



Job Description

Marin County Office of Education

Special Day Class (SDC) Teacher

Diversity, Equity, Inclusion, and Belonging (DEIB) Vision Statement:

At Marin County Office of Education, we commit to being inclusive, anti-racist, and culturally proficient.

Purpose Statement

The job of Special Day Class (SDC) Teacher is done for the purpose/s of instructing and improving student success in academic, interpersonal, and daily living skills; organizing and monitoring students in a variety of age- and ability-appropriate activities; adapting curriculum/classroom work and learning tools; implementing Individual Educational Plans (IEPs); implementing Individual Family Service Plans (IFSPs); academic, behavior, and health plans; promoting positive student behavior; administering assessments and advising school staff and parents/legal guardians of student progress toward objectives/goals; collaborating with specialized itinerant staff, program managers, other school personnel, parents, medical professionals, and community resources; collaborating coordination of itinerant staff/student schedules; preparing for and responding to emergencies; training and directing instructional assistants; and submitting equipment, materials, and resource requests.

This Job reports to Assigned Supervisor

Essential Functions

- Adapts curriculum/classroom work and learning tools for the purpose of providing students with instructional materials/methods that are culturally sensitive and integrate individualized learning plans within established lesson plans and relative to state standards.
- Administers assessments and advises school staff and parents/legal guardians of student progress toward objectives, expectations, and/or goals (e.g. developmental testing programs, subject specific assessments, data collection, etc.) for the purpose of analyzing student needs and progress; providing feedback, communicating expectations and student's achievements; and, developing methods for student improvement and independence.
- Assists students with complex medical diagnoses or physical disabilities with health care needs as instructed/trained (e.g. toileting/changing, lifting/transferring, tube feeding, medication administration, etc.) for the purpose of maintaining students' personal hygiene and health consistent with student health care plans.
- Collaborates coordination of itinerant staff/student schedules with appropriate team members for the purpose of ensuring the continuity of specialized services provided to individual students.
- Consults and collaborates with school districts, specialized itinerant staff, other school personnel, parents, medical professionals, and a variety of community resources for the purpose of developing and implementing student Individual Educational Plans (IEPs); improving the overall quality of student outcomes; contributing to a student's sense of belonging in the classroom and on campus; and, achieving established classroom objectives in support of county improvement plans.
- Develops and/or implements student IEP, academic, behavior, and health plans for the purpose of providing appropriate student supports, meeting students' IEP requirements, and ensuring compliance with regulatory requirements, established guidelines, and performance standards.
- Documents data and/or prepares a variety of electronic and/or written materials (e.g. IEP records, attendance, progress reports, etc.) for the purpose of documenting student progress and meeting mandated legal requirements.

- Instructs and counsels students for the purpose of improving student performance and success in academic, interpersonal, and daily living skills.
- Manages student behavior with dignity and respect for the purpose of providing a safe and optimal learning environment.
- Organizes and monitors students in a variety of age appropriate activities and in various educational environments (e.g. classroom, playground, field trips, etc.) for the purpose of ensuring opportunities for student participation in learning activities and providing a safe and positive learning environment.
- Participates in, or supports facilitation of, meetings, workshops, committees, and seminars for the purpose of conveying and/or gathering information required to perform functions and improve performance.
- Prepares for and responds to emergency situations within the context of the campus safety plan (e.g. create, schedule, and execute drills; assist with active emergencies, etc.) for the purpose of resolving immediate safety concerns and/or directing to appropriate personnel for resolution and complying with mandatory safety regulations.
- Prepares and maintains a classroom schedule for the purpose of providing a comprehensive instructional program, maximizing support services, and mainstreaming opportunities for all students.
- Provides guidance to assigned Paraeducators (e.g. managing student behavior, implementation of student IEPs, etc.) for the purpose of ensuring appropriate support of students.
- Responds to, reports, and documents incidents, behaviors, accidents and emergency situations (e.g. fights, suspected child abuse, suspected substance abuse, etc.) for the purpose of resolving immediate safety concerns, maintaining personal safety of students, providing a positive learning environment, creating historical record, and adhering to Education Code and county policies.
- Responds to inquiries from a variety of sources (e.g. staff, parents, etc.) for the purpose of resolving issues, providing information and/or direction, and fostering positive relationships with educational partners.
- Submits requests for equipment, materials, and/or resources for the purpose of ensuring the availability of classroom supplies and materials and equipment needed to support students; and complying with MCOE procurement procedures.
- Trains and directs Paraeducators, Licensed Vocational Nurses (LVNs), student volunteers, and/or student teachers for the purpose of providing a safe and effective classroom program and addressing the needs of individual students.

Other Functions

- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, technical tasks with a need to periodically upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: selecting and applying appropriate assessment instruments; operating standard office equipment including using pertinent software applications; entering data accurately into applicable student database software; applying curriculum and instructional techniques; utilizing student assistive learning devices and physical aids/equipment including chair lifts; and, preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include:

appropriate codes, policies, regulations and/or laws; age appropriate activities; curriculum and lesson plan requirements; stages of child development; behavioral management strategies; assessment instruments and techniques; current and emerging technology; methods of instruction and training; effective methods of physically moving/repositioning students; local community family resources; school safety and security practices; and basic custodial and maintenance practices.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing a variety of complex processes; and operate equipment using a variety of processes. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of types of job-related equipment. Specific ability based competencies required to satisfactorily perform the functions of the job include: establishing and maintaining professional and constructive relationships; adapting to changing work priorities; maintaining confidentiality; exhibiting tact, empathy, and patience; meeting deadlines and schedules; and, working as part of a team.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a department, large work unit, and/or across several small work units; operating within a defined budget. Utilization of resources from other work units is often required to perform the job's functions. There is some opportunity to significantly impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 12% sitting, 68% walking, 20% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience is required.

Education: Bachelors degree in job-related area.

Required Testing

None Specified

Certificates and Licenses

Valid California Credential authorizing instruction of students with disabilities appropriate to the assignment
English Learner Authorization

Continuing Educ. / Training

Mandated Reporter Training Certificate
Maintains Certificates and/or Licenses

Clearances

Measles Vaccination
Pre-Employment Fingerprinting
Tuberculosis (TB) Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

Revised Date