

July 27, 2023

**MEMORANDUM OF UNDERSTANDING**  
**between the**  
**FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT**  
**and**  
**CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION**  
**and it's American River Chapter #528 (Comprehensive Unit)**  
***Lead Behavior Support Assistant Job Description***

This Memorandum of Understanding ("MOU") is agreed to between the Folsom Cordova Unified School District ("District") and the California School Employees Association, and its American River Chapter #528 (Comprehensive Unit) ("CSEA"). Collectively, the District and CSEA will be referred to as "the Parties."

**I.**  
**RECITALS**

The District and CSEA are parties to a collective bargaining agreement ("CBA") which expires June 30, 2023.

1. The District maintains positions in the classification of Behavior Support Assistant (see Attachment A, Job Description of Behavior Support Assistant) at Range 7. These positions are represented by CSEA.
2. The District has determined that service to students would be more effective if some Behavior Support Assistants were replaced with Lead Behavior Support Assistants (see Attachment B, Job Description of Lead Behavior Support Assistant) at Range 9. These positions are represented by CSEA.
3. The Parties desire to resolve all pertaining obligations related to or arising out of the creation of the Lead Behavior Support Assistant classification.

**II.**  
**AGREEMENT**

The Parties agree to the following terms and conditions:

1. The preceding Recitals are incorporated in the terms and conditions as though fully set forth above.
2. Effective July 1, 2023, all positions in the classification of Behavior Support Assistant and Lead Behavior Support Assistant will be assigned a regular fixed schedule (start and end times)
3. The parties have agreed on all negotiable items of the job description for classification of Lead Behavior Support Assistants (see attached). This classification shall be placed on:
  - a. Range 9; and
  - b. The 9.5-month work calendar.

4. Incumbents in the position of Behavior Support Assistant shall have the opportunity to apply for a position in the classification of Lead Behavior Support Assistant.
  - a. Employees hired into the classification of Lead Behavior Support Assistant shall receive on-the-job training necessary to perform the duties of the position.
  - b. In the event an employee in the Behavior Support Assistant classification is offered and accepts a position in the Lead Behavior Support Assistant classification, the District shall encumber a vacancy in the Behavior Support Assistant position for the duration of that employee's probationary period in the promotional position.
    - i. Should the employee fail the probation period, they will return to the encumbered Behavior Support Assistant position. With no reduction in hours.
    - ii. Should the employee successfully complete the probationary period and obtain permanent status in the Lead Behavior Support Assistant classification, the encumbered vacant Behavior Support Assistant position shall be eliminated. The District shall provide CSEA written notice following the employee obtaining permanent status.
5. Except as provided for in Section 4(b)(ii), the District agrees that it will not eliminate additional Behavior Support Assistant positions as a direct result of implementing the Lead Behavior Support Technician.
6. The District agrees to implement the new Lead Behavior Support Assistant classification without involuntarily displacing any employee in the Behavior Support Assistant classification.
7. Nothing in this agreement prohibits the District from hiring an outside candidate.
8. This agreement shall terminate once nine (9) Behavior Support Assistants have successfully obtained permanent status in the Lead Behavior Support Assistant classification.
9. This agreement, and compliance with this agreement, shall not constitute a past practice or be deemed precedential in any manner whatsoever.

FOR THE CALIFORNIA SCHOOL  
EMPLOYEES ASSOCIATION, and its  
American River Chapter #528  
(Comprehensive Unit)

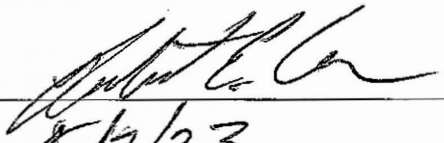
By:  \_\_\_\_\_

Date: 8/7/23

FOR THE FOLSOM CORDOVA UNIFIED  
SCHOOL DISTRICT

By:  \_\_\_\_\_

Date: 8/8/23

By:   
Date: 8/7/23

CSEA Board Ratified: 09/27/2023

FCUSD Board Approved: 08/24/2023

**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.

**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.

**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).
- 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.

**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 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). The assistant must be prepared to manage the 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.

**Board Approved: 11.1.07**

## **Attachment B**

Folsom Cordova Unified School District

Position Classification: Classified

### **LEAD BEHAVIOR SUPPORT ASSISTANT**

#### **DEFINITION:**

Under the direction of the Assistant Superintendent of Special Education, and under the supervision of the Behavior Specialist or designee, the Behavior Support Lead assists school site administration, staff and students with behavioral intervention, adaptive functioning, quality of educational opportunities, supervision of students, and instructional tasks. The Behavior Support Lead will implement and/or oversee the implementation of policies relative to the behavior management of students, procedures for developing and implementing behavior assessments and positive intervention plans.

#### **QUALIFICATIONS:**

**Education:** Equivalent to twelfth grade is required. Completion of required training courses, in-service, or otherwise, as may be assigned. Courses and/or in-service in psychology, behavior modification in Autism or like field, and other related fields desirable. Demonstrated completion of 40 hours of relative training.

**Experience:**

- Successful completion of the District Instructional Assistant Proficiency Test.
- The equivalent of two (2) years as a Behavior Support Assistant with FCUSD or experience in the care of children with autism, physical disabilities, learning disabilities and/or emotional disturbances, preferably in a school setting.
- Documented training in autism spectrum disorder and/or applied behavior analysis.
- Documented training in positive behavior interventions and supports and behavior data collection.
- Must obtain and maintain district approved crisis intervention training.
- Train in District supported interventions including applied behavior analysis and evidence-based practices.
- Complete training and use non-violent behavior intervention, emergency interventions and physical restraint techniques.
- Must obtain and maintain First Aid/CPR Certificate.

#### **DISTINGUISHING CHARACTERISTICS:**

- This position is an itinerant position requiring travel throughout the district. This position requires reliable source of transportation for travel, ongoing meetings, training, preparation before and/or after school hours.
- Provide intervention to students who exhibit maladaptive behaviors including repetitive, disruptive, aggressive, depressive, and/or self-injurious behaviors.

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

Under the direction of site administration, staff or the behavior specialist, incumbent will:

- Provide training consultation and support to Behavior Support Assistants, Instructional Assistants, administrators, teachers to support positive student behavior.
- Provide ongoing coaching to staff for implementation of positive behavior interventions and supports and evidence-based practices.
- Collect, compile, and summarize data using multiple data collection methods including functional behavior assessment, frequency, duration, and interval data.

- Utilize and model evidence-based practices for social interaction with students and peers. Provide direct instruction to students.
- Enter an unfamiliar situation and adapt behavior to reduce stress in the situation with minimal preparation.
- Assist individuals or small groups with assignments.
- Implement positive behavior supports.
- Prepare and modify instructional materials as indicated by staff.
- Participate in classroom discipline and behavior management programs.
- Assist teacher with crisis intervention and physical restraints (as needed).
- Participate in crisis management and physical intervention training provided by the District.
- Supervise students during mainstreaming and inclusion activities, including lunch and social activities as required.
- Assist with toileting and diapering as needed.
- Supervise students during assigned disciplinary actions, i.e., in-house suspension, social isolation.
- Maintain student dignity.
- Maintain student and staff confidentiality.
- Effectively communicate and collaborate with staff in an ongoing manner.
- Meet deadlines for assigned tasks.

#### **KNOWLEDGE:**

- Applicable laws, codes, regulations, standards, policies, and procedures.
- Knowledge and awareness of children with ASD, ED, LD, at-risk children, and developmental differences in children.

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

- Plan, prioritize, and organize work to meet deadlines, schedules, and timelines.
- Ability to enter data and update graphs.
- Ability to identify and implement essential components of a PBIS Plan/BIP.
- Ability to remain calm in stressful situations.
- Ability to adapt to unpredictable changes to schedule (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.
- Ability to model and coach classroom staff on implementation of behavior support strategies including individualized support plans.
- Ability to describe behavior and environment in observable and measurable terms.
- Ability to identify common functions of behavior and utilize that information to prevent, teach alternatives, and respond to challenging behavior.

#### **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; 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; understanding of technology to participate in virtual training and meeting, graphing, and developing materials/visual supports.

**WORK ENVIRONMENT:**

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

- Employees in this position will be required to work indoors in a standard office and school environment and come in direct contact with district staff and the public.
- 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.