

High School Educator Support and Expectations

General Expectations for High 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 (eg faculty, department, course teams, student 504 and IEP meetings, etc) as needed.
- 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 planning teams (Department/course teams, other teams)

- Courses with more than one section
 - To the maximum extent possible teachers of multiple sectioned courses should collaborate with the teachers of the other sections to share resources, lessons and activities.
 - In order to support each staff member's personal and home needs, teams can share responsibility for developing content, providing instruction, providing office hours, collecting assignments, etc.
 - This collaboration could include:
 - Common student expectations--PRACTICE, PROCESS and REFLECT
 - Common learning outcomes
 - Common resources to support student learning
 - Common assignments
 - Material to be viewed/explored
 - Material to be completed/practiced and/or turned in
 - Teams should meet weekly, use of shared google documents to share with one another and administrators, and shared access to Schoology courses/resources
- Singleton Courses
 - Collaborate when possible with other singleton courses or similar courses in other high schools (if collaboration is not possible, please work with your Department Chair):
 - Common student expectations--PRACTICE, PROCESS and REFLECT
 - Common learning outcomes
 - Share model resources to support student learning
 - Share model assignments
 - Material to be viewed/explored
 - Material to be completed/practiced and/or turned in
 - Teams should meet weekly, use of shared google documents to share with one another and administrators, and shared access to Schoology courses/resources

- Department Meetings
 - Department Chairs will choose whether to meet as a whole department or provide office hours.
 - Department meetings will be when necessary
 - Department office hours (2 different) sessions at different times/days during the week based on availability of members

Types of support provided by Special Education teachers

- Special education teachers/caseload educators 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:
 - Identify students who need additional family support or with safety concerns and notify administrators.
 - Consult with general education colleagues as needed to offer support on the development and delivery of enrichment activities
 - Supporting the use of [universal design for learning](#) in developing learning opportunities for all students
 - Helping provide students access to accommodations
 - Ensure that choices are available to student and supporting students to make choices among options provided by teachers (Example: Project based learning over traditional assignments)
 - Customizing support around what resources to access after checking in with student or parents
 - Participating in general education course meetings with students and lessons with students
 - Checking-in and consulting with parents and help them to access the materials provided by general educators and align services
 - 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)
 - Providing academic support mini-lessons on executive function and organization in a distance learning environment
 - Assist Special Education Administrators in providing direction and guidance to Unit C members.
 - Consulting with related service providers and outside providers
- We await additional guidance from DESE about IEP meetings, evaluation processes, and service delivery expectations. Updated expectations will be provided at that time.

Types of support provided by 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)

Types of outreach and support provided by 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.

Types of outreach and support provided by 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 department heads, deans, ITS and library teachers located in [HS Support for Teacher Teams](#) document