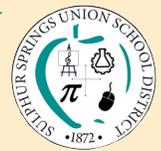


Sulphur Springs Union School District

Serving Grades - K – 6



27000 Weyerhaeuser Way, Santa Clarita, CA 91351 661-252-5131 www.sssd.k12.ca.us

Canyon Springs Community School
Leona Cox Community School
Pinetree Community School

Fair Oaks Ranch Community School
Mint Canyon Community School
Sulphur Springs Community School

Golden Oak Community School
Mitchell Community School
Valley View Community School

TEACHER - SEVERELY HANDICAPPED

Moderate & Severe Disabilities

DESCRIPTION

Provide an educational program for individuals with exceptional needs who require intensive instruction and training in programs serving pupils with severe disabilities: Autism, deafness-blindness, deafness, hearing impairment, severe orthopedic impairments, emotional disturbances, severe mental retardation/severe developmental delays, multiple handicaps, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment and other health impairments.

DISTINGUISHING CHARACTERISTICS

This teacher requires subject matter expertise commonly associated with teaching and instruction of pupils who are severely handicapped. Directly related teaching and instruction experience is required to perform specialized teaching of severely handicapped pupils, and problem analysis using prescribed educational principles, methods and concepts. The position classification makes decisions of considerable consequence, in determining how best to instruct special day class severely handicapped pupils. The functional role of teachers within this classification requires the application and interpretation of data, facts, procedures and policies. The teacher meets frequently with school administrators, other teachers and other staff and parents to communicate information, data and alternative problem solutions.

MAJOR DUTIES AND RESPONSIBILITIES

Understanding of CA Standards for the Teaching Profession

Teach pupils the skills and subject matter commensurate with their intellectual, physical and emotional needs, as determined by assessment and utilizing State/Board adopted curriculum.

Provides an appropriate physical and psychological environment to establish and reinforce appropriate pupil behavior, attitudes and social skills

Assesses pupils to determine their functional and cognitive levels

Develops and implements standards-based lesson plans

Develops and implements appropriate standards-based IEP goals and objectives

Works cooperatively with the IEP team in assessing pupil needs and learning deficiencies, and develops alternative solutions to remediate pupil learning and behavior problems

Establishes and maintains standards of student behavior utilizing behavior management strategies and techniques, including behavior modification, reinforcement and other positive behavior shaping processes

Reviews, analyzes and evaluates pupil academic and social growth

Counsels, confers and communicates with parents, school and District personnel regarding pupil progress and in the interpretation of the educational program

Maintains a variety of pupil records, including attendance, report cards and progress reports

Selects and requisitions appropriate educational supplies, materials, books, equipment and learning aids

Establishes and maintains a suitable room environment through the proper control of heating, lighting and ventilation

Performs a variety of non-instructional duties including curriculum and instructional development activities, student supervision, advisory and consultation activities and physically move or restrain students or assist with diapering or hygienic needs of students

SUPERVISION EXERCISED OR RECEIVED

Under the immediate direction of the site administrator with staff assistance from the District administrator assigned the responsibility for coordinating special education programs and the District's psychologist.

QUALIFICATIONS

Knowledge of:

Principles, theories, methods, techniques, and strategies pertaining to educational trends, core and alternate core curriculum and strategies for implementation as related to the needs of severely disable students

Child growth and development and behavior characteristics of children experiencing severe educational and social dysfunctions

Educational curriculum and instructional goals and objectives, and the educational trends and research findings pertaining to the severely handicapped child

Behavioral management and behavior shaping strategies, techniques and methods, and conflict resolution procedures Socioeconomic and cultural background differences of the school population

Ability to:

Plan, organize, develop, and conduct a comprehensive teaching, instruction, and behavior management program for severely handicapped pupils

Provide effective learning experiences for pupils from a wide range of socioeconomic and cultural backgrounds and with varying mental, social, emotional and severely handicapped levels

Effectively assist in the assessment of the educational needs of severely handicapped pupils, and in the design, development, and implementation of individual education plans

Perform research and development activities pertaining to curriculum and instruction programs, pilot projects, and innovative programs designed to enhance pupil educational opportunities and experiences for severely handicapped pupils

EXPERIENCE, EDUCATION AND CERTIFICATION

Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Experience:

Successful teaching experience, or successful remedial teaching experience, or student teaching or internship in a program with pupils who have severe handicaps.

AND

Education:

Possession of an earned Baccalaureate or higher degree from an accredited college or university with emphasis in special education for the moderate to severely handicapped, instructional technology and a subject matter pertaining to the elementary level.

Certification Requirement:

Possession of a valid California Teaching credential authorizing service to the Severely Handicapped

Multiple Subject credential as needed based on pupil's program needs

Must have certification in either Cross-Cultural, Language and Academic Development (CLAD), or Special Designated Academic Instruction in English (SDAIE)

WORK ENVIRONMENT AND PHYSICAL REQUIREMENTS

Physical:

Good physical condition; able to pass required District physical.

This is a position classification that performs light work, but does require walking and standing for extended periods. This position requires the ability to move quickly to respond to pupils' severe physical and behavioral needs. The job also requires the accurate perceiving of sound, near and far vision, depth perception, handling and working with educational learning aids, instructional materials and objects, and providing oral information and instructional detail.

ESSENTIAL JOB FUNCTIONS

Visual ability to read handwritten or typed documents, and the display screen of various office equipment and machines

Able to conduct verbal conversation

Able to hear normal range verbal conversation (approximately 60 decibels)

Able to sit, stand, stoop, kneel, bend and walk

Able to sit for sustained periods of time

Able to kneel or squat for extended periods of time

Able to climb slopes, stairs, steps, ramps and ladders

Able to lift up to 50 pounds

Able to carry up to 50 pounds

Able to push and pull objects weighing up to 100 pounds

Able to sustain strenuous manual labor for a minimum of 3.75 hours

Able to exhibit full range of motion for:

- shoulder external rotation and internal rotation
- shoulder abduction and adduction
- shoulder extension and flexion
- elbow flexion and extension
- back lateral flexion
- hip flexion and extension
- knee flexion

Able to demonstrate manual dexterity necessary to operate a computer and other classroom equipment in a safe and efficient manner

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Able to work with cleaning solutions, disinfectants and sanitizers in a safe and effective manner without allergic reaction

Able to demonstrate manual dexterity necessary to assist students with buttoning clothing and eating, operate a computer, or assist staff with toileting/diapering procedures

The Sulphur Springs School District is an equal opportunity employer and does not discriminate on the basis of age, ethnicity, race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, or sexual orientation.

Approved: February 4, 2004