

OXNARD UNION HIGH SCHOOL DISTRICT

TEACHER - EH

BRIEF DESCRIPTION OF POSITION:

Teaches one or more learning disability groups or individual pupils in grades 9 - 12 assigned to this program.

MAJOR DUTIES AND RESPONSIBILITIES:

1. For pupils assigned, due to a "specific learning disability," provides specialized individual instruction, based on the initial instructional goals approved by the EH Admissions Committee and subsequent revisions "to ameliorate the (pupil's) handicap" in the shortest possible time.
2. For pupils assigned due to a "specific behavior disorder" provides specialized individual instruction, based on the initial instructional goals approved by the EH Admissions Committee and subsequent revisions "to ameliorate the (pupil's) handicap in the shortest possible time" enable him to continue in attendance.
3. For pupils assigned due to a "serious emotional disturbance" provides specialized Individual instruction based on the initial instructional goals approved by the EH Admissions Committee and subsequent revisions from "which he can profit" and which enables him to continue in attendance.
4. Provides for the "*coordination of instruction with the pupil's regular program of instruction.*": In those schools in which the EH teacher is not accredited to teach Driver Education/State Requirements, the EH teacher:
 - a. Arranges with certificated driver education teacher to include EH students in a regular driver education class.
 - b. Maintains class attendance on those EH students farmed out to regular driver education classes
 - c. Reports grades on those EH students farmed out to a regular driver education class.
 - d. Maintains liaison with regular driver education teacher regarding progress of EH students farmed out.
 - e. Provides support services to regular driver education teacher.
5. When assigned by the Director of Special Education, serves as a member of the EH Admissions and the EH Discharge Committee.
6. Provides for each pupil annually a written, evaluative report; (and supporting data, as necessary).

MAJOR DUTIES AND RESPONSIBILITIES: - continued

7. Provides a curriculum in each class taught which emphasizes fundamental school subjects.
8. Maintains a file for each pupil and for each class of enrollment which includes:
 - a. A weekly sample of the pupil's written productions
 - b. Written tests
 - c. The pupil's daily or weekly assignment program (plan) or periodic statements outlining adjustments made in the curriculum as the pupil's progress required these periodic revisions in the pupil's specific educational objectives.
9. The teacher will submit, within a reasonable period of time, to the Director of Special Education on a written form the names of pupils failing at any time to make satisfactory progress.

OTHER DUTIES AND RESPONSIBILITIES:

1. Attends scheduled EH and related Special Education District meetings.
2. Administers evaluative tests, as required by the Director of Special Education.
3. Fills out surveys and submits other data as required for State Department of Education surveys and reports.
4. Confers directly with a parent(s) of each assigned pupil regarding the progress of the pupil and individual goals. In the absence of a face to face conference, provides a written statement to the parent(s) of each assigned pupil, at least once per year.
5. Plan and coordinates the work of paraeducator.

CLASSROOM CONTROL:

One of the major goals of the EH Program is to provide students characterized as behaviorally disordered or serious emotionally disturbed with an educational program to enable them to:

1. Participates in the total school program.
2. Ameliorates the students' behavior disorders for those students whose school attendance would otherwise be limited or denied; the classroom will therefore contain a high ratio of behavior disordered students.

CLASSROOM CONTROL: - continued

In accordance with the general program described above, individual student behavioral objectives and interventions will be prescribed by the EH Admissions and Discharge Committee and will be implemented by the EH teacher. In view of the diversity and severity of these behavior disorders, Adaptations shall be made....in the performance required for each pupil. Specific behavioral objectives might include, but are not limited to--

- a. decreased fighting, swearing, temper tantrums (crying), fear responses
- b. increased time spent in assigned tasks
- c. increased time spent in communication with peers.

Evaluation will be through pre and post observations, data on charts (timed intervals, etc.)....

LEARNING ENVIRONMENT

The learning environment is the classroom setting and attitude present under which each student is able to effectively function in the redemption of his individual handicap.

PHYSICAL CHARACTERISTICS:

Must be able to bend, stoop, reach, lift and stand for prolonged periods; see to read fine print and for depth perception; use hands and fingers to perform tasks; speak clearly and hear well enough to communicate effectively.

Updated: 7-97