

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

August 28, 2025

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.

RIVERSIDE UNIFIED SCHOOL DISTRICT

CLASS TITLE: INTENSIVE BEHAVIOR INTERVENTIONS ASSISTANT (Range 19)

BASIC FUNCTION

Under the direction of an assigned Special Education Manager, assist a certificated teacher in the supervision and instruction of special education students in a variety of educational settings including ~~the home~~ **other district locations**, community and classroom.

DISTINGUISHING CHARACTERISTICS

Implement intensive behavior intervention programs for identified special education students; attend student progress meetings; assist student with and demonstrate proper procedures for physical care of hygienic needs; record-keeping techniques; and maintain student program notebooks.

REPRESENTATIVE DUTIES:

Incumbents drive a personal vehicle to travel to ~~a student's home~~ or other district locations, including the classroom and community and provide one-to-one Intensive Behavioral Intervention (IBI) services. **E**

Implement Intensive Behavior Interventions (IBI) in a variety of settings for the purpose of providing appropriate care to students and maintaining an orderly educational environment. **E**

Work with students individually and in groups, at various locations, assisting with specific instructional or learning tasks. **E**

Assist in the instruction of state standards-based curriculum and behavior management for students with exceptional needs, especially those identified with autism spectrum disorder and/or social-emotional difficulties. **E**

Implement instruction, lesson plans and behavior plans focusing on academic, self-help, independence and social skills as directed by the teacher or IBI supervisor. **E**

Collect and record data and anecdotal therapy notes for the purpose of preparing reports in accordance with program guidelines. *E*

Confer with instructional personnel and provide input regarding student progress. *E*

Implement Individualized Education Programs (IEP's) provided by certificated teacher. *E*

Facilitate social skills training programs under the direction of the IBI supervisor or classroom teacher. *E*

Assist students in training of personal hygiene, taking care of personal needs and developing basic self-sufficiency including toileting and changing diapers as needed. *E*

Ride bus with student; assist students on and off the bus; push wheelchairs and lift students as needed. *E*

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

Maintain student program notebooks for the purpose of maintaining records. *E*

Assist in open and ongoing communication with families and school district staff. *E*

Supervise students at lunch, on the playground and on field trips. *E*

Apply behavior modification techniques provided by certificated teacher. *E*

Set up work areas and prepare materials for instructional use. *E*

Attend staff meetings, clinics, student progress meetings and team meetings for the purpose of sharing information and/or improving skills and knowledge. *E*

Demonstrate awareness and sensitivity toward students and their individual differences in terms of abilities, cultures and languages. *E*

Other related duties may be assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Methodologies found to benefit some children including, but not limited to, Discrete Trial Training, Picture Exchange Communication System (PECS), ProAct, Pivotal Response Training (PRT) and Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH).

Special needs and characteristics of students with autism

Child guidance principles and practices related to children with autism

Record keeping and report preparation techniques

General purposes and goals of public education

Correct English usage, punctuation, spelling, grammar and math

Oral and written communication skills

Interpersonal skills using tact, patience and courtesy

First aid and CPR procedures
Health and safety regulations

ABILITY TO:

Learn and use Intensive Behavior Intervention methods
Demonstrate an understanding, patient and receptive attitude toward students
Observe and manage behavior of students according to approved procedures
Monitor and evaluate student progress
Work independently with little direction
Prepare and maintain detailed case records and reports
Prepare lessons and instructional materials for students
Communicate effectively in both oral and written form
Operate various office and instructional equipment, including a computer and assigned software

EDUCATION AND EXPERIENCE:

~~Any combination equivalent to: Graduation from high school~~ **High School Diploma or equivalent** and one three years experience in working with students in special education ~~school-age children in an organized setting, possession of an Associates Degree or 48 semester units, or~~ **and** satisfactory completion of a proficiency examination.

LICENSE & OTHER REQUIREMENTS:

A valid California's driver's license and proof of current and appropriate auto insurance coverage.
Valid First Aid and CPR (Cardiopulmonary Resuscitation) Certificate required.

TRAINING:

Forty (40) hours of Intensive Behavior Intervention training must be successfully completed within the first 3 months of employment.

WORKING CONDITIONS:

ENVIRONMENT:

Specialized classroom environment.

PHYSICAL ABILITIES:

Seeing to monitor students.

Hearing and speaking to communicate with students and instructors.

Lifting heavy equipment and students.

Dexterity of hands, wrists and fingers to manipulate specialized apparatus and to operate audio-visual and educational training equipment.

Bending at the waist, kneeling or crouching.

Standing and walking for extended periods of time.

Pushing or pulling wheelchairs.


HAZARDS:

Exposure to anti-social and abusive behavior.

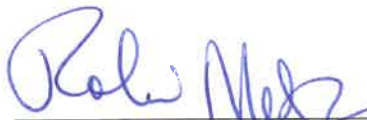
Exposure to bodily fluids and infectious diseases.

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:



Kyle Ybarra
Assistant Superintendent, Personnel
Riverside Unified School District



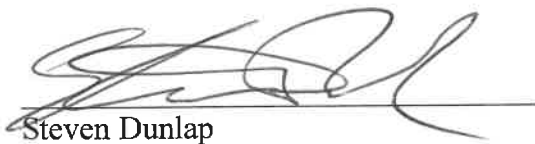
Robin Mesa
Director V, Classified Personnel
Riverside Unified School District



Erin Power



Shani Dahl




Steven Dunlap




Erica Square

FOR CSEA:



Michael Green
President, CSEA #506



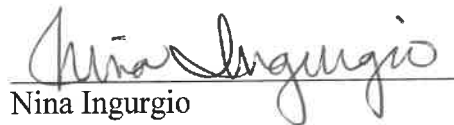
Yesenia Gutierrez
Labor Relations Representative, CSEA



Anakarina Garcia



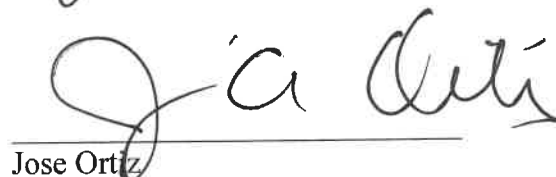
Melissa Montanez



Nina Ingurgio



Joy Hurst 8/20/15



Jose Ortiz