

Job Title: **SPECIAL DAY CLASS (SDC-LH) TEACHER**

Definition:

Under the supervision of the site administrator, with support from Student Services, the Special Day Class (Learning Handicapped) (SDC-LH) teacher is a member of the special education instructional team and is directly involved with teaching children with special needs. Teachers who hold the CA Education Specialist Instruction Credential (Mild/Moderate Specialization) are qualified to teach all students who are in a Special Day Class - LH placement in the district, Preschool-8th grade, including any student with an identified educational handicapping condition.

Distinguishing Characteristics:

SDC-LH teachers work in self-contained classrooms that serve students with identified educational handicapping conditions or other designations qualifying them for special education services as indicated on their Individual Education Program (IEP) documents, usually on general education campuses. Students may be mainstreamed for portions of the day into general education classrooms.

Job Duties:

- Plan, implement, and monitor daily educational activities in the classroom in all assigned curriculum areas.
- Provide assessment for students in accordance with district policies and all applicable laws.
- Act as case manager for IEP documents and meetings as required for compliance with state and federal law, including scheduling and conducting of the meetings.
- Write, implement, and monitor individual goals and objectives for each student in accordance with the IEP.
- Plan and implement positive behavioral supports for students in the classroom.
- Develop appropriate materials to facilitate student goals and objectives.
- Provide an orderly, functional, safe, and attractive learning environment for all students.
- Collaborate or consult with the general education teachers of students who are mainstreamed into general education settings.
- Supervise all para-educators and other classified employees working in the classroom, including communication of individual student needs; monitoring of student-adult relationships; coordination of curricular support and individual assistance; and collaboration for effective implementation of the classroom schedule.
- Work cooperatively with all members of the instructional team, including administration, psychologists, health care professionals, designated instructional service providers, para-educators, general education teachers, and parents.
- Maintain high levels of expertise and skill in assigned curriculum and in strategies used in teaching those subjects.
- Maintain high levels of expertise and skill in the area of special needs for students with disabilities.
- Implement district and school policies regarding the instruction of students.
- Process and maintain confidential files, as required by state and federal law.
- Maintain necessary records of assessment, attendance, and academic progress to evaluate student learning and regularly report that information to parents, students, and supervisor as requested and required by state and federal law.

- Assist students with the following: toileting/diapering, washing hands, feeding and clean up, wheelchairs, braces, and walkers as needed.
- Transition and/or monitor students in various activities (including PE and special transportation) as needed.
- Operate computer, audiovisual equipment, assistive technology, and other necessary learning equipment.
- Attend required site and district meetings and events.
- Perform other related duties, as assigned.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Human development and characteristics of students with educational handicapping conditions qualifying them for mild/moderate Special Day Class placement.
- Subject matter and CA State Academic Standards for grade levels assigned.
- CA Standards for the Teaching Profession
- Current effective, research-based teaching strategies; educational theories; and assessment tools.
- Positive behavior support theory.
- Federal and state laws regarding Special Education, including the IEP process.
- Appropriate techniques in interacting successfully with children needing various academic and/or behavior supports.
- Sign language, when required.
- Electronic communication and computer keyboarding.
- Child abuse laws and procedures.

Skill and Ability to:

- Relate effectively to and demonstrate receptive attitude toward students with exceptional needs, and toward students and parents of diverse cultural and socioeconomic backgrounds.
- Work amicably with and communicate effectively with all staff members, including administration, psychologists, health care professionals, designated service providers, para-educators, and general education teachers.
- Understand and follow both oral and written directions.
- Work within an established schedule, meeting necessary timelines.
- Analyze and use data to develop goals and plan instruction.
- Exercise good judgment in emergency situations.
- Maintain flexibility in the classroom, such as changes in staff or individual student programs.
- Maintain professional confidentiality.

Training and Experience:

Minimum requirements:

- BA/BS degree from an accredited college or university
- CA Education Specialist Instruction Credential (Mild/Moderate Specialization) (preliminary or clear) **OR** current internship credential from an accredited university credentialing program

Other requirements:

- NCI certification, which will be provided by the district or SELPA

Physical Requirements and Working Conditions:

- Requires vision (which may be corrected) to read small print.
- Requires hearing within normal range (which may be aided) (approximately 60 db).
- Requires the mobility to reach and bend. Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Requires mobility to maneuver through classroom and school environments independently.
- Requires lifting, pushing and/or pulling which does not exceed 50 pounds and is an occasional aspect of the job.
- Is subject to environmental conditions indoors and outdoors (wind, dust, and extreme temperatures), including walking on uneven ground.
- Is subject to excessive noise.
- May require working with bio-hazards (blood borne pathogens, human waste, etc.).

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting			X
Standing			X
Walking		X	
Bending			X
Kneeling	X		
Reaching		X	
Stooping		X	

		Lifting			Carrying	
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.			X			X
11 – 25 lbs.		X		X		
26 – 50 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise			X
Interpret Data			X
Organize			X
Write		X	
Plan			X

Multi-Task			X
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Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer			X
FAX Machine	X		