

Expectations for Academic Services Professionals

All Teachers:

- Create plans for the virtual implementation of instruction and enrichment using the district guidance documents.
- Prepare and proctor assessments and grade assignments appropriately.
- Administer, grade and respond to appropriate assessment data.
- Offer differentiated instruction for struggling students using virtual options and individual student conferencing.
- Check staff email daily.
- Attempt to connect with all families to identify need for assistance using online resources and to address academic issues or basic concerns with accessing content, barriers to effective learning, or to address related student or parent concerns. Refer to appropriate IT employee or resource.
- Grade materials and monitor student progress where applicable.
- Complete progress monitoring documentation where applicable.
- Update RIMPs as applicable and any other documentation.
- Follow up with parents and families regarding academic concerns.
- Maintain documentation of IEPs, 504s, and related progress monitoring documents as well as participate virtually in necessary IEP and evaluation meetings that are approaching critical deadlines.
- For teachers assigned to VCAP courses or Edmentum elective and CTE courses – deliver content, monitor content mastery and respond using the platform as well as monitor participation and intervene as needed.
- Virtually participate in any and all assigned workgroups that focus on key aspects of the organization's mission – critical priorities (i.e., including but not limited to the following: instructional design teams, MTSS committee work, the RFP process, curriculum adoption)
- Any other duty as assigned, consistent with job description and within the confines of the CEA-CCS Master Agreement and memorandum.
- Participate in professional development that supports effective delivery of instruction that includes but is not limited to the following: the use of the learning management system, implementing online programs, creating standards-aligned lessons, using assessment data for

responding to student learning, developing social and emotional learning competencies, reducing and eliminating barriers to learning, and planning effective instruction.

- Participate in teacher – based teams in virtual forums and attempt to connect with instructional assistants, who can support student learning in virtual settings

Additional Specific Expectations by Teaching Assignments:

- Physical Education Teachers - transfer completed Physical Education ODE Assessment Reports from paper assessments to electronic ODE data sheets.
- Instrumental Music Teachers – provide lessons online using recorded demonstration and virtual learning platforms
- ECE Teachers – complete state requirements specific to ECE programs where applicable.
- ECE TOSAs- continue placement functions through CCSDAS; communicate daily with ECE leadership team
- Intervention Specialists – complete special education paperwork and lead IEP meetings reconvening the IEP as necessary; participate in ER meetings; evaluate which IEPs can be completed as a records review.
- Related Service Professionals – provide related services in virtual settings to the extent possible; communicate with the appropriate special education supervisors.
- Gifted teachers – create lessons, record and implement lessons that enrich core content; those assigned to deliver core lessons would work as described above; create, record and implement lessons that support the delivery of AP and IB content and offer intervention opportunities for students in advanced courses including those taking dual enrollment classes; complete state – required professional development for teaching classes for students identified as gifted and talented.
- Central Office TOSAs – may need to develop lessons and support teachers in content creation and many of the tasks above; support the implementation of effective instruction and trouble-shoot as needed; assist in planning and delivering.
- ESL teachers/TOSAs – continue to use virtual platforms to offer support and online learning connected to the core curriculum maps; support students virtually with accessing core content and providing intervention; teach specifically - tailored lessons to develop English proficiency for our most limited English proficiency students.
- CTE TOSAs - continue to be in contact with stakeholders groups and support CTE teachers; identify interventions and track student progress; provide professional development; assist with required documentation and the Perkins V grant application.

- College Credit Plus - College Credit Plus (CCP) Sharing information from university partners to CCP adjuncts; CCP Adjuncts are expected to check email for most recent updates regarding CCP course delivery; CCP 12th course information will be shared with administrators to determine which courses are needed to meet graduation requirements.
- Transition Coordinators – continue to track student progress; advocate and assist families and students with obtaining necessary transition services with community agencies; counsel families on transition services; track student progress; assure monthly student contact with all families on caseload; participate in IEP meetings and make recommendations; record work activities in log for each student where applicable; troubleshoot as needed to meet student needs; provide intervention as needed.

Other Academic Services Professionals:

School Social Workers:

- Complete all outstanding documentation related to social work service on behalf of students, staff, families, and external partners including but not limited to IC documentation, coordination role documentation, HB410 process, AIT plans, etc.
- Review and maintain working knowledge of CCS policies, procedures and guidelines pertaining to but not limited to board policies related to students (5000) and school social work comprehensive plan.
- Committee work already established: Teen Parenting committee, PD & CEU committee, Data Committee, Social Committee, etc. Committee work will result in service and PD for the next school year. Committees provide staff voice and input to ensure services and PD reflect need and interest of staff.
- Weekly touch base, via online platform or email for check-ins, and updates with Supervisor and/ or Director.
- Daily check and respond to emails.
- Foster Care Liaison- continued work in collaboration with the office of federal and state programs, transportation and SESS to develop district guidelines related to identification, service delivery and monitoring of foster care youth under ESSA requirements.
- Provide ideas and feedback re: Re-Entry, including identified interventions & strategies to support students and staff when school resumes.

- ABC/Leadership Team- Review Department Orientation & Mentor process for School Social Work New Hires, prepare for 211, Round 2 & external candidate interviews, including 2nd interviews, and follow up w/ ABC concerns.

PBIS Coordinators:

- Complete all outstanding documentation related to PBIS coordinator service on behalf of students, staff, and external partners.
- Review regional and building data to identify trends and provide written feedback to building PBIS teams, related to TFI walk through and action plans.
- Review and maintain working knowledge of CCS policies, procedures and guidelines pertaining to but not limited to board policies related to "students" (5000).
- Complete committee work related to comprehensive MTSS model which will be rolled out in the fall of 2020.
- Work on moving existing PD from "in person" to an on line platform. This will support staff during this interim period and provide continued CEU opportunity.
- Development of PD modules related to an understanding of HB 318 and development of tiered PBIS modules to support staff knowledge and meet compliance mandates for district.
- Weekly touch base, via online platform for check-ins, and updates with Supervisor and/or Director.
- Daily check and respond to emails.
- Development of PD for new PBIS coordinators through Article 211
- Development with support from social worker representatives for PD development for SELP positions through Article 211.
- Revision and update of current PEAK Manual

School Counselors:

- Track student progress as applicable and provide intervention as necessary.
- Provide consultation to students, families, administrators and teachers.
- Check staff email daily.

- Connect with all families to identify need for assistance using online resources and to troubleshoot or address issues with accessing content, barriers to effective learning or to address related student or parent concerns.
- Monitor and document student progress as applicable.
- Continue to use virtual platforms to provide intervention as needed.
- Connect families with organizations to meet student needs.
- Provide professional development.
- Provide guidance and assist with the development of district resources.
- Develop and implement social and emotional learning experiences.
- Use Naviance and related platforms to provide college and career readiness activities.
- Assist students with developing college and job applications as needed as well as completing financial paperwork.