

William S. Hart Union High School District
Special Education (Mild/Moderate) Program Descriptions

Special Day Class 1 (SC1): Students are taught the core curricula via direct instruction in a designated classroom. The materials may be modified and augmented to support learning. Supplemental skills learned include, but are not limited to, the areas of personal organization, choice making, and assuming responsibility. Collaboration between teachers is emphasized if a student is mainstreamed into any general education classes. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Monitor Special Education students in a general education class

Special Day Class 2 (SC2): Students in this program experience mild to moderate cognitive delays and are taught functional academics based on the State's CAPA standards. Students also learn life skills through community-based instructions or supported work experiences. Students may be mainstreamed per their IEP. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Walk from 1-2 hours, indoors and outdoors, possibly in inclement weather
- Travel with students independently into the community
- Become trained in Crisis Prevention
- Work with students from the ages of 12 years 9 months to 22 years of age
- Chart behavioral data

Special Day Class 7 (SC7): Students are generally diagnosed with Asperger's Syndrome or high functioning Autism. Students may present with emotional or behavioral difficulties, which interfere with their ability to learn and/or maintain peer relationships. The program utilizes cognitive positive behavioral support. Students may access the standards-based curriculum in a small class setting and/or in general education classes. In addition, students are instructed in a structured social skills curriculum, as well as pragmatic speech lessons. There is consultation with an OT (Occupational Therapist), focusing on self-regulation, and work with the transition specialist in life skill planning. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Commit to 3 days of training in Autism Spectrum Disorders
- Deal with emotional swings (arm flapping, rocking, pulling out hair, nail biting)
- Interpret unusual behaviors

Special Day Class 8 (SC8): Students may have a combination of diagnoses including High Functioning Autism (HFA), Learning Disabilities (LD), and Severe Language Impairment (SLI). Students may present with emotional or behavioral difficulties, which interfere with their ability to learn and form or maintain peer relationships. The students also need an enriched communication program. While the program utilizes positive behavior support, it also has specialized teaching methodologies. Students may access the standards-based curriculum in a small class setting and/or integrate into general education classes. In addition, students are instructed in a structured social skills curriculum, as well as pragmatic and speech lessons. There may be consultation with an Occupational Therapist focusing on self-regulation. Aide may be required to do:

- Stand for an extended period, up to 50 minutes
- Stoop from two to ten minutes
- Commit to 3 days of training in Autism Spectrum Disorders
- Deal with emotional swings (arm flapping, rocking, pulling out hair, nail biting)
- Interpret unusual behaviors

Transition Learning Charter (TLC): Students who have been enrolled in SDC 5, 2 and 1 may qualify for additional schooling until the age of 22. The TLC program utilizes the LCCE (Life Centered Career Education) curriculum from the Council for Exceptional Children as well as James Stanford's Transition Curriculum as the basis for community-based instruction and functional life skills. Students also have opportunities to experience on-the-job training in a variety of local settings while learning the local transportation system. Upon exiting the program, the Regional Center and possibly the Department of Rehabilitation have seamlessly accepted the students.

Aide may be required to do:

- Tube feeding
- Toileting
- Diapering
- Feeding Assistance
- Lifting
- Dressing
- Catherization
- 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