

William S. Hart Union High School District
Special Education Program Descriptions

INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION, MODERATE/SEVERE CLASSIFICATION (SC3, SC5, SC6)

Special Day Class 3 (SC3): Students experiencing emotional or behavioral difficulties which interfere with learning and interpersonal relationships may qualify for these classes through a psycho-educational assessment. The classes utilize a positive behavior point system. The goals of the program are to increase positive relationships, to improve appropriate behavior, to increase self-confidence and self-esteem, and to increase one's own acceptance and responsibility for both behavior and academic performance. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop for two to ten minutes
- Walk from 1-2 hours, indoors and outdoors, possibly in inclement weather
- Monitor Special Education students in a general education class
- Deal with sudden emotional swings, example from passive and happy to sullen to aggressive
- Be in an environment where students may use profanity and verbally abusive language
- Have your personal space invaded or challenged
- Chart behavioral data

Special Day Class 5 (SC5): Students qualify for this program with a diagnosis of multiple disabilities and require intensive supplemental services (transportation, APE, Language and Speech, specialized school nurse and specialized school psychologist). While students may be integrated into general education, most lessons are functional life skills and community-based instruction promoting as much self-sufficiency as possible. Students may stay in the program until the age of 22, or they may move into the Transition Learning Charter class (TLC). Aide may be required to do:

- Tube feeding
- Toileting
- Diapering
- Feeding Assistance
- Lifting
- Dressing
- Catheterization
- Alternative Augmentative Communication Device
- Community-based Instruction
- Behavior Intervention (verbal de-escalation, physical containment)
- Carrying out behavior intervention plans and data collection
- Monitor students in General Education class
- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Ride a school bus before and after school
- Travel with students independently in the community
- Monitor Special Education students in a general education classroom
- Work with students from the ages of 12 years 9 months to 22 years of age
- Use equipment that lifts students from wheelchairs to toilets
- Program a communication device
- Become trained in Crisis Prevention
- Chart behavioral data

Special Day Class 6 (SC6) [Sequoia Charter School]: Students with emotional disturbance who need a small structured setting qualify for this program through a referral by the Department of Mental Health. In conjunction with academic instruction, each student receives intensive mental health services. The goals are to help students develop a positive self-concept, promote independent adaptive functioning, realize his/her academic and emotional potential, and facilitate his/her return to the LRE (least restrictive environment) and community environment. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop for two to ten minutes
- Walk from 1-2 hours, indoors and outdoors, possibly in inclement weather
- Monitor Special Education students in a general education class
- Deal with sudden emotional swings, example from passive and happy to sullen to aggressive
- Be in an environment where students may use profanity and verbally abusive language
- Have your personal space invaded or challenged
- Chart behavioral data