

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
WESTERN PLACER UNIFIED SCHOOL DISTRICT (“DISTRICT”)  
and  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and its  
WESTERN PLACER CHAPTER #741 (together “CSEA”)**

**Job Descriptions  
May 28, 2024**

The following reflects the full and complete agreement of the California School Employees Association and its Western Placer Chapter 741 (hereinafter “CSEA”) and the Western Placer Unified School District (hereinafter “District”; together the “Parties”) revised bargaining unit job description.


1. The Parties agree to a new classification in the CSEA bargaining unit, Behavior Support Assistant.

The Behavior Support Assistant classification shall be placed at Range 28 on the classified salary schedule. The job description for the Behavior Support Assistant classification is attached. The District agrees to reimburse employees in a Behavior Support Assistant position for the cost of annual Registered Behavior Technician training to maintain their RBT certification.


2. The Parties agree to a new classification in the CSEA bargaining unit, Paraprofessional, Specialized Physical Health Care - Bilingual.

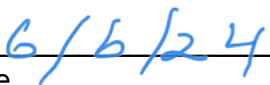
The Paraprofessional, Specialized Physical Health Care - Bilingual classification shall be placed at Range 22 on the classified salary schedule. The job description for the Paraprofessional, Specialized Physical Health Care - Bilingual classification is attached.

This MOU shall be in effect upon ratification by the Parties.

  
\_\_\_\_\_  
Cliff De Graw  
Assistant Superintendent of Personnel Services  
Western Placer Unified School District

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Jim Huck  
Chapter President  
Western Placer #741

  
\_\_\_\_\_  
Date



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Kim Howell  
Labor Relations Representative  
California School Employees Association

6/6/24

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Date

**Western Placer Unified School  
District**

POSITION DESCRIPTION

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Position Title:           **Behavior Support Assistant (BSA)**  
Department:            Special Education-Itinerant  
Reports to:             District Behavior Analyst

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**SUMMARY:**

Under the direction of the Behavior Analyst, the Behavior Support Assistant assists special education classroom instructional staff with those students who have challenging behaviors. They assist staff in the design and implementation of positive behavior support systems to decrease inappropriate undesirable behaviors that impede student access to curriculum and increase appropriate desirable behaviors that will improve student academic success.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Provides comprehensive support to assigned program personnel in the use of applied behavior analysis methodologies, such as:
  - Discrete trial training
  - Social skills development
  - Visual schedules
  - Differential reinforcement
  - Token economy
  - Prompting hierarchies
  - Behavior shaping
- Facilitates the implementation of Behavior Intervention Plans.
- Assists the Behavior Analyst with data collection pertaining to the development, implementation, and modification of Behavior Intervention Plans and other behavior support needs.
- Performs student observation at assigned school sites for the purpose of initial training and ongoing support, including follow up activities related to data collection.
- Under the direction of the Behavior Analyst, provides training to classroom staff on data collection procedures.
- Conducts fidelity monitoring under the direction of the Behavior Analyst to ensure faithful implementation of Behavior Intervention Plans and other behavior programs.
- Under the direction of the Behavior Analyst, provides training and consultation to assigned program personnel to facilitate proper development and implementation of educational plans for students with behavioral needs.
- Models use of empirically validated behavior intervention strategies in the classroom setting, and provides coaching to classroom staff on their appropriate use.
- Under the direction of the Behavior Analyst, prepares materials and/or equipment necessary for implementing individualized behavior supports and classroom management programs.
- Supports staff in developing the skills necessary to assist students in developing their behavioral skills, developing social skills, and classroom staff.
- Assists students with developing strong communication, cognitive, and behavioral skills.
- Collects progress data as assigned on frequency and duration of maladaptive behaviors and functionally equivalent replacement behaviors, develops representations of graphical data, and reviews data path progress with case manager and other relevant staff.
- Responds to emergency situations for the purpose of resolving immediate safety concerns.
- Other duties as assigned.
- Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)

**QUALIFICATION REQUIREMENTS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**EXPERIENCE:**

- Experience implementing behavioral strategies, including but not limited to, applications of reinforcement, discrete trial training, forward and backward chaining, shaping, errorless learning, and prompt fading, is preferred.
- Ability to understand, manage and relate to students who have behavioral problems, learning and physical demands.
- Experience in data gathering methodologies is preferred.
- Experience facilitating staff training/coaching and consultation with providers preferred

**EDUCATION**

- High school-level education or equivalent
- Completion of 40 hours of qualified training related to applied behavior analysis, that meets the requirement for a Registered Behavioral Technician certification

**CERTIFICATES, LICENSES, REGISTRATIONS:**

- Successful completion of a Registered Behavioral Technician competency assessment.
- Successful completion of Non-Violent Crisis Intervention Training.
- Annual completion of the Registered Behavioral Technician renewal competency assessment to maintain certification
- Must possess a valid California's driver's license issued by the State Department of Motor Vehicles.

**LANGUAGE SKILLS:**

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

**MATHEMATICAL SKILLS:**

Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

**REASONING ABILITY:**

Ability to apply knowledge of current research and theory to the instructional program; ability to ~~plan~~ and implement lessons based on division and school objectives and the needs and abilities of students to whom assigned. Ability to establish and maintain effective working relationships with students, peers, parents and community; ability to speak clear and concisely in written or oral communication.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is occasionally required to stand; walk; sit; and stoop, kneel, crouch, or crawl. Specific vision abilities required by this job include peripheral vision.

Must be able to lift up to 50 pounds and physically restrain and control a student up to 150 pounds with assistance.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate to loud. The employee is frequently required to interact with the public and other staff. The employee is directly responsible for the safety, well-being and work out-put of students.

## Western Placer Unified School District

### POSITION DESCRIPTION

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Position Title: **PARAPROFESSIONAL, SPECIALIZED PHYSICAL HEALTH CARE - BILINGUAL**  
Department: Special Education  
Reports to: Assistant Superintendent, Curriculum & Instruction

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#### **SUMMARY:**

Assists teachers and paraprofessionals providing specialized physical health care procedures to specific disabled students and performs a variety of general classroom assistant duties.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

- Implements IEP goals under the direction of the classroom teacher.
- Implements/follows teacher's instructions of classroom procedure; reinforcement, philosophy and consistency.
- Physically participates in physical activities that are part of the basic program.
- Assists with the development and maintenance of clerical and special education records.
- Assist with behavior management programs and techniques.
- Demonstrates an understanding of student problems.
- Demonstrates initiative and creativity with students and their program.
- Assists in small group pupil instruction.
- Keeps records, writes lessons on the board, and corrects student's work.
- Understand and be aware of the medical needs of students.
- Assists and instructs pupils in personal hygiene; feeding skills; toileting, tooth brushing and hand washing.
- Lifts or assists with lifting students from wheelchairs to changing tables or designated areas.
- After training and with supervision, may administer specialized health care procedures.
- Assists with maintaining classrooms and playgrounds in a neat and orderly condition.
- Sanitize classroom and equipment using approved materials.
- Operates standard school office equipment.
- Performs basic first aid/CPR and assists with student health monitoring. (The District will not hold employee liable as referenced in Govt. Code 820.2 & 825)
- Interprets for non/limited English speaking students in their home language.

#### **QUALIFICATION:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

#### **EDUCATION and/or EXPERIENCE:**

High school diploma or general education degree (GED). Must have the ability to pass the Paraeducator/Instructional Aide exam or have completed two years of study at an institute of higher education or have an Associate of Arts (AA) degree or higher.

#### **LANGUAGE SKILLS:**

Ability to read, write and comprehend simple instructions, short correspondence, and memos. Ability to effectively present information in one-on-one and small group situations to staff, parents, students and administrators.

**MATHEMATICAL SKILLS:**

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio, and percent and to draw and interpret graphs.

**REASONING ABILITY:**

Ability to apply common sense understanding to carry out detail but uninvolved written and oral instructions. Ability to deal with problems involving several concrete variables in standardized situations.

**OTHER SKILLS AND ABILITIES:**

Ability to work with emotionally impaired students. Ability to maintain composure under stressful conditions. Ability to develop effective working relationships with students, staff, and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies. Fluent in speaking in target bilingual language as demonstrated by passing district fluency test.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee is regularly required to stand, walk, sit, and talk or hear. The employee is frequently required to use hands and fingers to handle, or feel objects, tools, or controls and stoop, kneel, crouch or crawl. The employee is frequently required to bend at the trunk more than the average person. Occasionally the employee is required to lift or move up to 50 pounds such as to move students and equipment. Specific vision abilities required by this job include close vision and peripheral vision. The employee needs to be able to tell where a sound is coming from and hear in a noisy environment. The position is exposed to infection and injury at a greater risk than the average person.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate to loud. The employee is exposed to infection at a greater risk than the average person. The employee is frequently required to interact with the public and staff and is directly responsible for the safety, well-being or work output of students.