

MEMORANDUM OF UNDERSTANDING

between the


FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

and

CSEA Chapter #528

The District currently maintains a six (6) hour per day Food Service Worker II assignment, PCN 215598 at Folsom High School and one (5) hour per day Food Service Worker II assignment, PCN 207631 at Folsom Middle School. Both positions are vacant. The District is eliminating both these positions.

The current needs of the District require that one eight (8) FSW II be created. In addition, it is being requested that Cabinet create two, three (3) hour Food Service Worker 1 positions to fill other District needs. The parties agree that there are no impacts and effects of this elimination. This shall and finally resolve all bargaining related to the elimination of this position. This is a one-time agreement, and is not precedent setting.


District Representative


CSEA Representative

8/16/17
Date

8/16/17
Date


Labor Relations Representative

8/14/17
Date

MEMORANDUM OF UNDERSTANDING

between the

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

and


CSEA Chapter #528

The District proposed to update the job description for Buyer. The parties entered into and completed negotiations related to this update.

As a result of the negotiations, the parties agree:

1. The District may implement the new job description for Buyer. The job description is attached as Attachment A.
2. This shall and finally resolve all bargaining related to the updated job description.

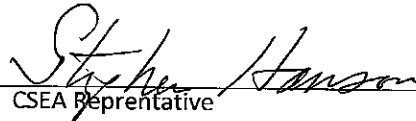
This is a one-time agreement, and is not precedent setting.



FCUSD Representative

Date

8/16/17



CSEA Representative

Date

8/16/17



CSEA Representative

Date:

8/16/17

Buyer

DEFINITION:

Under general direction, purchase materials, supplies, equipment, and services in accordance with established policies and procedures; review and process requisitions and purchase orders; perform specialized clerical work; coordinate ordering and follow-up activities to assure efficient and prompt buying and receipt of goods; perform related work as required.

QUALIFICATIONS:

Knowledge of:

- Purchasing policies, practices and terminology
- Applicable laws, rules and regulations related to the school district purchasing operation
- Technical aspects of researching, comparing, and purchasing supplies, materials and equipment
- Inventory methods and procedures
- Record keeping techniques
- Operation of a computer and related software
- Interpersonal skills using tact, patience and courtesy
- Oral and written communication skills
- Modern office practices, procedures and equipment use

Ability to:

- Perform a variety of duties related to the purchasing of supplies, equipment and services for the District
- Learn, interpret, apply and explain rules, regulations, laws, policies and procedures
- Make sound decisions necessary in the function of the position
- Prepare and maintain a variety of records and files
- Communicate with vendors regarding problems and discrepancies pertaining to orders
- Establish and maintain cooperative and effective working relationships
- Plan, prioritize, and organize work to meet schedules and timelines
- Learn and maintain proficiency on computers and related equipment and software
- Prepare bid specification documents
- Communicate effectively both orally and in writing
- Understand and carry out oral and written directions

Experience and Education

- Any combination equivalent to graduation from high school supplemented by college-level course work in business, purchasing or related field
- Two (2) years in public school district purchasing preferred

DISTINGUISHING CHARACTERISTICS:

This position is responsible for the complete purchasing cycle for a wide variety of supplies, materials, and equipment. It involves numerous contacts with outside agencies and school administrators requiring a high degree of competence in the technical, ethical, and legal aspects of public procurement.

ESSENTIAL FUNCTIONS:

- Purchase materials, supplies, equipment and services for use by the District according to established District procedures; assure the smooth and timely delivery of goods and services to schools and departments.
- Process requisitions to create purchase orders and other records; review purchase requisitions for accuracy and legal compliance of vendors; utilize assigned software applications.

- Research and evaluate alternative sources of supply; obtain written or verbal quotations from vendors and discuss availability and delivery timelines; secure prices, estimated and/or actual, of items for the district.
- Recommend the purchase of materials, supplies, services, and equipment with due consideration given to quality, price, and delivery.
- Assist schools and departments in securing special items required for specific use.
- Coordinate with district staff to verify purchase order information and clarify requirements for procurement of products or services.
- Review and maintain supply contracts and agreements for compliance with all Board policies, and state & federal regulations; assist with preparation of Board agenda items.
- Assist in preparation and process of bid specifications and contracts; coordinate bid openings; prepare and evaluate requests for quotations and formal bids as assigned; assure compliance with applicable laws, codes, rules and regulations related to formal and informal bidding procedures.
- Develop and maintain bid mailing list.
- Analyze bids and quotes; recommend bid awards to Fiscal Support Manager.
- Maintain catalogs, vendor information and related source materials; develop sources of supply.
- Interview sales/vendor representatives; select vendors utilizing judgment in evaluating pertinent factors such as price, quality, item availability, delivery schedules, and vendor reliability.
- Represent the district in JPA meetings.
- Communicate with staff, vendors, and others to resolve issues, errors and discrepancies related to purchase orders, deliveries, and product quality.
- Follow up on delayed shipments; resolve incorrect deliveries and obtain replacements for damaged items as necessary.
- Prepare special and/or periodic correspondence and reports concerning purchasing functions.
- Responsible for monitoring and maintaining surplus inventory; coordinate sale and surplus of items.
- May coordinate workload within the department.
- Perform specialized clerical and technical purchasing procedures.

PHYSICAL REQUIREMENTS:

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

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

WORK ENVIRONMENT:

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

MEMORANDUM OF UNDERSTANDING

Between

California School Employees Association, American River Chapter #528

And the

Folsom Cordova Unified School District

CSEA American River Chapter #528 ("CSEA" or "the Association") and the Folsom Cordova Unified School District ("District") have met, negotiated, and agreed to the following Memorandum of Understanding for the 2017/18 year.

1. Term

- a. This MOU shall be in effect retroactively for the 2017/18 year only.
- b. During the term of this agreement, section 12.17 of the CBA between the Association and the District shall be placed in abeyance.

2. Association Leave

- a. The District shall provide the Association's negotiating team up to 240 hours of release time on an annual basis for the purpose of either negotiation preparation or related labor issues.
- b. CSEA shall provide the District with advance notice of the need for this leave. Notice shall be given as soon as reasonably possible, but no less than five (5) business days in advance.
- c. The District shall, in its discretion, determine whether to provide substitutes during such absences.
- d. CSEA and the District will work together to minimize the impact this MOU has on the educational program.
 - 1) The District reserves the right to limit the release of negotiation team members where their absence will have an articulable negative impact on the educational program.

2) The District will not unreasonably, arbitrarily, or capriciously withhold a request for release under this MOU.

Stephane Hanson
CSEA Representative

8/16/17
Date

Clyde Pomeroy
~~District Representative~~
CSEA

8/16/17
Date

David O'Connell
~~Labor Relations Representative~~
District Representative

8/16/17
Date

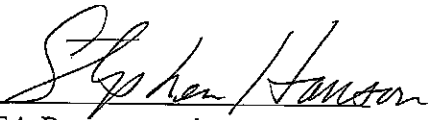
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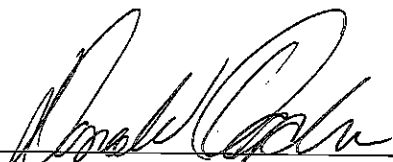
Due to an influx of needs in our school sites, the District is now in need of Bilingual Instructional Assistants in three new languages. The languages are Farsi, Dari and Pashto.

As a result of the negotiations, the parties agree:

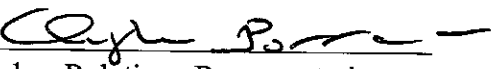
1. The District may implement the new job descriptions for Farsi BIA, Pashto BIA, and Dari BIA. The job descriptions are attached as Attachment A.
2. This shall and finally resolve all bargaining related to the updated job description. This is a one-time agreement, and is not precedent setting.


CSEA Representative

Date


District Representative

8/16/17
Date


Labor Relations Representative

8/16/17
Date

DARI BILINGUAL/ESL INSTRUCTIONAL ASSISTANT

DEFINITION

A Bilingual/ESL Instructional Assistant, under teacher supervision, is to provide assistance to the teacher or counselor in serving the educational and personal needs of bilingual students; to provide instructional assistance in teaching English as a second language to individual students or groups of students; to assist the Dari language bilingual students with other academic subjects as needed.

DISTINGUISHING CHARACTERISTICS

Positions are usually short term involving hourly working schedules on school days only. These positions are subject to special Federal or State funding. Positions in this class are distinguished from those of the Teacher Aide classes by the requirement for bilingual fluency in an appropriate language or instruction and/or experience in ESL techniques, and the ability to work effectively with limited English students.

ESSENTIAL FUNCTIONS

(Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

May provide, at the direction of the teacher, English as a second language instruction to the bilingual student and/or instruction in other academic areas as needed at various school sites.

Performs a variety of record keeping functions including student performance in English as a second language.

Keeps teacher apprised of students' academic performance.

Assists with the administering of bilingual performance language dominance test, and end of year program evaluation.

May on occasion assist student with personal health care.

Assists students with routine studies.

May on occasion help parents comply with school requirements.

Performs related duties as required.

QUALIFICATIONS

Knowledge of:

Any combination of knowledge, ability, experience, and education which demonstrates capability to perform the duties of this position; successful completion of District Instructional Assistant Proficiency Test; basic English language; basic academic skills (reading, math, spelling); games, arts and crafts and other activities suitable for children;

Ability to:

Work effectively with a wide variety of personalities and situations requiring tact, judgment and poise; work effectively with bilingual students; work harmoniously with students, faculty, school, and District.

EXPERIENCE

Experience as a leader in children's activities, or school experience, is desirable but not required.

EDUCATION

Completion of the equivalent of the twelfth grade is desirable. Primary language fluency or training and/or experience acceptable for substitution for primary language ability: 15 hours or 1 semester unit in English-as-a-second-language instruction; and 15 hours or 1 semester unit in the cultural backgrounds of the LEP (limited English speaking) students.

OR 1 semester experience (minimum of 3 hours/day) working with LEP students in an ESL situation.

PASHTO BILINGUAL/ESL INSTRUCTIONAL ASSISTANT

DEFINITION

A Bilingual/ESL Instructional Assistant, under teacher supervision, is to provide assistance to the teacher or counselor in serving the educational and personal needs of bilingual students; to provide instructional assistance in teaching English as a second language to individual students or groups of students; to assist the Pashto language bilingual students with other academic subjects as needed.

DISTINGUISHING CHARACTERISTICS

Positions are usually short term involving hourly working schedules on school days only. These positions are subject to special Federal or State funding. Positions in this class are distinguished from those of the Teacher Aide classes by the requirement for bilingual fluency in an appropriate language or instruction and/or experience in ESL techniques, and the ability to work effectively with limited English students.

ESSENTIAL FUNCTIONS

(Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

May provide, at the direction of the teacher, English as a second language instruction to the bilingual student and/or instruction in other academic areas as needed at various school sites.

Performs a variety of record keeping functions including student performance in English as a second language.

Keeps teacher apprised of students' academic performance.

Assists with the administering of bilingual performance language dominance test, and end of year program evaluation.

May on occasion assist student with personal health care.

Assists students with routine studies.

May on occasion help parents comply with school requirements.

Performs related duties as required.

QUALIFICATIONS

Knowledge of:

Any combination of knowledge, ability, experience, and education which demonstrates capability to perform the duties of this position; successful completion of District Instructional Assistant Proficiency Test; basic English language; basic academic skills (reading, math, spelling); games, arts and crafts and other activities suitable for children;

Ability to:

Work effectively with a wide variety of personalities and situations requiring tact, judgment and poise; work effectively with bilingual students; work harmoniously with students, faculty, school, and District.

EXPERIENCE

Experience as a leader in children's activities, or school experience, is desirable but not required.

EDUCATION

Completion of the equivalent of the twelfth grade is desirable. Primary language fluency or training and/or experience acceptable for substitution for primary language ability: 15 hours or 1 semester unit in English-as-a-second-language instruction; and 15 hours or 1 semester unit in the cultural backgrounds of the LEP (limited English speaking) students.

OR 1 semester experience (minimum of 3 hours/day) working with LEP students in an ESL situation.

FARSI BILINGUAL/ESL INSTRUCTIONAL ASSISTANT

DEFINITION

A Bilingual/ESL Instructional Assistant, under teacher supervision, is to provide assistance to the teacher or counselor in serving the educational and personal needs of bilingual students; to provide instructional assistance in teaching English as a second language to individual students or groups of students; to assist the Farsi language bilingual students with other academic subjects as needed.

DISTINGUISHING CHARACTERISTICS

Positions are usually short term involving hourly working schedules on school days only. These positions are subject to special Federal or State funding. Positions in this class are distinguished from those of the Teacher Aide classes by the requirement for bilingual fluency in an appropriate language or instruction and/or experience in ESL techniques, and the ability to work effectively with limited English students.

ESSENTIAL FUNCTIONS

(Any one position may not include all of the duties listed, nor do the listed examples include all tasks which may be found in positions of this class.)

May provide, at the direction of the teacher, English as a second language instruction to the bilingual student and/or instruction in other academic areas as needed at various school sites.

Performs a variety of record keeping functions including student performance in English as a second language.

Keeps teacher apprised of students' academic performance.

Assists with the administering of bilingual performance language dominance test, and end of year program evaluation.

May on occasion assist student with personal health care.

Assists students with routine studies.

May on occasion help parents comply with school requirements.

Performs related duties as required.

QUALIFICATIONS

Knowledge of:

Any combination of knowledge, ability, experience, and education which demonstrates capability to perform the duties of this position; successful completion of District Instructional Assistant Proficiency Test; basic English language; basic academic skills (reading, math, spelling); games, arts and crafts and other activities suitable for children;

Ability to:

Work effectively with a wide variety of personalities and situations requiring tact, judgment and poise; work effectively with bilingual students; work harmoniously with students, faculty, school, and District.

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OR 1 semester experience (minimum of 3 hours/day) working with LEP students in an ESL situation.