

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS  
RIVERSIDE CHAPTER #506  
AND THE  
RIVERSIDE UNIFIED SCHOOL DISTRICT

October 17, 2024

This Memorandum of Understanding (MOU) is agreed to between the California School Employees Association and its Chapter #506 (hereinafter "CSEA") and the Riverside Unified School District (hereinafter "District"). The District and CSEA meet and negotiate wages, hours, health and welfare benefits, and/or working conditions.

**CLASS TITLE: LEAD STUDENT ASSISTANCE PROGRAM (SAP) COUNSELOR  
(Range 51)**

**BASIC FUNCTION:**

Under the direction of an assigned supervisor, provides clinical assessment, treatment and consultation to students, parents, and staff. Oversees functions of School Wellness Centers including triaging student needs, resource to school site principal, coordinating school wide events, training, providing work direction and distributing information. All work is performed within the limits of licensing and professional standards and adheres to California Education Code and regulations.

Under the Wellness and Engagement Department, provide collaborative and advisory services to teachers, counselors, parents/guardian, administrators, and other personnel related to all students with behavioral or social/emotional needs that interfere with the educational process. Facilitate implementation of intervention programs, i.e., Positive Behavior Intervention and Support (PBIS) and individual and classroom positive behavior management and modification strategies and plans, alternative means of correction/suspensions, and coordinate identification and implementation of strategies to promote pro-social/emotional behavior for identified students. Develop and have knowledge of community agencies, mentoring, and other appropriate support services.

**REPRESENTATIVE DUTIES:**

Oversees functions of School Wellness Centers including incoming referrals, triaging student needs, coordinating school wide events and outreach efforts, tracking participation and referral outcomes; provides support, guidance, training, and work direction; distributing information to staff. *E*

Recruits, interviews and provides ongoing training for Peer Educators. *E*

Supports and provides training to the clerical support staff assigned to the School's Wellness Center. *E*

Conducts clinical interviews to gather information, assess student needs and determine the appropriate plan for support. *E*

Provides crisis intervention for students to address social, emotional, behavioral and mental health needs. *E*

Provides individual, group, and family therapeutic services. *E*

Provides case management services to students. *E*

Participates in the development of behavior support plans. *E*

Prepares reports and correspondence and maintains a variety of documentation, such as charting observed behaviors, progress reports, discharge summaries, case logs, incident reports, referral forms and other data. *E*

Attends and participates in a variety of internal and external meetings. *E*

Implements established treatment plans, observes and records student's progress to determine effectiveness of plan. *E*

Coordinates with caseworkers, probation officers, community and support services, and **makes** appropriate referrals; works with other agencies to obtain information, coordinate services, and assists with providing training to support staff as needed. *E*

Maintains up-to-date clinical notes on all clients. *E*

Completes paperwork to support mental health billing in a timely manner. *E*

Assists in carrying out clinical research studies and multidisciplinary projects.

Maintain confidentiality of sensitive and privileged information in accordance with district, state and federal mandates and other specified legal requirements or policies. *E*

Provides consultant services to teachers, parents, administrators, and other personnel who work with students with needs that interfere with the educational process. *E*

Assists in developing and providing support for the implementation of programs to address students in need of support services. *E*

Develop and implement professional development in areas related to social, emotional, behavioral and mental health support. *E*

Provides individual and group therapeutic support and services for high need students. *E*

Provides individual and group support in the acquisition of pro-social skills regarding tobacco, alcohol and substance abuse issues. *E*

Assists in the implementation of state and federal laws to maintain district compliance in the area of social, emotional, behavioral and mental health supports. *E*

Conducts home visits to establish communication and positive connections between parent and/guardian and school setting around identified issues. *E*

Serves as a liaison and promotes awareness and communication, providing resources assistance and public relations between parents, community partner agencies, and other public and non-public agencies and other community support services. *E*

Acts as a resource and assists in development of appropriate supplementary materials and activities to meet individual needs. *E*

Assists site and district staff with management, implementation and monitoring of grants received for the Wellness Center.

Conducts interviews, risk assessments, and observations; assists crisis intervention teams, as needed.

Performs related duties as assigned.

## **KNOWLEDGE AND ABILITIES:**

### **KNOWLEDGE OF:**

California and Federal regulations for social, emotional, behavioral, and mental health services for students and schools

Philosophy and principles of Positive Behavior Support

California and Federal regulations for behavior interventions for Special Education students

Non-violent crisis intervention techniques

Practices related to children's social, emotional, behavioral, and mental well-being

IEP (Individualized Education Program) process and law

Behavioral principles and practices related to children

Community support services including mentoring, mental and physical health, and other resources that target student and families

Positive Behavior Intervention and Support (PBIS), individual and classroom positive behavior management and modification, SST's, and the referral process for students who may require assessment for special education services

District, county, state, and other alternative educational and job training programs and services for students

Data collection, record keeping and report preparation techniques

Leading a team and providing work direction

General purposes and goals of public education  
Correct English usage, punctuation, spelling, grammar and math  
Interpersonal skills using tact, patience and courtesy  
First aid and CPR procedures  
Health and safety regulations

ABILITY TO:

Provide consultation and direct services to school district staff, students and families  
Provide clinical assessment, direct services and support services to students  
Provide consultation and support to parents and school staff  
Develop and coordinate outreach services programs both in the community and the district  
Collect and analyze data in a variety of settings and ways  
Evaluate, negotiate and resolve conflicts and demonstrate strong interpersonal skills  
Establish and maintain effective working relationships with school and agency staff and families  
Analyze, interpret and implement rules, regulations, and procedures  
Maintain current knowledge of program rules, regulations, requirements, and restrictions  
Understand, be sensitive to and respect the diverse academic, socio-economic, ethnic, religious and cultural backgrounds, disabilities and sexual orientation of students, teachers, administrators, and staff  
Understand and implement strategies and interventions for social, emotional, behavioral and mental health supports  
Learn and use behavioral strategies and interventions  
Demonstrate understanding, patience and a receptive attitude toward students, staff and families  
Observe and manage behavior of students according to approved procedures  
Intervene physically in confrontations to restrain students; handle stress, stressful situations and emergencies in a calm, confident and effective manner  
Monitor and evaluate student progress, including the use of progress monitoring  
Work independently with little direction  
Prepare and maintain detailed case records and reports  
Lead a team and provide work direction  
Collaborate and consult with school staff and families  
Gain trust, confidence and rapport of individual students, groups and school staff  
Work flexible hours and make home visits, as needed  
Demonstrate leadership and organizational skills  
Work and communicate effectively and proficiently with staff, students, parents/families and the public in oral and written form, utilizing a communication mode in ensuring understandable and thorough communication  
Organize and manage time effectively  
Manage multiple tasks  
Respect confidential matters; maintain high standards of professionalism  
Work both collaboratively and independently  
Work at multiple sites  
Operate various office and instructional equipment, including a computer or other devices and assigned software

**EDUCATION AND EXPERIENCE:**

Master's Degree in Psychology/Social/Behavioral Sciences, Education or related field and three (3) years' experience working with at risk youth with behavioral and social emotional challenges or in an educational setting. Experience in case management, social work, and at-risk families are desirable.

**LICENSE & OTHER REQUIREMENTS:**

One or more of the following licenses or credentials are required:

Licensed by the California State Board of Behavioral Sciences or the California Board of Psychology as a Marriage and Family Therapist (LMFT), Clinical Social Worker (LCSW), Professional Clinical Counselor (LPCC) or Clinical Psychologist (LCP) license.

Requires use of personal automobile, and the possession of a valid California Driver's License and proof of current and appropriate auto insurance coverage.

Valid First Aid and CPR (Cardiopulmonary Resuscitation) Certificate required.

Become Pro-Act certified, through the District, within three (3) months of employment, and maintain the certification throughout employment.

Bilingual: the ability to communicate in both English and Spanish is desired.

**WORKING CONDITIONS:****ENVIRONMENT:**

Indoor offices and classrooms

Driving to District facilities, school sites and County facilities.

**PHYSICAL ABILITIES:**

Sit, look downward, reach up (frequently);

Stand, walk, bend, stoop, squat, push, pull, foot controls (occasionally);

Climb stairs, twist (infrequently);

Lift/carry up to 25 pounds (occasionally), may lift/carry child up to 75 pounds (infrequently);

Seeing to perform extensive reading;

Hearing & speaking (including in-person, phone and public address) (continuously);

Dexterity of hands, wrists and fingers to grasp and manipulate materials, equipment, and supplies (frequently).

Repetitive hand activities within close reach, such as files, keyboard & handwriting (frequently);

Ability to apply appropriate techniques (approved crisis intervention) to mitigate the threat of harming self or others, which may involve evading, blocking, and/or restraining.

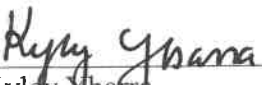
**HAZARDS:**


Exposure to seasonal temperature variations, dust and wind, traffic

Use of office equipment and desk supplies

This agreement is subject to CSEA Policy 610 and ratification from the CSEA membership and the approval of the Board of Education.

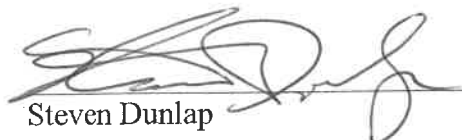
FOR THE DISTRICT:

  
Kyley Ybarrá  
Assistant Superintendent, Personnel  
Riverside Unified School District

  
Robin Mesa  
Director V, Classified Personnel  
Riverside Unified School District


  
Erin Power

  
Shani Dahl

  
Steven Dunlap

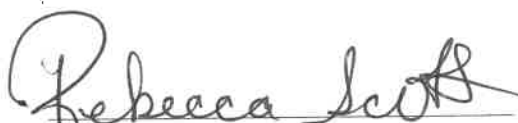
  
Erica Square

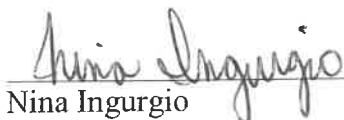
FOR CSEA:

  
Michael Green  
President, CSEA #506

  
Yesenia Gutierrez  
Labor Relations Representative, CSEA

  
Anakarina Garcia

  
Rebecca Scott

  
Nina Ingurgio

  
Joy Hurst