

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

October 9, 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: STUDENT ASSISTANT CE PLAN ROGRAM (SAP) PREVENTION ASSISTANT
(Range ~~45~~19)**

BASIC FUNCTION:

Under the direction of an assigned SAP School Psychologist, assist school site administration and staff in the supervision and instruction of students identified as having social-emotional and behavioral challenges in the educational setting.

DISTINGUISHING CHARACTERISTICS:

Implement social-emotional and behavioral strategies and intervention programs, progress monitoring, record-keeping techniques, communication, maintain student program notebooks and attend student progress meetings for identified students.

REPRESENTATIVE DUTIES:

Implement social-emotional and behavioral strategies and intervention programs for identified students in the educational setting for the purpose of improving student outcomes due to social-emotional and behavioral challenges impacting their learning and maintaining an orderly educational environment including, but not limited to, during passing periods, at lunch, on the playground and on field trips. E

Work with student individually and in groups, at various locations, assisting with specific social-emotional and behavioral strategies and interventions. E

Apply behavior management and behavior modification techniques for identified students with social-emotional and behavioral challenges. E

Support staff with implementing behavior modification contracts and strategies, focusing on academic, behavioral and social skills as directed by the supervising SAP School Psychologist, Site Administrator or other staff. E

Implement and assist in training staff in intervention programs, i.e., Positive Behavior Intervention and Support (PBIS) and individual and classroom positive behavior management and modification strategies and plans,

alternatives means of correction/suspensions, and implementation of strategies to promote pro-social/emotional behavior for identified students.

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

Confer with personnel and provide input regarding student progress. E

Facilitate social skills training programs for students under the supervising SAP School Psychologist, Site Administrator or other staff. E

Collect data and support staff on progress monitoring, maintain student documentation for the purpose of records management. E

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

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

Attend community events/meetings, conferences/seminars, trainings as requested by the district/site administrator.

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

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

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Behavioral principles and practices related to children Record keeping and report preparation techniques

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:

Learn and use behavioral strategies and interventions

Learn and use methodologies found to be successful for students with social emotional and behavioral/conduct challenges

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 Collaborate and consult with school staff and families

Gain trust, confidence and rapport of individual students, groups and school staff

Communicate effectively and proficiently in both oral and written form

Operate various office and instructional equipment, including a computer or other devices and assigned software

EDUCATION AND EXPERIENCE:

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

LICENSE & OTHER REQUIREMENTS:

Requires use of personal automobile, and the possession of a valid California Class 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 training must be successfully completed within the first six (6) months of employment.
Become Pro-Act certified, through the District, within three (3) months of employment. Maintain certification.

WORKING CONDITIONS:

ENVIRONMENT:

This is an itinerant position and the incumbent may be asked to alter their scheduled location at any given time.
~~Indoor offices and classrooms~~ **outdoor educational environments.**
Driving to District facilities and school sites.

PHYSICAL ABILITIES:

Sit, look downward, reach up, stand, walk, bend, stoop, squat, push, pull, climb stairs, twist, Repetitive hand activities within close reach, such as files, keyboard & handwriting, Lift/carry up to 25 pounds, may lift/carry child up to 75 pounds (infrequently);
Seeing to perform extensive reading
Hearing & speaking (including in-person, phone and public address).
Dexterity of hands and fingers to grasp and manipulate materials, equipment, and supplies (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.

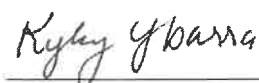
HAZARDS:

Exposure to seasonal temperature variations, dust and wind, traffic **and behavioral challenges with students.**

~~Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.~~

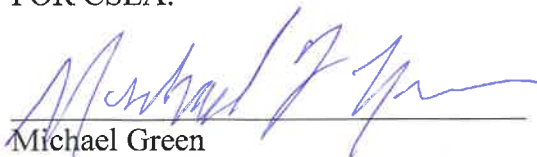
This agreement is subject to CSEA Policy 610 and ratification from the CSEA membership and the approval of the Board of Education.

FOR THE DISTRICT:

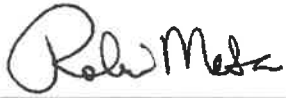


Kylee Ybarra
Assistant Superintendent, Personnel
Riverside Unified School District


FOR CSEA:



Michael Green
President, CSEA #506




Robin Mesa
Director V, Classified Personnel
Riverside Unified School District



Yesenia Gutierrez
Labor Relations Representative, CSEA



Erin Power



Anakarina Garcia



Shani Dahl



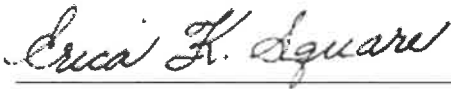
Melissa Montanez



Steven Dunlap



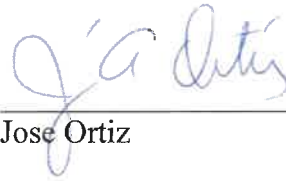
Nina Ingurgio



Erica Square



Joy Hurst



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