

Job Title: SPECIAL DAY CLASS – SEVERELY HANDICAPPED (SDC-SH) TEACHER

Definition:

Under the supervision of the site administrator, with support from Student Services, the Special Day Class – Severely Handicapped (SDC-SH) 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 (Moderate/Severe Specialization) are qualified to teach all students who are in a Special Day Class-SH placement in the district, Preschool-8th grade, including any student with an identified educational handicapping condition.

Distinguishing Characteristics:

SDC-SH teachers work in self-contained classrooms that serve students with designations qualifying them for special education services as indicated on their Individual Education Program (IEP) documents, usually on general education campuses or at Linda Verde Center (a specialized campus for SH students).

Job Duties:

- Plan, implement, and monitor daily activities in the classroom, including academic, social, behavioral, and physical goals that support the unique developmental needs of severely handicapped students.
- Utilize the CA Alternate Performance Assessment standards for students whose functional ability levels are commensurate with these standards.
- Utilize with modifications the CA Academic Standards for students whose functional ability levels are commensurate with these standards.
- Provide functional 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.
- Supervise all para-educators and other classified employees working in the classroom, including communication of individual student needs; monitoring of student-adult relationships; monitoring implementation of appropriate behavioral and/or medical supports; 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 severe disabilities.
- Implement district and school policies regarding the instruction of students.

- Process and maintain confidential files, as required by state and federal laws.
- 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 laws.
- Assist students with the following: toileting/diapering, washing hands, feeding and clean up, wheelchairs, standing devices, mechanical lifts, braces, and walkers as needed.
- Transition and/or monitor students in various activities (including 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 severe disabilities and other disabilities qualifying them for moderate/severe Special Day Class placement.
- CA Alternate Performance Assessment standards and CA Academic Standards for functional and grade levels assigned, and strategies for instruction of these standards to severely handicapped students.
- CA Standards for the Teaching Profession.
- Current effective, research-based teaching strategies; educational theories; and assessment tools related to students with severe disabilities.
- 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, including communication, self-care/independent living, motor skills, functional academics, vocational, social-emotional, and recreation/leisure.
- 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 children with severe disabilities, 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, general education teachers, and para-educators.
- 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 (Moderate/Severe Specialization) (preliminary or clear) **OR** current internship credential from an accredited university credentialing program

Other requirements:

- Current CPR and First Aid certification, which may be provided by the school district
- NCI certification is required, and 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 (neck and back). Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects such as clothing fasteners, feeding utensils, and diaper closures.
- Requires mobility to maneuver through classroom and school environments independently.
- Requires lifting, carrying, pushing and/or pulling which does not exceed 50 pounds and is a frequent aspect of the job.
- Requires pushing or pulling objects weighing up to 100 pounds, which is a rare aspect of the job.
- Requires the ability to operate equipment needed to lift students in excess of 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, cleaning/disinfecting materials, etc.).