

Middle School Educator Support and Expectations

General Expectations for Middle School Educators:

- Check and answer emails from students, parents, colleagues, and administrators daily during the week. Refer challenging inquiries or requests to an administrator.
- Participate in online group meetings weekly (including faculty, team, GLD, student 504 and IEP meetings, etc) to develop distance learning activities.
- Participate in professional development and learning focused on online tools to support distance learning, including Aspen, Schoology, Google Meets, and Zoom.
- Participate in additional professional development activities offered by NPS, including possible book study, online courses, and technology support. (Possible topics include culturally responsive teaching, universal design for learning, and technology integration).
- Review and follow NPS [Video Conferencing Guidelines for Faculty](#).

Expectations for Special Education/Caseload Educators

- Special education teachers/caseload educators have a wide range of responsibilities, and specific aspects of their work will be developed together with administrators as we adapt to the distance learning environment. General expectations include:
 - Reaching out via phone/email to student caseload and families to ensure they have access to class assignments
 - Suggesting alternate enrichment activities, where possible, for students with intensive disabilities
 - Identifying students who need additional family support or with safety concerns and notifying administrators.
 - Consulting with general education colleagues to offer support on the development and delivery of lessons/assignments using Universal Design for Learning to ensure that all students can access content and show their understanding.
 - Keeping a communication log and service log for the support being provided to students and families
 - For specialized service providers and city-wide programming, administrators will work collaboratively with staff to develop and pilot service delivery models for the distance learning environment.
- We await additional guidance from DESE and will be developing new models for IEP meetings, evaluation processes, reading instruction, and service delivery expectations. Updated expectations will be provided at that time.

Expectations for ELL teachers

- ELL teachers have a wide range of roles, and specific aspects of their work will be developed together with administrators as we adapt to the distance learning environment. General expectations will continue to include:
 - ELL teachers will continue to provide ELD instruction based on the learning targets for their students. This may include providing services by collaborating with the content teachers per their usual schedule or by creating free-standing content-based ELD lessons.

- Reaching out to students and families to ensure they have access to educational activities, and to provide support and access to community resources.
- Identify students who need additional family support or with safety concerns and notify administrators and notify ELL department social worker
- Holding Office hours and check-ins with students (Individual, Group Meetings, Small Group Instruction) using various modalities for connecting (phone, email, text (Remind Ap) and google meets opportunities)

Expectations for School Counselors

- Support student connection and accessibility to distance learning.
- Reach out to specific high needs students (including students with 504 plans) with issues, questions, follow up on course requests etc.
- Continue/complete work on course selection, scheduling, etc for next year.
- Email or call at-risk students with family health issues or internet access issues.
- Provide individual and group counselor check-ins as needed.
- Communicate with families when appropriate.
- Collaborate/consult with staff on high risk situations.
- Provide resources/information on social/emotional well-being.
- Participate in district wide planning with like colleagues to create guidelines for distance counseling.

Expectations for social workers and other therapeutic staff

- Support student connection and accessibility to distance learning as needed.
- Provide individual check-ins as needed.
- Collaborate/consult with outside therapeutic providers and agencies as needed.
- Collaborate/consult with staff on high risk situations.
- Reach out via phone/email to student caseload and families to ensure they have access to enrichment activities
- Direct families as needed to support resources posted on NPS website
- Collaborate with special education and building leaders regarding specific student/family needs
- Consult with general education colleagues as needed to offer support on the development of enrichment activities
- See NPS guidance on distance therapeutic support practices.

Additional detail for Curriculum Coordinators, MS Literacy Specialists, ITS and library teachers located in [MS Support for Teacher Teams and Individual Teachers](#) document.