words, numbers, and non-verbal actions of people.
- Requires auditory ability to project voice and carry-out conversations with individuals and small groups in person and over the phone.

### **Significant physical abilities:**

- Obtain the strength and dexterity necessary for physically supporting children and young adults; lift and move up to fifty (50) pounds.

## 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 essential functions.

- Indoor office, classroom, motor-room, and outdoor environment
- Moderate noise
- Able to successfully navigate through and function in various dynamic and sometimes challenging environments.
- Drive a vehicle to conduct work.
- Able to commute to multiple sites using personal transportation.

### **Hazards:**

- Work near moving mechanical parts.
  - Back strain from lifting, moving, and positioning disabled students, and from swings and equipment.
  - Exposure to students who could possibly exhibit aggressive behavior concerns.

**BILINGUAL COMMUNITY SAFETY SPECIALIST, SPANISH****DEFINITION:**

Under the general direction of the Office of Behavior and Student Services, Coordinator of Safe Schools, the incumbent works collaboratively with site leaders, other safety staff, and various community resources to support a safe learning and work environment on district grounds; proactively identifies and addresses safety concerns at assigned schools; connects students, families and staff with resources that meet individual needs and supports safe communities focused on learning; assists in the preparation and implementation of emergency responses.

**QUALIFICATIONS:****Experience:**

- Minimum of five (5) years of experience in a position directly related to school safety, honorable military service, student supervision or law enforcement.
- Completion of or willingness to complete a recognized school security officer or school resource officer training curriculum significantly equivalent to those provided by the National Association of School Resource Officers.
- Bilingual ~~speaking skills preferred~~ in Spanish, required.

**Education:**

A high school diploma or the equivalent

**Licenses and Certifications:**

Valid California driver's license

**DISTINGUISHING CHARACTERISTICS:**

- This position will be assigned to multiple schools and be responsible for supporting site campus monitors and administrators and the safety of students and staff at those schools.
- Some job responsibilities may require ~~some~~ work be done outside of normal work hours.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:**

Under the direction of the Director of Behavior and Student Services and the Coordinator of Safe Schools, incumbent will:

- Assist schools and support families to develop action plans that improves school attendance with a priority on early intervention.
- Responds to community inquiries regarding safe school procedures or specific incidents as directed.
- Assists in reviewing threat assessment details provided by site staff and law enforcement to support a safe campus.
- Acts as a district liaison with first responder agencies by gathering information to resolve issues and develop and maintain cooperative relationships.
- Responds to and intervenes in critical incidents occurring on district grounds to de-escalate situations while remaining in compliance with district, local, state, and federal policies.
- Meets and interacts with students and student groups on a regular basis to better understand campus culture and student safety needs.
- Assists with or coordinates investigations related to areas of assigned responsibility with site administrator, district staff and local law enforcement agencies, as directed.
- Serves as a representative of the district to testify in district hearings, as required.
- Coordinates the development, maintenance, and implementation of comprehensive site safety plans with site administrators and site safety teams, in accordance with district, local, state, and federal requirements and best practices.

- Compiles and analyzes data to identify trends and areas of concern related to school climate and safety and raises awareness of potential issues with appropriate district and site staff.
- Collaborates with learning support teams, leadership teams, site administrators, learning support center staff and others to identify students at risk of posing a safety concern to school campuses and connect appropriate interventions.
- Provides training, workshops and other learning opportunities for staff, students, families, and the community to ensure effective implementation of safety and emergency plans.
- Conducts onsite evaluations of district facilities to ensure the implementation of best practices and maintain working physical structures to protect the safety of students, staff, community, and district property.
- Responsible for attending training classes and other professional learning opportunities related to safety, emergencies, and cultural proficiencies.
- Models de-escalation strategies, provide technical expertise and support administrators in use of restorative practices to address student behavior concerns.
- Other reasonable duties related to job may be assigned.
- Serves as a liaison of the district at community events to discuss and present the district's efforts to develop, evaluate and implement improvements focusing on the safety of the students, schools, and community as directed.
- Maintains a variety of narrative and statistical reports, records, correspondence, file appropriate documentation related to assigned services and activities, maintains data and records while preserving and maintaining the confidentiality of privileged information obtained in the course of work.
- May interact with students directly as a mentor or other resource to effective positive behavior change which may include conducting home visits as needed to address safety concerns and encourage student success.

#### **KNOWLEDGE:**

- Knowledge of state and local policies and procedures regarding the administration of security and school safety programs
- Knowledge of emergency planning and response protocols and standards
- Knowledge of training methods and practices
- Knowledge of record-keeping and report preparation techniques
- Familiar with use of Restorative Practices as part of creating a safe school environment and addressing student behavior.
- Knowledge and ability to coordinate and facilitate staff, students, parents/guardians and families to district or community resources.
- Knowledge and skills utilizing computers and assorted software programs, including Microsoft Office, Google, and modern web applications.
- Knowledge of applicable laws, municipal and state codes, regulations, district policies and procedures

#### **ABILITIES AND SKILLS:**

- Ability to effectively present information to students, public groups, and district staff
- Ability to plan, prioritize, and organize work to meet deadlines, schedules, and timeframes.
- Ability to situations accurately and recommend necessary actions.
- Effective public reaction skills and ability to handle stressful situations.
- Familiar with prevention and intervention techniques
- Effective, verbal, oral and written communication skills
- Ability to utilize interpersonal skills using tact, patience, and courtesy, including utilizing communication skills to contact dissatisfied and/or uncooperative individuals and resolve issues.

- Ability to understand crowd control procedures and the detection and identification of dangerous drugs and improper substances.
- Skills and abilities to maintain positive relationships and work effectively with all levels of district staff, parents, students, and the community.
- Ability to analyze situations, adopt an effective course of action and recommend necessary actions.
- Ability to work with frequent interruptions and significant distractions but meet deadlines.
- Ability to work independently, with minimum direction, and make decisions within the framework of established guidelines.
- Acquainted with resources and programs related to safe school planning.
- Ability to apply applicable laws, codes, regulations, policies, and procedures.
- Ability to follow policies and procedures to meet the objectives of assigned programs and activities.
- Ability to deploy a collaborative approach when working with students, families, and community members from diverse backgrounds and life experiences.
- Ability to utilize modern office practices, procedures, and equipment.
- Ability to perform work related assignments as required, including traveling to schools within the Folsom Cordova Unified School District or other districts, as needed.
- Ability to establish priorities and meet deadlines.
- Ability to perform calmly and efficiently under stressful conditions.
- Ability to 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 the ability to sit at a desk, conference table, or in meeting 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.



FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT CLASSIFIED COMPREHENSIVE  
EMPLOYEE SALARY SCHEDULE KEY 2024-2025

**SPECIALISTS**

Occupational Therapist	45
Physical Therapist	45
Equity Leader II	43
Mental Health Specialist II	42
Student Data Analyst	41
Behavior Specialist	38
Community Schools Facilitator II	38
Mental Health Specialist I	38
Registered Nurse	38
School Social Worker I	38
Database Administrator	35
Network Administrator	35
Network Engineer	35
Applications Specialist – PowerSchool	33
Applications Specialist	33
Theater Production Specialist II	32
Systems Administrator	33
Community Schools Facilitator	29
Mental Health Specialist Associate	29
School Social Worker Associate	29
Data Administrator & CALPADS Specialist	28
Fiscal Data Analyst	28
ETIS Support Specialist II	27
Lead Printer II	27
<u>Certified Occupational Therapist Assistant (COTA)</u>	<u>26</u>
Equity Leader I	26
Facilities Planner	25
Lead Buyer	25
Risk Management Specialist	24
Centralized Tech Support Specialist	24
<u>Child Welfare &amp; Attendance Specialist</u>	<u>24</u>
Classified Assistive Technology Specialist	24
Communications Specialist	24
<u>Bilingual/Community Safety Specialist</u>	<u>24</u>
ETIS Support Specialist I	24
Technology Equipment Repair Technician	24
Workers' Compensation and Unemployment Analyst	23
Personnel Analyst	22
Speech Language Pathologist Assistant	22
Theater Production Specialist	22
Employee Benefits Specialist	17
Lead Printer	17
Personnel Technician	17
Buyer	15
Due Process Technician	15
Help Desk Technician	15
Help Desk Technician-Testing and Assessment	15
Licensed Vocational Nurse	15
Education Services Student Liaison	15
Special Education Applications Specialist	15
Instructional Materials Technician	13
Restorative Specialist	12
Translator / Interpreter (Spanish)	12
Attendance Technician	11
Facilities Use Technician	11
Research Assistant II, Testing and Assessment	11
High School Library Media Assistant	10
Purchasing Specialist	10
Printer II	09
Categorical Program Assistant	08
Middle School Library Media Assistant	08
Research Assistant I	07
Expanded Learning Team Associate	03
Preschool Associate Teacher	03
Lead Campus Monitor	03
Campus Monitor	01
Expanded Learning Assistant	01

**INSTRUCTIONAL ASSISTANTS**

CTE Adult Education/Welding	25
Lead Behavior Support Assistant	09
Behavior Support Assistant – General Education	07
Behavior Support Assistant – Severely Handicapped	07
Mental Health Instructional Assistant	07
Transition Assistant II	07
Instructional Assistant Brailist	04
Para Educator Mod/Severe	04
Transition Assistant I	04
Computer Instructional Assistant	03
Elementary Intervention Program Assistant, (K-3) (4-6)	03
Instructional Assistant-Related Services	03
Instructional Signing Assistant DOH	03
Bilingual/ESL Instructional Assistant	02

Elementary Paraeducator, (TK) (K-5)	01
Instructional Assistant Opportunity Class	01
Special Education Instructional Assistant	01
Instructional Assistant Adolescent Parent Program	01
Instructional Assistant – Preschool	01

**ADMINISTRATIVE SERIES**

Administrative Assistant III	12
Administrative Assistant (Comprehensive HS/Middle School)	12
Administrative Assistant II	11
Administrative Assistant, Alternative Ed	11
Administrative Assistant, Fiscal Services	11
Administrative Assistant, Elementary School	10
Administrative Assistant I	08

**ACCOUNTING SERIES**

Lead Financial Accountant	33
Facilities Accountant	28
Financial Accountant	28
Lead Budget Technician	25
Payroll Accountant	18
Budget Technician	17
Categorical Administrative Technician	14
Central ASB Technician	14
Adult Education Account Technician	13
Categorical Account Technician II	12
Lead Account Clerk II	12
Facilities Account Technician	11
Categorical Account Technician I	10
Student Body Account Technician	09
Account Clerk II	08
Account Clerk I	06

**COORDINATORS**

Bilingual Special Project Coordinator-Spanish	15
Special Project Coordinator	15
Parent Coordinator	01

**CLERICAL SERIES**

Academic and Career Advisor – Adult Education	09
Registrar (Comprehensive HS)	09
<u>Athletic Clerk</u>	<u>08</u>
College and Career Clerk	07
Registrar (Alternative Education)	07
Middle School Registrar	07
Medi-Cal SMAA/LEA Clerk	05
Clerk Typist III	04
Clerk Typist III, District Receptionist	04
Personnel Clerk II	04
Health Assistant	04
Elementary School Library Media Clerk	03
School Clerk, Elementary/Secondary	03
Clerk Typist II / I	02

**FOOD SERVICE SERIES**

Food Service Office Technician	15
Food Service Technician	14
Food Service Clerk	11
Food Service Worker II	06
Food Service Worker I	03

**MAINTENANCE & OPERATIONS SERIES**

Carpenter/Hardware Technician	18
Equipment Repair Technician	18
Fire Intrusion Detection Technician	18
Grounds Maintenance Technician	18
Head Custodian III	18
Maintenance Electronics Technician/Electrician	18
Maintenance HVAC	18
Maintenance Mechanic II	18
Maintenance Painter	18
Plumber/Welder	18
Head Custodian/Trainer	16
Maintenance Mechanic I	13
Warehouse Person/Maintenance Mechanic I	13
Head Custodian II	12
Head Custodian I	10
Building & Grounds Utility Worker	08
Lead Night Custodian	08
Delivery Driver (IMC)	07
Grounds Worker	07
Custodian	04