


MEMORANDUM OF UNDERSTANDING #16
between the
FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
and
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
AND ITS AMERICAN RIVER CHAPTER No. 528 (CSEA)

Approval of Job Descriptions
March 25, 2024

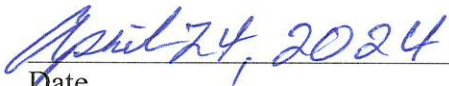
This Memorandum of Understanding (“MOU”) is agreed to between the Folsom Cordova Unified School District (“District”) and the California School Employees Association (CSEA), and its American River Chapter No. 528. Collectively, the District and CSEA will be referred to as “the Parties.” The District 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 revised job descriptions:
1. Behavior Support Assistant - Special Education (Attachment A)
 2. Transition Assistant I (Attachment B)
 3. Transition Assistant II (Attachment C)
 4. Campus Monitor (Attachment D)
 5. Behavior Support Assistant - General Education NEW (Attachment E)
 6. Preschool Teacher/Site Supervisor (Attachment G)
- B. By way of illustration and not limitation:
1. Revisions to job descriptions 1-3 include updated qualifications, physical requirements, and work environment. Behavior Support Assistant - Special Education has been retitled from Behavior Support Assistant - Severely Handicapped.
 2. Revisions to job description 4 (Campus Monitor) include ability to wear safety vests. Safety vests will be provided by the District and made available at the school site.
 3. Job description 5 is a new job description; an update from Behavior Support Assistant - Special Education. Behavior Support Assistant - General Education is placed on step 07 of the Classified Comprehensive Employee Salary Schedule (Attachment F).
 4. Preschool Teacher/Site Supervisor has been revised to include the latest CTC requirements, including Site Supervisor Permit requirements.
- C. This MOU shall fully and finally resolve all bargaining for the job descriptions listed A. 1-6.
- D. These job descriptions shall be effective upon ratification by the Board of this MOU.

There are no cost implications.



For CSEA, Chapter 528



Date




For Folsom Cordova Unified School District



Date



CSEA Labor Relations Representative



Date

Board Approved: _____

CSEA Ratified: _____

Attachment A

Folsom Cordova Unified School District
Specification: Classified

_____ Class

UPDATED 01/31/2024
BEHAVIOR SUPPORT ASSISTANT – SPECIAL EDUCATION

REVIEW DATES
02/27/24
CSEA Approved 01/31/2024

BEHAVIOR SUPPORT ASSISTANT – SEVERELY HANDICAPPED

DEFINITION

The special educational behavior instructional assistant assists the teacher or behavior analyst or specialist in improving the behavior, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks which, in the judgment of the teacher or behaviorist may be performed by a non-credentialed employee. The work need not be performed in the presence of the teacher/behaviorist, but the teacher/behaviorist retains responsibility for instruction and supervision.

QUALIFICATIONS

Experience: In the care of children with emotional disturbances. Prefer experience in the care of children with autism, physical and/or learning disabilities and/or emotional disturbances.

Education: Equivalent to High school graduation. A.A. degree. 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act. Courses and/or in-service in psychology, behavior modification, and other related fields desirable.

Training: Must complete and maintain First Aid/CPR Certificate, Pro-Act Training within six (6) months of hire. Willingness to complete and use non-violent behavior intervention, emergency interventions and physical restraint techniques. Such training courses, in-service, or otherwise, as may be required within six (6) months of hire. Training in autism spectrum disorder, crisis intervention and/or applied behavior analysis (ABA), pivotal response training, discrete trial training, positive behavior supports, behavior data collection, Floortime, Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable. Must complete Pro-Act Training within six (6) months of hire.

DISTINGUISHING CHARACTERISTICS

Positions are less than 8 hours. These positions are authorized only in connection with established special education classes which are labeled SED or SH and where students have autism and/or behavioral difficulties, physical impairments, language impairments, or learning disabilities. (Note: These positions are also authorized for students with autism who are fully-included in regular education classes.) Assistants may spend a substantial portion of their time providing intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors associated with ASD or ED.

OTHER CHARACTERISTICS

Assist in autism and ED programs with children ranging from age 0-22 either in small groups or individually. Many of the children also have learning disabilities: processing difficulties, conduct problems, and aggressive behaviors (verbal and physical). Assistant must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision.

ESSENTIAL FUNCTIONS

Under the supervision of the teacher or behavior analyst/specialist the behavior instructional assistant:

- Provides direct instruction to students.
- Implements positive behavior supports.
- Collects and reports on data to teachers and behaviorists.
- Assists individuals or small groups with assignments.
- Prepares and modify instructional materials as indicated by staff.
- Participates in classroom discipline and behavior management programs.
- Assists with a variety of record keeping activities, such as attendance, lunch count, daily charts, data collection/recording student behavior, and other records as needed or required.
- Assists teacher with crisis intervention and physical restraints (as needed).

Local Standard - 11.1.07, Updated 01/31/2024, 03/21/2024 Pending Board Approval

Attachment A

- Participates in crisis management and physical intervention training provided by the District.
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Models appropriate social interaction with students and peers.
- Assists in contacting outside agencies.
- Assists with toileting and diapering as needed.
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation.

QUALIFICATIONS

- ~~Training in autism spectrum disorder and/or applied behavior analysis.~~
- ~~Training in discrete trial training, positive behavior supports, behavior data collection.~~
- ~~Successful completion of the District Instructional Assistant Proficiency Test.~~
- ~~Prefer experience in the care of children with autism, physical and/or learning disabilities and/or emotional disturbances.~~
- ~~Must obtain and maintain First Aid/CPR Certificate.~~
- ~~Willingness to complete training and use non-violent behavior intervention, emergency interventions and physical restraint techniques.~~
- ~~Willingness to be trained in District supported interventions including applied behavior analysis (ABA), pivotal response training, discrete trial training, floortime, visual communication systems and/or Picture Exchange Communication System (PECS).~~

Knowledge and Abilities:

- Knowledge and awareness of children with ASD, ED, LD, at-risk children, and developmental differences in children.
- Ability to remain calm in stressful situations.
- Ability to follow a schedule that may change, in part, hour to hour and day to day.
- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.

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: With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, to maneuver students into and out of vehicles, to walk and run with students, climb well enough to go up and down stairs, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

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.

Training, Education, and Experience:

High school diploma. Willingness to complete such training courses, in service, or otherwise, as may be required after being hired. Courses and/or in service in psychology, behavior modification, and other related fields desirable. Training in crisis intervention applied behavior analysis (ABA), pivotal response training, discrete trial training, Floortime Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable. Must complete Pre-Act Training within 6 months of hire.

OTHER CHARACTERISTICS

FCUSD Job #16 - Supplemental 2017-24 - 03/21/2024 Pending Board Approval

Attachment A

~~Assist in autism and ED programs with children ranging from age 0-22 either in small groups or individually. Many of the children also have learning disabilities, processing difficulties, conduct problems, and aggressive behaviors (verbal and physical). Assistant must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision. Ability to lift up to 50 pounds and physically restrain and control a student up to 150 pounds with assistance.~~

~~Work Schedule and Calendar: Range 17, 9.5 months, Classified
Approved: 11.1.07~~

Board

Board Approved: 11.1.07, Updated: 8/13/2014, 02/1/2024 Pending Board Approval

Attachment A

Folsom Cordova Unified School District

Class Specification: Classified

UPDATED 01/31/2024 BEHAVIOR SUPPORT ASSISTANT - SPECIAL EDUCATION

REVIEW DATES:
Cabinet: <u>Approved</u> 02/27/24
CSEA Approved: 01/31/2024
Board Approved: _____

DEFINITION

The special educational behavior instructional assistant assists the teacher or behavior analyst or specialist in improving the behavior, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks which, in the judgment of the teacher or behaviorist may be performed by a non-credentialed employee. The work need not be performed in the presence of the teacher/behaviorist, but the teacher/behaviorist retains responsibility for instruction and supervision.

QUALIFICATIONS:

Experience: In the care of children with emotional disturbances. Prefer experience in the care of children with autism, physical and/or learning disabilities and/or emotional disturbances.

Education: Equivalent to High school graduation.

Training: Must complete and maintain First Aid/CPR Certificate, Pro-Act Training within six (6) months of hire. Willingness to complete and use non-violent behavior intervention, emergency interventions and physical restraint techniques. Such training courses, in-service, or otherwise, as may be required within six (6) months of hire. Training in autism spectrum disorder, crisis intervention and/or applied behavior analysis (ABA), pivotal response training, discrete trial training, positive behavior supports, behavior data collection, Floortime Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable. Must complete Pro-Act Training within six (6) months of hire.

DISTINGUISHING CHARACTERISTICS

Positions are less than 8 hours. These positions are authorized only in connection with established special education classes which are labeled SED or SH and where students have autism and/or behavioral difficulties, physical impairments, language impairments, or learning disabilities. (Note: These positions are also authorized for students with autism who are fully-included in regular education classes.) Assistants may spend a substantial portion of their time providing intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors associated with ASD or ED.

OTHER CHARACTERISTICS

Assist in autism and ED programs with children ranging from age 0-22 either in small groups or individually. Many of the children also have learning disabilities; processing difficulties, conduct problems, and aggressive behaviors (verbal and physical). Assistant must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the supervision of the teacher or behavior analyst/specialist the behavior instructional assistant:

- Provides direct instruction to students.
- Implements positive behavior supports.
- Collects and reports on data to teachers and behaviorists.
- Assists individuals or small groups with assignments.
- Prepares and modify instructional materials as indicated by staff.
- Participates in classroom discipline and behavior management programs.
- Assists with a variety of record keeping activities, such as attendance, lunch count, daily charts, data collection/recording student behavior, and other records as needed or required.
- Assists teacher with crisis intervention and physical restraints (as needed).
- Participates in crisis management and physical intervention training provided by the District.
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Models appropriate social interaction with students and peers.
- Assists in contacting outside agencies.

Board Approved: 11.1.07; Updated CSEA Approved 01/31/2024;03/21/2024 Pending Board Approval

Attachment A

Folsom Cordova Unified School District

Class Specification: Classified

UPDATED 01/31/2024
BEHAVIOR SUPPORT ASSISTANT - SPECIAL EDUCATION

- Assists with toileting and diapering as needed.
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation.

KNOWLEDGE AND ABILITIES:

- Knowledge and awareness of children with ASD, ED, LD, at-risk children, and developmental differences in children.
- Ability to remain calm in stressful situations.
- Ability to follow a schedule that may change, in part, hour to hour and day to day.
- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.

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: With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, to maneuver students into and out of vehicles, to walk and run with students, climb well enough to go up and down stairs, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

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.

Board Approved: 11.1.07; Updated CSEA Approved 01/31/2024;03/21/2024 Pending Board Approval

Attachment B

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 VERSION 1

TRANSITION ASSISTANT I

REVIEW DATES

Cabinet Approval: 02/27/2024-

CSEA Approval:

04/24/2024

DEFINITION:

Under direction of the SELPA Director or Designee, to provide job coaching, training, and clerical support to foster instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment.

QUALIFICATIONS:

Experience:

- Youth-related activities and training and/or assisting students with disabilities
- Some job coaching, job placement experience is desired

Education:

- ~~Equivalent to high school diploma~~
- ~~Two year college degree desirable~~
- High School Diploma or equivalent; Courses in psychology, sociology, recreation, or related fields are preferable, but not required.
- A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act.

DISTINGUISHING CHARACTERISTICS:

- This position requires working with students, parents, school employees and local business partners with minimal supervision, which includes inside and outside of a classroom, as well as on- or off-campus with small groups of students with IEPs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the SELPA Director or Designee, incumbent will:

- Work with Case Managers to train Transition Assistants.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help students with IEP to achieve Competitive Integrated Employment ("CIE") experiences.
- Communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Perform a variety of clerical support duties including (but not limited) to typing or writing emails, applications, or inputting data onto a computer, preparing training materials for school employees, parents/guardians, or students.
- Assist students with IEPs who require support in the areas of functional academics, social, emotional, behavioral, physical and health, including implementation of a behavior goal or behavior plan, and providing reasonable assistance to students who need help with toileting (including diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job sites and training sites.
- Promote Workability 1 program to local business employers.
- Prepare employers for student characteristics, employment expectations and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.

Board Approved 06/09/2022

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Attachment B

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 - VERSION 1 TRANSITION ASSISTANT I

- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provide job coaching techniques.
- Provide destination training; arrange transportation for students to and from work sites.
- Assist with specialized/extended vocational evaluation/assessment as needed.
- Identify work placements that will meet the particular needs of students with IEPs.

- Maintain cooperative working relationships with work placement personnel.
- Understand the special needs and disabling conditions of students with IEPs and effectively relate to these needs in a learning situation.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Applicable laws, codes, regulations, standards, policies, and procedures related to support of students transitioning from school to work, independent living, and postsecondary education or training.
- Develop and implement workshops that offer students with IEPs the opportunity to complete their secondary education while also obtaining marketable job skills.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help the student with IEP to achieve competitive integrated employment (CIE) experiences.
- Document, monitor and maintain student contacts with paid and unpaid-job placements.
- Demonstrate the ability to communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Prepare training materials for school employees, parents/guardians, or students.
- Assist special education students who require some support in the areas of functional academics, social, emotional, behavioral, physical and health. This may include implementing a behavior goal or behavior plan; this may include providing some reasonable assistance to students who may need some help with toileting (include diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job and training sites.
- Market Workability 1 program to local businesses and employers.
- Prepare employers for student characteristics, employment expectations, and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.
- Maintain ongoing student and employer contacts and records.
- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provides destination training; arranges transportation for students to and from work sites.
- Assists with specialized/extended vocational evaluation/assessment as needed.
- Identify work placements that will meet the needs of each student, based on disability, and need.
- Maintain cooperative working relationships with those contacted in the performance of required duties.
- Support Special Project Coordinator.
- Workshop development, administration of workshops, student support.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

Board Approved 08/09/2022 03012024 Pending Approval

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UPDATED 01/31/2024 VERSION 1
TRANSITION ASSISTANT I

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines
- Understand the special needs and disabling conditions of handicapped students and effectively relate to these needs in a learning situation
- Use computer software required to write emails and input data
- Ability to communicate orally and in writing
- Communicate and collaborate effectively with a wide variety of personalities and situations requiring tact, judgment, and poise
- Ability to build positive rapport with adolescents and adults with IEP
- Read schedules and utilize public transportation
- Exercise professional judgment in critical situations
- Apply proper techniques of successful job coaching and fading

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; walking on campus and throughout the community; 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. With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, climb in and out of cars, vans and buses, to walk and run with students, climb well enough to go up and down stairs, to maneuver students into and out of vehicles, wheelchairs and toilets, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.~~

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 and outdoors, both on campus and in the community, coming into direct contact with students, district staff, and the public. Riding on public transportation may also be required.

**UPDATED 01/31/2024
TRANSITION ASSISTANT I**

REVIEW DATES
Cabinet Approval: <u>02/27/24</u>
CSEA Approval: <u>01/31/2024</u>
Board Approval: _____

DEFINITION:

Under direction of the SELPA Director or Designee, to provide job coaching, training, and clerical support to foster instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment.

QUALIFICATIONS:

Experience:

- Youth-related activities and training and/or assisting students with disabilities
- ~~Some~~ job coaching, job placement experience is desired

Education:

- High School Diploma or equivalent; Courses in psychology, sociology, recreation, or related fields are preferable, but not required.
- A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act.

DISTINGUISHING CHARACTERISTICS:

- This position requires working with students, parents, school employees and local business partners with minimal supervision, which includes inside and outside of a classroom, as well as on- or off-campus with small groups of students with IEPs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the SELPA Director or Designee, incumbent will:

- Work with Case Managers to train Transition Assistants.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help students with IEP to achieve Competitive Integrated Employment ("CIE") experiences.
- Communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Perform a variety of clerical support duties including (but not limited) to typing or writing emails, applications, or inputting data onto a computer, preparing training materials for school employees, parents/guardians, or students.
- Assist students with IEPs who require support in the areas of functional academics, social, emotional, behavioral, physical and health, including implementation of a behavior goal or behavior plan, and providing reasonable assistance to students who need help with toileting (including diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job sites and training sites.
- Promote Workability 1 program to local business employers.
- Prepare employers for student characteristics, employment expectations and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.
- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provide job coaching techniques.
- Provide destination training; arrange transportation for students to and from work sites.
- Assist with specialized/extended vocational evaluation/assessment as needed.

Board Approved 06/09/2022, Updated 01/31/2024, 03/21/2024 Pending Board Approval

Attachment B

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 TRANSITION ASSISTANT I

- Identify work placements that will meet the particular needs of students with IEPs.
- Maintain cooperative working relationships with work placement personnel.
- Understand the special needs and disabling conditions of students with IEPs and effectively relate to these needs in a learning situation.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Applicable laws, codes, regulations, standards, policies, and procedures related to support of students transitioning from school to work, independent living, and postsecondary education or training.
- Develop and implement workshops that offer students with IEPs the opportunity to complete their secondary education while also obtaining marketable job skills.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help the student with IEP to achieve competitive integrated employment (CIE) experiences.
- Document, monitor and maintain student contacts with paid and unpaid-job placements.
- Demonstrate the ability to communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Prepare training materials for school employees, parents/guardians, or students.
- Assist special education students who require some support in the areas of functional academics, social, emotional, behavioral, physical and health. This may include implementing a behavior goal or behavior plan; this may include providing some reasonable assistance to students who may need some help with toileting (include diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job and training sites.
- Market Workability 1 program to local businesses and employers.
- Prepare employers for student characteristics, employment expectations, and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.
- Maintain ongoing student and employer contacts and records.
- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provides destination training; arranges transportation for students to and from work sites.
- Assists with specialized/extended vocational evaluation/assessment as needed.
- Identify work placements that will meet the needs of each student, based on disability, and need.
- Maintain cooperative working relationships with those contacted in the performance of required duties.
- Support Special Project Coordinator.
- Workshop development, administration of workshops, student support.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

ABILITIES AND SKILLS:

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines
- Understand the special needs and disabling conditions of handicapped students and effectively relate to these needs in a learning situation
- Use computer software required to write emails and input data
- Ability to communicate orally and in writing

Board Approved 06/09/2022; Updated 01/31/2024; 03/21/2024 Pending Board Approval

Attachment B

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 TRANSITION ASSISTANT I

- Communicate and collaborate effectively with a wide variety of personalities and situations requiring tact, judgment, and poise
- Ability to build positive rapport with adolescents and adults with IEP
- Read schedules and utilize public transportation
- Exercise professional judgment in critical situations
- Apply proper techniques of successful job coaching and fading

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

With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, climb in and out of cars, vans and buses, to walk and run with students, climb well enough to go up and down stairs, to maneuver students into and out of vehicles, wheelchairs and toilets, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

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 and outdoors, both on campus and in the community, coming into direct contact with students, district staff, and the public. Riding on public transportation may also be required.

Board Approved 06/09/2022; Updated 01/31/2024; 03/21/2024 Pending Board Approval

Attachment C

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 VERSION 1 TRANSITION ASSISTANT II

REVIEW DATES:

Cabinet Approval: 02/27/2024

CSEA Approval: 01/31/2024

Board Approval:

Header

POSITION:

Under direction of the SELPA Director or Designee, to provide job coaching, training, and clerical support to foster instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment.

QUALIFICATIONS:

Experience: Youth-related activities and training and/or assisting students with disability; job coaching, job placement

Education: Equivalent to high school diploma; two-year college degree desirable

- High School Diploma or equivalent. Courses in psychology, sociology, recreation, or related fields are preferable, but not required.
- A 2-year degree, 45 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act.

REQUIREMENTS:

Must pass the Instructional Assistant Proficiency Test

DISTINGUISHING CHARACTERISTICS:

- This position requires working with students, parents, school employees and local business partners with minimal supervision, which includes inside and outside of a classroom, as well as on- or off-campus with small groups of students with IEPs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the SELPA Director or Designee, incumbent will:

- In cooperation with the Special Project Coordinator, develop and provide Workability 1 related workshops to students with IEPs.
 - Work with Case Managers to train Transition Assistants.
 - Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
 - Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help students with IEP to achieve Competitive Integrated Employment ("CIE") experiences.
 - Demonstrate the ability to document, monitor and maintain student contact and coordination of paid and unpaid-job placements.
 - Demonstrate the ability to communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
 - Perform a variety of clerical support duties including (but not limited to) typing or writing emails, applications or inputting data onto a computer, preparing training materials for school employees, parents/guardians, or students.
 - Assist students with IEPs who require support in the areas of functional academics, social, emotional, behavioral, physical and health, including implementation of a behavior goal or behavior plan, and providing reasonable assistance to students who need help with toileting (including diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job sites and training sites.

Footer

Board Approved 06/09/2022; 03/21/2024 Pending Board Approval

Attachment C

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 VERSION 1 TRANSITION ASSISTANT II

REVIEW DATES:

Cabinet Approval: 02/27/2024

CSEA Approval: 01/31/2024

Board Approval:

Header

- Promote Workability 1 program to local business employers.
- Prepare employers for student characteristics, employment expectations and job site accommodations.
- Prepare specific job task analysis and develop skill training plans
 - Maintain ongoing student and employer contacts and records
 - Provide individual training and support at the job site and monitor student progress.
 - Assist students with problem-solving and self-advocacy.
 - Provide job coaching techniques
 - Provide destination training; arrange transportation for students to and from work sites.
 - Assist with specialized/extended vocational evaluation/assessment as needed
 - Identify work placements that will meet the particular needs of students with IEPs.
 - Maintain cooperative working relationships with work placement personnel.
 - Understand the special needs and disabling conditions of students with IEPs and effectively relate to these needs in a learning situation.
 - Workshop planning in cooperation with Special Project Coordinator, administration of workshops, student support.
 - Attend monthly regional Workability 1 related meetings as needed.
 - Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Applicable laws, codes, regulations, standards, policies, and procedures
- Appropriate social and vocational needs of adolescents/adults with exceptional needs; correct English usage, spelling, grammar, and punctuation; basic math operations; first aid practices; positive public relations practices; appropriate student work behaviors and job keeping skills
- Record-keeping techniques and communication (via phone, in-person, email) techniques and etiquette

ABILITIES AND SKILLS:

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines
- Written and verbal communication skills
- Communicate and collaborate effectively with a wide variety of personalities and situations requiring tact judgment, stability, and poise
- Positive rapport with adolescents and adults with IEPs
- Read schedules and utilize public transportation
- Apply proper techniques of successful job coaching and fading

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, comprehend, write, or to understand or follow configurations for extended periods of time; see and read with or without visual aids; hear and understand spoken and other printed matter; computer screens and printers; hear and understand speech at normal volume levels; and hear and understand speech on the telephone; speak in a understandable manner; understand and clearly at normal conversations

to push without the use of aids, ability to lift up to 50 pounds, with and without tools with minimum assistance; lift and

Footer

Board Approved 08/09/2022, 03/21/2024 Pending Board Approval

Attachment C

Folsom Cordova Unified School District

Position Classification: Classified

**UPDATED 01/31/2024 VERSION 1
TRANSITION ASSISTANT II**

REVIEW DATES:

Cabinet Approval: 02/27/2024

CSEA Approval: 01/31/2024

Board Approval: 01/31/2024

Header

Ability to demonstrate gross motor activities, climb in and out of vehicles, walk, kneel to pick up and down stairs, to manipulate objects, and to lift and carry objects, push or pull cart, sufficient hearing to hear normal and telephonic conversations with or without aid, ability to speak in an understandable voice with sufficient volume to be heard in a noisy environment, and sufficient ability to write and use telephone and other business/office machines

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, at school, at job sites on- and off-campus.
- Employees will come in direct contact with district staff, students, and the public.

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Board Approved 06/09/2022; 03/21/2024 Pending Board Approval

Attachment C

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024
TRANSITION ASSISTANT II

REVIEW DATES:

Cabinet Approval: 02/27/2024

CSEA Approval: 01/31/2024

Board Approval:

DEFINITION:

Under direction of the SELPA Director or Designee, to provide job coaching, training, and clerical support to foster instruction and experiences that reinforce core curriculum concepts and skills leading to gainful employment.

QUALIFICATIONS:

Experience: Youth-related activities and training and/or assisting students with disability; job coaching, job placement

Education:

- High School Diploma or equivalent; Courses in psychology, sociology, recreation, or related fields are preferable, but not required.
- A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act.

DISTINGUISHING CHARACTERISTICS:

- This position requires working with students, parents, school employees and local business partners with minimal supervision, which includes inside and outside of a classroom, as well as on- or off-campus with small groups of students with IEPs.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of the SELPA Director or Designee, incumbent will:

- In cooperation with the Special Project Coordinator, develop and provide Workability 1 related workshops to students with IEPs.
- Work with Case Managers to train Transition Assistants.
- Provide pre-employment skills training (through job coaching), vocational training, employment placement and follow-up for high school students with IEPs who are making the transition from school to work, independent living, and postsecondary education or training.
- Assist the Special Project Coordinator or Case Manager with Work-Based Learning activities that involve actual work-site learning experiences or connect classroom learning to work and help students with IEP to achieve Competitive Integrated Employment ("CIE") experiences.
- Demonstrate the ability to document, monitor and maintain student contact and coordination of paid and unpaid job placements.
- Demonstrate the ability to communicate and collaborate efficiently and effectively with school personnel, students, parents/guardians, and community business partners as it relates to pre-employment and vocational training.
- Perform a variety of clerical support duties including (but not limited) to typing or writing emails, applications or inputting data onto a computer, preparing training materials for school employees, parents/guardians or students
- Assist students with IEPs who require support in the areas of functional academics, social, emotional, behavioral, physical and health, including implementation of a behavior goal or behavior plan, and providing reasonable assistance to students who need help with toileting (including diapering) or transferring to/from wheelchair, gait trainer/walker, or lift.
- Develop job sites and training sites.
- Promote Workability 1 program to local business employers.
- Prepare employers for student characteristics, employment expectations and job site accommodations.
- Prepare specific job task analysis and develop skill training plans.
- Maintain ongoing student and employer contacts and records.
- Provide individual training and support at the job site and monitor student progress.
- Assist students with problem-solving and self-advocacy.
- Provide job coaching techniques.
- Provide destination training; arrange transportation for students to and from work sites.
- Assist with specialized/extended vocational evaluation/assessment as needed.
- Identify work placements that will meet the particular needs of students with IEPs.
- Maintain cooperative working relationships with work placement personnel.
- Understand the special needs and disabling conditions of students with IEPs and effectively relate to these needs in a learning situation.

Board Approved 06/09/2022, Updated 01/31/2024, 03/21/2024 Pending Board Approval

Attachment C

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/31/2024 TRANSITION ASSISTANT II

- Workshop planning in cooperation with Special Project Coordinator, administration of workshops, student support.
- Attend monthly regional Workability 1 related meetings as needed.
- Other related duties may be assigned consistent with the knowledge, skills and abilities required for the job.

KNOWLEDGE:

- Applicable laws, codes, regulations, standards, policies, and procedures
- Appropriate social and vocational needs of adolescents/adults with exceptional needs; correct English usage, spelling, grammar, and punctuation; basic math operations; first aid practices; positive public relations practices; appropriate student work behaviors and job keeping skills
- Record-keeping techniques and communication (via phone, in-person, email) techniques and etiquette

ABILITIES AND SKILLS:

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines
- Written and verbal communication skills
- Communicate and collaborate effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise
- Positive rapport with adolescents and adults with IEPs
- Read schedules and utilize public transportation
- Apply proper techniques of successful job coaching and fading

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

With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, climb in and out of cars, vans and buses, to walk and run with students, climb well enough to go up and down stairs, to maneuver students into and out of vehicles, wheelchairs and toilets, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

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, at school, at job sites on- and off-campus.
- Employees will come in direct contact with district staff, students, and the public.

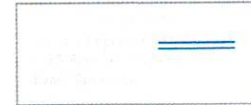
Board Approved 06/09/2022; Updated 01/31/2024; 03/21/2024 Pending Board Approval

Attachment D

Folsom Cordova Unified School District

Position Classification: Classified

UPDATED 01/17/2019 VERSION 1
CAMPUS MONITOR



DEFINITION:

Under supervision of a secondary school administrator, will help maintain a safe and orderly environment by monitoring the school campus and other adjacent areas as may be assigned; to report unauthorized activities to appropriate supervisory personnel.

QUALIFICATIONS:

- Experience:** Experience in youth related activities desirable.
Education: Equivalent to completion of the twelfth grade.

DISTINGUISHING CHARACTERISTICS:

- Positions in this class are established only at the secondary school level. Ensure the safety and welfare of students during non-classroom activities; minimizing the frequency and or severity of harmful incidents; communicating observations and/or incidents that have a potential impact on the general well-being of students, school personnel and/or visitors; and assuring student compliance with school and District rules and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of a secondary school administrator, incumbent will:

- Supervise students in halls, quad areas, bus stops, parking lots and other non-classroom areas as assigned.
- Patrol hallways, restrooms and other areas where students gather.
- Tactfully and diplomatically deal with potential misconduct or misconduct by students.
- Report unauthorized activities to appropriate authority using handheld radio device.
- Provide information to school visitors and direct them to proper office.
- May perform related clerical duties in school offices and other related duties as required.
- Assist administrators as a witness during student searches.
- Escort students to and from designated areas.
- Learn and implement strategies to intervene and deescalate confrontations between students.
- Learn and implement Positive Behavioral Interventions and Support (P.B.I.S.) and restorative practices.

KNOWLEDGE:

- Established school policies and procedures.

ABILITIES AND SKILLS:

- Learn and enforce school rules in areas of responsibility.
- Maintain positive relationship with adolescents; deal tactfully and effectively with adolescents and adults.
- Work independently and make decisions within the framework of established guidelines.
- Maintain related records and relevant reports.
- Write well and communicate with clarity.
- Wear reflective safety vests to ensure visibility of students, school personnel, and/or visitors.

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:

Approved: 01/17/2019 11/23/2024 Revised Rec'd Approval

Attachment D

Folsom Cordova Unified School District

Position Classification: Classified Range 3.1

UPDATED 01/17/2024 VERSION 1

CAMPUS MONITOR

• 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 outdoors and indoors in a standard office environment and come in direct contact with district staff and the public.

Review Status
Contract Approved _____
Board Approved _____
Board Approval

Approved: 01/17/2019 | 03/21/2024 Pending Board Approval

UPDATED 01/31/2024
 CAMPUS MONITOR

Review Dates
Cabinet Approved: 02/27/2024
CSEA Approved: 01/31/2024
Board Approved: _____

DEFINITION:

Under supervision of a secondary school administrator, will help maintain a safe and orderly environment by monitoring the school campus and other adjacent areas as may be assigned, to report unauthorized activities to appropriate supervisory personnel.

QUALIFICATIONS:

- Experience: Experience in youth related activities desirable.
- Education: Equivalent to completion of the twelfth grade.

DISTINGUISHING CHARACTERISTICS:

Positions in this class are established only at the secondary school level. Ensure the safety and welfare of students during non-classroom activities; minimizing the frequency and or severity of harmful incidents; communicating observations and/or incidents that have a potential impact on the general well-being of students, school personnel and/or visitors; and assuring student compliance with school and District rules and procedures.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the direction of a secondary school administrator, incumbent will:

- Supervise students in halls, quad areas, bus stops, parking lots and other non-classroom areas as assigned
- Patrol hallways, restrooms, and other areas where students gather.
- Tactfully and diplomatically deal with potential misconduct or misconduct by students.
- Report unauthorized activities to appropriate authority using handheld radio device
- Provide information to school visitors and direct them to proper office.
- May perform related clerical duties in school offices and other related duties as required
- Assist administrators as a witness during student searches.
- Escort students to and from designated areas.
- Learn and implement strategies to intervene and deescalate confrontations between students.
- Learn and implement Positive Behavioral Interventions and Support (P.B.I.S.) and restorative practices.

KNOWLEDGE:

- Established school policies and procedures.

ABILITIES AND SKILLS:

- Learn and enforce school rules in areas of responsibility
- Maintain positive relationship with adolescents; deal tactfully and effectively with adolescents and adults.
- Work independently and make decisions within the framework of established guidelines.
- Maintain related records and relevant reports.
- Write well and communicate with clarity.
- Wear reflective safety vests to ensure visibility of students, school personnel, and/or visitors.

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 outdoors and indoors in a standard office environment and come in direct contact with district staff and the public.

Approved: 01/17/2019, Updated CSEA Approved 01/31/2024, 03/21/2024 Pending Board Approval

Attachment E

Folsom Cordova Unified School District

~~Classified~~ Classified

NEW -UPDATED FROM BEHAVIOR SUPPORT ASSISTANT- SPECIAL EDUCATION BEHAVIOR SUPPORT ASSISTANT - GENERAL EDUCATION

REVIEW DATES

Cabinet Approved: 02/27/2024

CSEA Approved: 01/31/2024

Board Approved

BEHAVIOR SUPPORT ASSISTANT - GENERAL EDUCATION - SEVERELY HANDICAPPED

DEFINITION:

The ~~special educational~~ behavior instructional support assistant assists the teacher or behavior ~~analyst or~~ specialist in improving the behavior, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks which, in the judgment of the teacher or behaviorist may be performed by a non-credentialed employee. The work need not be performed in the presence of the teacher/behaviorist, but the teacher/behaviorist retains responsibility for instruction and supervision.

QUALIFICATIONS:

~~Experience: In the care of children with emotional disturbances.~~

~~Education: Equivalent to High school diploma/graduation. Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired. Courses and/or in-service in psychology, behavior modification, and other related fields desirable. A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act. Courses and/or in-service in psychology, behavior modification, and other related fields desirable.~~

~~Training: Must complete First Aid/CPR Certificate, Pro-Act Training within 6 months of hire. Willingness to complete such training courses, in-service, or otherwise, as may be required within 6 months of hire. Training in crisis intervention applied behavior analysis (ABA), pivotal response training, discrete trial training, positive behavior supports, behavior data collection, ~~Floortime~~ Floor time Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable. Must complete Pro-Act Training within 6 months of hire.~~

DISTINGUISHING CHARACTERISTICS:

~~Positions are less than 8 hours. These positions are authorized only in connection with established special education classes which are labeled SED or SH and where students have autism and/or behavioral difficulties, physical impairments, language impairments, or learning disabilities. (Note: These positions are also authorized for students with autism who are fully included in regular education classes.) The incumbent assists general education programs for children in grades ranging from TK – 6th either in small groups or one-on-one. Assistants may spend a substantial portion of their time providing intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors, associated with ASD or ED. Many of the students may have difficulties processing, difficulties, conduct problems, and aggressive behaviors (verbal and physical). Assistants must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision.~~

ESSENTIAL DUTIES AND RESPONSIBILITIES/FUNCTIONS:

Under the supervision of the teacher or behavior ~~analyst~~ specialist the behavior instructional support assistant:

- Provides direct instruction to students.
- Implements positive behavior supports.
- Collects and reports on data to teachers and behaviorists.
- Assists individuals or small groups with assignments.
- Prepares and modify instructional materials as indicated by staff.
- Participates in classroom discipline and behavior management programs.
- Assists with a variety of record keeping activities, such as attendance, lunch count, daily charts, data collection/recording student behavior, and other records as needed or required.
- Assists teacher with crisis intervention and physical restraints (as needed).
- Participates in crisis management and physical intervention training provided by the District.
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Models appropriate social interaction with students and peers.

8/21/2024 Positive Board Approval

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- Assists in contacting outside agencies.
- Assists with toileting and diapering as needed.
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation.

QUALIFICATIONS

- ~~Training in autism spectrum disorder and/or applied behavior analysis.~~
- ~~Training in discrete trial training, positive behavior supports, behavior data collection.~~
- ~~Successful completion of the District Instructional Assistant Proficiency Test.~~
- ~~Prefer experience in the care of children with autism, physical and/or learning disabilities and/or emotional disturbances.~~
- ~~Must obtain and maintain First Aid/CPR Certificate.~~
- ~~Willingness to complete training and use non-violent behavior intervention, emergency interventions and physical restraint techniques.~~
- ~~Willingness to be trained in District supported interventions including applied behavior analysis (ABA), pivotal response training, discrete trial training, floortime, visual communication systems and/or Picture Exchange Communication System (PECS).~~

Knowledge and Abilities: KNOWLEDGE AND ABILITIES:

- Knowledge and awareness of ~~children with ASD, ED, LD~~, at-risk children, and developmental differences in children.
- Ability to remain calm in stressful situations.
- Ability to follow a schedule that may change, in part, hour to hour and day to day.
- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.

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: ~~With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, to maneuver students into and out of vehicles, to walk and run with students, climb well enough to go up and down stairs, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.~~

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.~~

Training, Education, and Experience:

~~High school diploma. Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired. Courses and/or in-service in psychology, behavior modification, and other related fields desirable. Training in crisis intervention, applied behavior analysis (ABA), pivotal response training, discrete trial training, Floortime Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable. Must complete Pro-Act Training within 6 months of hire.~~

OTHER CHARACTERISTICS

~~Assist in autism and ED programs with children in grades ranging from TK—5th either in small groups or individually. Many of the children also have learning disabilities; processing difficulties; conduct~~

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~~problems, and aggressive behaviors (verbal and physical). Assistant must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision. Ability to lift up to 50 pounds and physically restrain and control a student up to 150 pounds with assistance.~~

~~Work Schedule and Calendar: Range 17, 9.5 months, Classified Board Approved:
11.1.07~~

NEW- UPDATED FROM BEHAVIOR SUPPORT ASSISTANT- SPECIAL EDUCATION
BEHAVIOR SUPPORT ASSISTANT - GENERAL EDUCATION

REVIEW DATES
Cabinet Approved: <u>02/27/2024</u>
CSEA Approved: <u>01/31/2024</u>
Board Approved: _____

DEFINITION:

The Behavior Support Assistant assists the teacher or behavior specialist in improving the behavior, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks which, in the judgment of the teacher or behaviorist may be performed by a non-credentialed employee. The work need not be performed in the presence of the teacher/behaviorist, but the teacher/behaviorist retains responsibility for instruction and supervision.

QUALIFICATIONS:

Experience: In the care of children with emotional disturbances.

Education: Equivalent to High school graduation. A.A. degree, 48 units beyond the high school diploma, or successful completion of the District or County Instructional Assistant Proficiency Test in reading, math, and writing per the federal No Child Left Behind Act. Courses and/or in-service in psychology, behavior modification, and other related fields desirable.

Training: Must complete First Aid/CPR Certificate, Pro-Act Training within 6 months of hire.

Willingness to complete such training courses, in-service, or otherwise, as may be required within 6 months of hire. Training in crisis intervention applied behavior analysis (ABA), pivotal response training, discrete trial training, positive behavior supports, behavior data collection. Floor time

Assessment, visual communication systems and/or Picture Exchange Communication System (PECS) highly desirable...

DISTINGUISHING CHARACTERISTICS:

The incumbent assists general education programs for children in grades ranging from TK – 6th either in small groups or one-on-one. Spends a substantial portion of their time providing intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors. Many of the students may have difficulties processing, conduct problems, and aggressive behaviors (verbal and physical). Assistants must be prepared to manage whole class in crisis situations. Assist with students who require constant supervision.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Under the supervision of the teacher or behavior specialist the behavior support assistant:

- Provides direct instruction to students.
- Implements positive behavior supports.
- Collects and reports on data to teachers and behaviorists.
- Assists individuals or small groups with assignments.
- Prepares and modify instructional materials as indicated by staff.
- Participates in classroom discipline and behavior management programs.
- Assists with a variety of record keeping activities, such as attendance, lunch count, daily charts, data collection/recording student behavior, and other records as needed or required.
- Assists teacher with crisis intervention and physical restraints (as needed).
- Participates in crisis management and physical intervention training provided by the District.
- Supervises students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Model appropriate social interaction with students and peers.
- Assists in contacting outside agencies.
- Assists with toileting and diapering as needed.
- Supervises students during assigned disciplinary actions, i.e., in-house suspension, social isolation.

New 01/24/2024; 03/21/2024 Pending Board Approval

Attachment E

Folsom Cordova Unified School District

Class Specification: Classified

NEW- UPDATED FROM BEHAVIOR SUPPORT ASSISTANT- SPECIAL EDUCATION BEHAVIOR SUPPORT ASSISTANT - GENERAL EDUCATION

KNOWLEDGE AND ABILITIES:

- Knowledge and awareness of at-risk children, and developmental differences in children.
- Ability to remain calm in stressful situations.
- Ability to follow a schedule that may change, in part, hour to hour and day to day.
- Ability to work effectively with a wide variety of personalities and situations requiring tact, judgment, stability, and poise.

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: With or without the use of aids, ability to lift up to 50 pounds, sufficient strength to lift non-ambulatory students, lift and move adaptive equipment, and physically restrain and control a student up to 200 pounds with assistance, sufficient body movement and mobility to demonstrate gross motor activities, to maneuver students into and out of vehicles, to walk and run with students, climb well enough to go up and down stairs, sufficient vision to read printed material, with or without aids, sufficient hearing to hear normal and telephone conversations with or without aids, ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, manual dexterity to write and use telephone and other business/office machines.

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.

New 01/24/2024; 03/21/2024 Pending Board Approval

Attachment F



**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
CLASSIFIED COMPREHENSIVE EMPLOYEE SALARY
SCHEDULE KEY 2023-2024**

SPECIALISTS

Occupational Therapist	45
Physical Therapist	45
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	30
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
Equity Leader	27
Lead Printer II	27
Facilities Planner	25
Lead Buyer	25
Risk Management Specialist	24
Centralized Tech Support Specialist	24
Classified Assistive Technology Specialist	24
Communications Specialist	24
Community Safety Specialist	24
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 Benefit 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
Restorative Specialist	12
Translator / Interpreter (Spanish)	12
Attendance Specialist	11
Facilities Use Technician	11
Research Assistant II, Testing and Assessment	11
Instructional Media Technician	10
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	08
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-Special Education	07
Mental Health Instructional Assistant	07
Transition Assistant II	07
Instructional Assistant Braille	04
Para Educator Mod/Severe	04
Transition Assistant I	04
Computer Instructional Assistant	03
Elementary Intervention Program Assistant (K-3) (4-5)	03
Instructional Assistant-Related Services	03
Instructional Signing Assistant DOH	03
Bilingual/ESL Instructional Assistant	02
Elementary Paraprofessor (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
College and Career Clerk	07
Registrar (Alternative Education)	07
Middle School Registrar	07
Medi-Cal SMOAA/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	13
Food Service Technician	12
Food Service Clerk	09
Food Service Worker II	04
Food Service Worker I	01
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 Printer	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 (DMC)	07
Grounds Worker	07
Custodian	04

Board Approved 03/09/2023, 03/23/2023, 04/20/2023, 5/18/2023, 08/10/2023, 10/05/2023, 10/19/2023, Board Approved 12/14/2023, 03/21/2024 Pending Board Approval

Attachment F



**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT
CLASSIFIED COMPREHENSIVE EMPLOYEE SALARY
SCHEDULE KEY 2023-2024**

<u>SPECIALISTS</u>			
Occupational Therapist	45	Instructional Assistant Opportunity Class	01
Physical Therapist	45	Special Education Instructional Assistant	01
Mental Health Specialist II	42	Instructional Assistant Adolescent Parent Program	01
Student Data Analyst	41	Instructional Assistant – Preschool	01
Behavior Specialist	38	<u>ADMINISTRATIVE SERIES</u>	
Community Schools Facilitator II	38	Administrative Assistant III	12
Mental Health Specialist I	38	Administrative Assistant (Comprehensive HS/Middle School)	12
Registered Nurse	38	Administrative Assistant II	11
School Social Worker I	38	Administrative Assistant, Alternative Ed	11
Database Administrator	35	Administrative Assistant, Fiscal Services	11
Network Administrator	35	Administrative Assistant, Elementary School	10
Network Engineer	35	Administrative Assistant I	08
Applications Specialist – PowerSchool	33	<u>ACCOUNTING SERIES</u>	
Applications Specialist	33	Lead Financial Accountant	33
Theater Production Specialist II	32	Facilities Accountant	28
Systems Administrator	30	Financial Accountant	28
Community Schools Facilitator	29	Lead Budget Technician	25
Mental Health Specialist Associate	29	Payroll Accountant	18
School Social Worker Associate	29	Budget Technician	17
Data Administrator & CALPADS Specialist	28	Categorical Administrative Technician	14
Fiscal Data Analyst	28	Central ASB Technician	14
ETIS Support Specialist II	27	Adult Education Account Technician	13
Equity Leader	27	Categorical Account Technician II	12
Lead Printer II	27	Lead Account Clerk II	12
Facilities Planner	25	Facilities Account Technician	11
Lead Buyer	25	Categorical Account Technician I	10
Risk Management Specialist	24	Student Body Account Technician	09
Centralized Tech Support Specialist	24	Account Clerk II	08
Classified Assistive Technology Specialist	24	Account Clerk I	06
Communications Specialist	24	<u>COORDINATORS</u>	
Community Safety Specialist	24	Bilingual Special Project Coordinator-Spanish	15
ETIS Support Specialist I	24	Special Project Coordinator	15
Technology Equipment Repair Technician	24	Parent Coordinator	01
Workers' Compensation and Unemployment Analyst	23	<u>CLERICAL SERIES</u>	
Personnel Analyst	22	Academic and Career Advisor – Adult Education	09
Speech Language Pathologist Assistant	22	Registrar (Comprehensive HS)	09
Theater Production Specialist	22	College and Career Clerk	07
Employee Benefits Specialist	17	Registrar (Alternative Education)	07
Lead Printer	17	Middle School Registrar	07
Personnel Technician	17	Medi-Cal SMAAA/EA Clerk	05
Buyer	15	Clerk Typist III	04
Dur Process Technician	15	Clerk Typist III, District Receptionist	04
Help Desk Technician	15	Personnel Clerk II	04
Help Desk Technician-Testing and Assessment	15	Health Assistant	04
Licensed Vocational Nurse	15	Elementary School Library Media Clerk	03
Education Services Student Liaison	15	School Clerk, Elementary/Secondary	03
Special Education Applications Specialist	15	Clerk Typist II / I	02
Restorative Specialist	12	<u>FOOD SERVICE SERIES</u>	
Translator / Interpreter (Spanish)	12	Food Service Office Technician	13
Attendance Specialist	11	Food Service Technician	12
Facilities Use Technician	11	Food Service Clerk	09
Research Assistant II, Testing and Assessment	11	Food Service Worker II	04
Instructional Media Technicians	10	Food Service Worker I	01
High School Library Media Assistant	10	<u>MAINTENANCE & OPERATIONS SERIES</u>	
Purchasing Specialist	10	Carpenter/Hardware Technicians	18
Printer II	09	Equipment Repair Technician	18
Categorical Program Assistant	08	Fire Intrusion Detection Technician	18
Middle School Library Media Assistant	08	Grounds Maintenance Technician	18
Research Assistant I	07	Head Custodian III	18
Expanded Learning Team Associate	03	Maintenance Electronics Technician/Electrician	18
Preschool Associate Teacher	03	Maintenance HVAC	18
Lead Campus Monitor	03	Maintenance Mechanic II	18
Campus Monitor	01	Maintenance Painter	18
Expanded Learning Assistant	01	Plumber/Welder	18
<u>INSTRUCTIONAL ASSISTANTS</u>		Head Custodian/Trainer	16
CTE Adult Education/Welding	25	Maintenance Mechanic I	13
Lead Behavior Support Assistant	09	Warehouse Person/Maintenance Mechanic I	13
Behavior Support Assistant – General Education	07	Head Custodian II	12
Behavior Support Assistant – Special Education	07	Head Custodian I	10
Mental Health Instructional Assistant	07	Building & Grounds Utility Worker	08
Transition Assistant II	07	Lead Night Custodian	08
Instructional Assistant Briefed	04	Delivery Driver (IMC)	07
Para Educator Mod/Severe	04	Grounds Worker	07
Transition Assistant I	04	Custodian	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 Paraprofessional, (TK) (K-5)	01		

Board Approved 03/03/2023, 03/23/2021, 04/20/2021, 5/18/2021, 08/10/2021, 10/05/2023, 10/19/2023, Board Approved 12/14/2023, 03/21/2024 Pending Board Approval

Attachment G

Folsom Cordova Unified School District
Classified

_____ Class _____ Specification

UPDATED 05/17/2023 PRESCHOOL TEACHER/SITE SUPERVISOR

DEFINITION

Under the general supervision of the Coordinator of Early Childhood Education ~~Director of Preschool Education~~, the State/ASA-California State Preschool (CSPP) Teacher/Site Supervisor will implement the educational program for students in her/his pre-k classroom. The primary function of the teacher (as written in the State Preschool Guidelines) is to conduct an educational program for preschool students to encourage and support intellectual, social, emotional, and physical development, of the preschool child. The secondary function is to instruct parents in more effective parenting skills.

QUALIFICATIONS

Education: A degree in Child Development/Early Childhood Education is desirable.

Experience: A minimum of (2) years' experience in a Compensatory Preschool class as well as instructional experience in other educational programs for young children and parents desirable.

License(s) and Certification(s):

Must obtain and maintain First Aid/CPR Certificate.

Valid California Driver's License.

Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired.

TEACHER QUALIFICATIONS

A permit issued by the Commission on Teacher Credentialing authorizing service in the care, development and instruction of children in a childcare and development program. This can be either of the following permits:

- Child development master teacher permit
- Child development teacher permit
- Child development associate teacher permit

SITE SUPERVISOR QUALIFICATIONS

Credential(s)

Possession of a valid permit issued by the Commission on Teacher Credentialing authorizing supervision of a childcare and development program operating in a single site. This can be either of the following permits:

- Child Development Site Supervisor Permit
- Children's Center Supervision Permit.

DISTINGUISHING ED CHARACTERISTICS

The State/ASA-CSPP Preschool Teacher/Site Supervisor is responsible to the Director-Coordinator of Early Childhood Education of Preschool Education. In the absence of the Preschool Director of Preschool/Coordinator of Early Childhood Education, the preschool teacher will report to the Director of K-12 Instruction.

TYPICAL ESSENTIAL DUTIES

- Provides learning experiences in compliance with school district rules and regulations in language arts, physical education, art, music, health, and other subject matter suited to the needs of pupils from economically disadvantaged homes, utilizing proposed goals and objectives of State Preschool Guidelines Foundations and Frameworks as a resource base.
- Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical, and emotional maturities.
- Develops in each pupil an awareness of his worth as an individual and his role in his family and community. Encourages pupils to express themselves creatively in art, music, and dramatic play.
- Provides individual and small group instruction and plans lessons which are designed to meet individual needs of pupils in communication skills, health habits, physical skills, alignment with the their development assessment and the social emotional development of the child, satisfactory self-concepts.

Approved: 10/21/2021, Revised: 8/21/2023, 10/27/2023, 11/21/2024 Funding Board Approval

Attachment G

- May work with community behaviorist to assist with positive classroom climate, and development of social emotional professionals and skills, county welfare department in encouraging individual pupils to attend classes.
- Monitors family enrollment to ensure reporting procedures for attendance and fiscal information is accurate. May work with social worker to help encourage regular school attendance.
- Enriches educational program through study trips to community resources such as museums, parks, etc. and through classroom visits by resource persons from the school and community. Shares and interprets these experiences with pupils and parents
- Plans and coordinates the work of associate teachers, aides, assistants, parents, and volunteers in the classroom and on field trips in order to obtain the maximum benefit from their efforts.
- Develops activities for parents which promote parent participation and involvement in education activities provided for their children, as noted in State Preschool Guidelines.
- Provide information to parents concerning their children's development, abilities, and areas of concern; explains procedures and classroom activities as requested.
- Establish and maintain effective communications with parents, care givers, school staff and community. Communicates regularly with parents by means of parent meetings, home visits, and individual parent conferences. Interprets school program to parents in order to strengthen parental understanding of the individual pupil's needs and the school's role in the individual pupil's life.
- Complies with proposed goals and program objectives.
- Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitude, and learning problems.
- Cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Creates an effective environment for learning through functional and attractive displays, interest centers, and exhibits of pupil's work.
- Ensures preschool rooms and play areas are maintained in a clean, orderly and safe condition and complies with Community Care Licensing Title 22 Guidelines
- Administers Desired Results Developmental Profile (DRDP) assessment twice each year and communicates results to parents through Parent Conferences.
- Maintains professional competence through in-service education activities provided by the district and/or self-selected professional growth activities.
- Selects and requisitions books, instructional aids, and instructional supplies.
- Participates in curriculum and other developmental programs as required.
- Participates in staff committees.

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.

Approved: 1/27/19, Revised: 8/31/27, 5/7/29, 10/21/2024 Pending Board Approval

Attachment G

Folsom Cordova Unified School District

Class Specification: Classified

Updated 05/17/2023

Preschool Teacher/Site Supervisor

DEFINITION

Under the general supervision of the Coordinator of Early Childhood Education, the California State Preschool (CSPP) teacher/Site Supervisor will implement the educational program for students in her/his pre-k classroom. The primary function of the teacher (as written in the State Preschool Guidelines) is to conduct an educational program for preschool students to encourage and support intellectual, social, emotional, and physical development, of the preschool child. The secondary function is to instruct parents in more effective parenting skills.

QUALIFICATIONS

Education: A degree in Child Development/Early Childhood Education is desirable.

Experience: A minimum of (2) years' experience in a Compensatory Preschool class as well as instructional experience in other educational programs for young children and parents desirable.

License(s)/Certification(s):

Must obtain and maintain First Aid/CPR Certificate.

Valid California Driver's License

Willingness to complete such training courses, in-service, or otherwise, as may be required after being hired.

TEACHER QUALIFICATIONS

A permit issued by the Commission on Teacher Credentialing authorizing service in the care, development and instruction of children in a childcare and development program. This can be either of the following permits:

- Child development master teacher permit child development teacher permit
- Child development associate teacher permit

SITE SUPERVISOR QUALIFICATIONS

Credential(s)

Possession of a valid permit issued by the Commission on Teacher Credentialing authorizing supervision of a childcare and development program operating in a single site. This can be either of the following permits:

- Child Development Site Supervisor Permit
- Children's Center Supervision Permit

DISTINGUISHING CHARACTERISTICS

The CSPP Preschool Teacher/Site Supervisor is responsible to the Coordinator of Early Childhood Education. In the absence of the Coordinator of Early Childhood Education, the preschool teacher will report to the Director of K-12 Instruction.

ESSENTIAL DUTIES

- Provides learning experiences in compliance with school district rules and regulations in language arts, physical education, art, music, health, and other subject matter suited to the needs of pupils from economically disadvantaged homes, utilizing proposed goals and objectives of State Preschool Guidelines Foundations and Frameworks as a resource base.
- Develops and uses instructional materials suitable for verbal or visual instruction of pupils with wide range of mental, physical, and emotional maturities.
- Develops in each pupil an awareness of his worth as an individual and his role in his family and community. Encourages pupils to express themselves creatively in art, music, and dramatic play.
- Provides individual and small group instruction and plans lessons which are designed to meet individual needs of pupils in alignment with the their development assessment and the social emotional development of the child.
- May work with behaviorist to assist with positive classroom climate, and development of social emotional skills.

Approved: 3/8/19, Revised: 8/21/97, 5/7/09, 03/21/2024 Pending Board Approval

Attachment G

Palomares Unified School District

Class Specification: Classified

Updated 05/17/2023

Preschool Teacher/Site Supervisor

- Monitors family enrollment to ensure reporting procedures for attendance and fiscal information is accurate. May work with social worker to help encourage regular school attendance.
- Enriches educational program through classroom visits by resource persons from the school and community. Shares and interprets these experiences with pupils and parents.
- Plans and coordinates the work of associate teachers, aides, assistants, parents, and volunteers in the classroom and on field trips in order to obtain the maximum benefit from their efforts.
- Develops activities for parents which promote parent participation and involvement in education activities provided for their children, as noted in State Preschool Guidelines.
- Provide information to parents concerning their children's development, abilities, and areas of concern; explains procedures and classroom activities as requested.
- Establish and maintain effective communications with parents, care givers, school staff and community. Communicates regularly with parents by means of parent meetings, and individual parent conferences. Interprets school program to parents in order to strengthen parental understanding of the individual pupil's needs and the school's role in the individual pupil's life.
- Complies with proposed goals and program objectives.
- Provides appropriate climate to establish and reinforce acceptable pupil behavior, attitude, and learning problems.
- Cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Creates an effective environment for learning through functional and attractive displays, interest centers, and exhibits of pupil's work.
- Ensures preschool rooms and play areas are maintained in a clean, orderly and safe condition and complies with Community Care Licensing Title 22 Guidelines
- Administers Desired Results Developmental Profile (DRDP) assessment twice each year and communicates results to parents through Parent Conferences.
- Maintains professional competence through in-service education activities provided by the district and/or self-selected professional growth activities.
- Selects and requisitions books, instructional aids, and instructional supplies.
- Participates in curriculum and other developmental programs as required.
- Participates in staff committees.

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.

Approved: 3/6/23, Revised: 5/21/23, 5/20/23, 05/21/2024 Funding Board Approved