

ALTERNATIVE CLASSROOM TEACHER

The Midwest Regional ESC is seeking a qualified candidate to fill the following position:

Position	Part-Time or Full-Time	Deadline to Apply	Start Date	Building/District Location	Special Requirements
Alternative Classroom Teacher	Full-Time 5days/week (M-F) 7:45 a.m. to 3:15 p.m.	Until Filled	8/8/2023	Shelby County ED/Alternative School located in Sidney, Ohio	Must hold, or have the ability to obtain, a valid ODE Teaching license appropriate for the position. An Intervention Specialist license is preferred.

If you have questions regarding the position and/or building assignment, please contact Shawn McElroy, Assistant Superintendent at:

smcelroy@mresc.org

To apply, please complete and submit an application by clicking the application link below. You may also upload any additional documentation (for example: resume, cover letter, licensure, etc.) during the application process.

[MRESC Application](#)

Please read below for a full job description for this position.

**MIDWEST REGIONAL EDUCATIONAL SERVICE CENTER
BELLEFONTAINE*OHIO**

Title:	Alternative School Teacher (Shelby County Campus)	File 305b
Reports to:	Principal, Building Supervisor or Program Administrator, Special Education Administrator, or Director as assigned by the Superintendent.	
Job Objectives:	Plan, implement, and evaluate instructional strategies using a differentiated curriculum to address the individual needs of students enrolled in special education programs. Work with colleagues to ensure the provision of all services mandated by state and Federal law. Provide guidance and support to help students mature and make appropriate choices. Help students pursue their academic and vocational goals. Actively encourage parental involvement.	
Minimum Qualifications:	<ul style="list-style-type: none">- Holds a valid state department of education license/certificate appropriate for the position. <i>Note:</i> An intervention specialist license appropriate for the teaching assignment is preferred, but not mandatory.- Meet all health requirements mandated by law- A clear record as determined by the Ohio Bureau of Criminal Identification and Investigation and/or the Federal Bureau of Investigation.- As applicable under Ohio law, employees must meet Highly Qualified Teacher (HQT) requirements (for assigned core academic subjects or electives).- Ability to adhere to drug-free workplace rules, board policies, and administrative guidelines/procedures.- Ability to occasionally initiate sufficient push-pull force required during physical interventions to keep people safe.- Prior training and experience implementing positive behavioral support, behavior management, discrete trial training, communicable disease, child abuse/neglect, CPR, first aid, and/or physical restraint is preferred.- Ability to learn appropriate skills for the position.- Demonstrated maturity, punctuality, flexibility, and the ability to work with students with disabilities (including students with emotional disabilities or behavioral challenges) and their families.- Adheres to the Licensure Code of Professional Conduct for Ohio Educators.	
Responsibilities and Essential Functions:	<p>The following skills and duties are representative of performance expectations. A reasonable accommodation may be made to enable a qualified individual with a disability to perform essential functions.</p> <ul style="list-style-type: none">- Develop and maintain a learning environment that stimulates interest, enthusiasm, and inquisitiveness about subjects and events. Must develop, implement and maintain effective classroom management procedures.- Plan and implement services deemed essential by participating client school districts.- Deliver assigned curricula / classes to students assigned to alternative school classroom.- Ensure that the learning process aligns with the district's written, implemented, and assessed curricula to meet state mandated proficiencies.- Determine the educational needs of students based on all applicable sources (e.g., student records, teacher's synopses, intervention-based assessments, etc.).- Use the requisite student information or plans to prepare and carry out educational activities.- Develop, implement, and monitor drop-out prevention strategies and/or student return (re-entry) plan with client district administration.	

- Vary instructional techniques to address individual learning styles.
- Implement strategies to reduce disciplinary incidents and suspensions.
- Requisition of the necessary supplies to carry out the educational program.
- Seek assistance as needed to identify instructional and classroom modifications that support the attainment of student's educational goals.
- Incorporate the effective use of available technology in the classroom.
- Communicate high expectations for students and show an active interest in their progress.
- Help students understand their personal responsibility for setting goals and achieving academic and vocational success. Help students understand the relationships between subjects and why learning is important.
- Prepare and carry out behavior modification plans (or PBIS strategies) necessary to achieve student performance objectives. Chart behavior when required. Help students develop problem-solving skills.
- Provide information that helps students change attitudes and behaviors (e.g., a positive outlook, consistent attendance, punctuality, active participation, accountability, dependability, cooperation, etc.).
- Work with district administration or guidance counselors to support appropriate student progress with emotional development and interpersonal relationships.
- Maintain complete and accurate classroom records, reports, and inventories, as required by law, district policy, or administrative directive. Submit all required reports on time.
- Document student progress. Share information with appropriate K-12 staff to support a congruent effort to address agreed upon academic goals.
- Supervise educational aides/attendants assigned to Alternative classroom.
- Support the efforts of pupil services staff (e.g., transition coordinators, work study advisors, speech/language pathologists, school psychologists, etc.).
- Maintain effective working relationships with appropriate community organizations (e.g., court systems, law enforcement, child welfare services, behavioral health facilities, etc.).
- Provide appropriate pre-vocational and career information. Help students develop competitive work skills.
- Make a referral for a multi-factored assessment when a need is indicated.
- Work with the intervention assistance team.
- Make recommendations concerning the placement of students for the next academic period (quarter, semester, or year).
- Provide close supervision and take reasonable precautions to ensure student safety. Do not leave students unsupervised.
- Supervise non-classroom activities when assigned (e.g., field trips, recess, lunchroom, study hall, training experiences, employment activities, etc.).
- Attempt to develop rapport and maintain the confidence of students, parents, and staff. Respect the personal confidence and privacy needs of individuals. Ensure the confidentiality of privileged information.
- Provide periodic progress reports to parents (e.g., telephone calls, notes, interim reports, report cards, conferences, etc.).
- Seek to establish a positive relationship with parents prior to enrollment.
- Make reasonable provisions to be available to parents when requested.
- Report evidence of suspected child abuse to an appropriate authority and notify the building principal.
- Help communicate school rules to students. Maintain high standards for student conduct. Uphold the student conduct code according to district policy. Protect the due process rights of students.
- Promote the proper use and care of school property. Keep track of school supplies and equipment used by students.
- Share equally in the responsibility for authorized building-level committee work and school activities.
- Suggest instructional materials, equipment, or teaching techniques that will enhance the

educational process.

- Seek and use resources that enhance educational activities (e.g., parent groups, volunteers, government programs, colleges/universities, community/service organizations, professional associations, businesses, etc.).
- Prepare the classroom at the beginning of the year. Retrieve books, materials, and supplies. Store supplies and equipment at the end of the school year.
- Review literature and participate in a variety of activities to keep current with promising research and effective instructional strategies.
- Participate in staff meetings and in-service training.
- Participate in professional growth activities to maintain licensure requirements.
- Participate in after-school programs (e.g., open house, parent conferences, etc.).
- Serve as a role model for students.
- Demonstrate personal integrity, responsibility, impartiality, respect, and courtesy.
- Perform other specific job-related duties as directed.

**Abilities
Required:**

- Demonstrating professionalism and exemplary personal conduct.
- Demonstrating subject matter competence and teaching proficiency.
- Displaying enthusiasm for education and the teaching profession.
- Skillfully managing individual, group, and organizational interactions.
- Using interpersonal skills to promote a favorable image of the school district.
- Communicating an understanding of academic and behavioral objectives to parents and students.
- Expressing ideas effectively using verbal and writing skills.
- Organizing and managing time effectively.
- Reacting productively to interruptions and changing conditions.
- Displaying patience and flexibility with all individuals.
- Managing discipline by averting problem situations and resolving or diffusing conflicts.
- Ability to travel to meetings and work assignments.
- Lifting, carrying, and/or moving classroom supplies and equipment.
- Being punctual and maintaining a consistent attendance record.
- Performing activities that require stooping, kneeling, and/or crouching.
- Employee shall remain free of any alcohol or nonprescribed controlled substance in the workplace throughout his/her employment in the Center.

**Supervisory
Responsibility:**

Under the direction of the supervisor: schedule meaningful work assignments, provide instructions, and communicate expectations to assigned aides, student teachers, and volunteers.

**Working
Conditions:**

Exposure to the following conditions may range from remote to frequent based on circumstances and factors that may not be predictable.

- Potential for exposure to blood borne pathogens.
- Potential for interaction with agitated or upset individuals.
- Interaction with disruptive or unruly students.
- Exposure to student commotion.
- Duties may require operating and/or riding in a vehicle.
- Duties may require considerable telephone contact and paperwork.
- Duties may require working under stress to meet schedules and deadlines.
- Duties may require working during the evening and/or weekend.