

## **Counselor Letter of Understanding 20-21 SY**

The provisions of the Gen Ed LOU and 2017-2021 Collective Bargaining Agreement will apply to LWEA represented counselors. To clarify the working conditions and expectations for elementary and secondary counselors, the following will also apply:

### **I. LWEA Elementary and Secondary Bargaining Unit School Counselor Work Expectations During Remote Learning during the COVID-19**

- A. School Counselors will work remotely during the COVID-19 closure in the 20-21 school year. Individuals will not be required to work on site or in person. Any exceptions to employees working remotely will be brought to LWEA and LWSD for agreement first.
- B. School Counselors will perform duties consistent with their roles and responsibilities as outlined by the Washington Comprehensive School Counseling and Guidance Program Model and the American School Counselor Association National Model. No meeting, of any kind will be mandated to be in person. School Counselors can call in, participate in a Teams meeting, or use video conferencing on district approved platforms, to join any required meetings.
- C. School Counselors will be given 24 hours' notice before a supervisor required meeting, except in an emergency.
- D. School Counselors will be expected to communicate regularly with supervisors, families, parents, and students during their contracted workday.
- E. School Counselors will establish their own work schedule for the term of this agreement. Counselors will work to structure their remote workday to perform duties consistent with their roles and responsibilities. Counselors will collaborate with their building administrators on their schedule if their schedule will consistently fall out of the standard workday.
- F. For teachers to meet with students per VI.B.10.I, it should not fall onto the counselor to be the third person in the meeting. Requesting counselors attend a meeting with a student should align with the appropriate role of the counselor in that meeting.

### **II. Engaging with Families and Students for both Elementary and Secondary**

- A. LWSD acknowledges the unique role that School Counselors play as trusted advisors to families and students.
- B. To support this role and to facilitate the job responsibilities necessary of counselors the following will apply:
  - 1. Counselors will be able to meet with students individually, as needed via appropriate district approved platforms.
  - 2. The district will provide guidance to counselors on how to appropriately meet with students individually in a remote setting, per LWSD Spring 2020 counseling guidance.
- C. School Counselors may, but are not required to, do home visits or delivery resources to student homes. This will be in line with the district policy and require accompaniment by another LWSD employee.
- D. Prior to the start of the school year, the district will provide training and guidance to counselors on using MS TEAMS.
- E. School Counselors will help to support families with access to LWSD and Community provided resources by disseminating relevant information and engaging with families through remote platforms.
- F. Information from the student services department regarding changes to LWSD educational requirements due to OSPI guidelines will be shared with School Counselors prior to being shared with families.

- G. Per the transition's language in the Gen Ed LOU, the district will consult with LWEA represented counselors to discuss possible concerns and strategies regarding transitioning students back into the building.
- H. If a family or student has an urgent need or crisis, requiring immediate behavioral health intervention, the counselor should engage the district contracted social worker service to support families with in-person services.

### **III. Elementary School Counselors Remote Work Expectations**

- A. Elementary Counselors will support families with access to immediate needs. This could include but is not limited to food support, school supplies, financial resources, basic needs, community resources, etc.
- B. Elementary counselors will facilitate tier 1, tier 2, and tier 3 interventions consistent with their counseling program. The following are examples and not limited to these specific lists:
  - 1. Tier 1 examples can consist of counselor led class lessons. This can be synchronously and asynchronously in collaboration with teachers. Counselor lessons will be in addition to the teacher SEL activity, check in, and check outs.
  - 2. Tier 2 examples can consist of 'lunch bunches' or facilitating small groups.
  - 3. Tier 3 examples can consist of safety plans, individual interventions, and individual student check-ins.
- C. SEL Check in's and Check Out's (per VI.9.d.i) will not be required to be performed by or designed by counselors.
- D. Counselors on Wednesdays will continue to facilitate interventions and provide support to students and families per the provisions above. To support the IEE time on Wednesdays (per VI.9), counselors in alignment with their program can opt to provide Tier 1 asynchronous lessons.

### **4. Middle School Remote Work Expectations**

- A. LWSD acknowledges the impact the current closure has on Middle School Counselor workload regarding grade level transitioning, course scheduling, grading, and supporting social emotional needs of students. To meet the interest of timely student support and manageable workloads, the following will apply for the duration of this agreement:
  - 1. All secondary counselors will maintain 9 extended days per FTE, per CBA section 13.3.7.1. Counselors will have 3 days scheduled prior to August LEAP. In addition to the 3 scheduled days prior to August LEAP, counselors can self-direct 3 days to support scheduling in the beginning of the year or during the first semester schedule adjustment period. The remaining 3 days will be scheduled collaboratively at the building level between building administrator and the counseling department.
  - 2. The district and the association will agree to meet when a hybrid model is set for implementation to problem solve around secondary counselor workload and the potential need for additional extended days.
  - 3. The district and association agree to discuss at the January DLM the issue of counselor support for end of year responsibilities.
- B. To clarify 9.5.1 of the contract in a remote setting, counselors who are completing work related to starting off students successfully (e.g registration, scheduling, and/or balancing classes), will review which August LEAP trainings are applicable or not to their role as

counselors. Counseling departments and administrators will come to a consensus-based agreement on which activities counselors will be excused from.

- C. The district will work toward putting consistent communication, procedures, and policies in place that allow for the equitable advancement of students toward meeting educational requirements while limiting the burden of clerical or extraneous work placed on Middle School Counselors.
  - 1. Maintaining websites for secondary staff: Counselors will reasonably be expected to update their webpage and/or MS Teams pages.
  - 2. Grading and attendance monitoring: when the district and association meet to problem solve grading and attendance for the 20-21 SY, counselors will be included as part of this discussion.
  - 3. If a counselor is experiencing a high workload volume because of clerical responsibilities, they will first meet with their administrator to see what supports can be provided to reduce this workload. If they cannot agree it will be brought to district DLM.
- D. Counselors will continue to develop and deliver asynchronous lessons in alignment with the responsibilities of the middle school counseling program. This will be balanced with the total responsibilities of the counselor.
- E. Middle School Counselors will facilitate the following, which aligns with their job responsibilities:
  - 1. Social Emotional
    - Collaborate and refer students to YES BHSS staff, as necessary.
    - Support referrals for basic needs (pantry packs, nourishing networks gift cards).
  - 2. Academic
    - Support 504s and hold annual 504 review if necessary.
    - Support guidance team protocol during school closure.
    - Support student support teams during school closure.
    - Support master schedule.
  - 3. College and Career
    - Complete 8<sup>th</sup> High School and Beyond Plan.
    - Disseminate College Bound information to qualifying families.

## **5. High School Counselor Remote Work Expectations**

- A. The district acknowledges the impact the current closure has on High School Counselor workload regarding grade level transitioning, course scheduling, grading, and graduation tracking. To meet the interest of timely student support and manageable workloads, the following will apply for the duration of this agreement:
  - 1. All secondary counselors will maintain 9 extended days per FTE, per CBA section 13.3.7.1. Counselors will have 3 days scheduled prior to August LEAP. In addition to the 3 scheduled days prior to August LEAP, counselors can self-direct 3 days to support scheduling in the beginning of the year or during the first semester schedule adjustment period. The remaining 3 days will be scheduled collaboratively at the building level between building administrator and the counseling department.

2. The district and the association will agree to meet when a hybrid model is set for implementation to problem solve around secondary counselor workload and the potential need for additional extended days.
  3. The district and association agree to discuss at the January DLM the issue of counselor support for end of year responsibilities.
- B. To clarify 9.5.1 of the contract in a remote setting, counselors who are completing work related to starting off students successfully (e.g registration, scheduling, and/or balancing classes), will review which August LEAP trainings are applicable or not to their role as counselors. Counseling departments and administrators will come to a consensus-based agreement on which activities counselors will be excused from.
- C. High School Counselors will work with students and families to support access to resources and continue to provide direct services remotely.
- D. High School Counselors will prioritize work which supports helping Seniors navigate meeting 2021 graduation requirements. As guidance comes from OPSI regarding any changes or adjustments to graduation requirements, the district shall consult with counselors prior to implementing these new requirements.
- E. In keeping with HS counselor expectations, it will be at the discretion and in alignment with responsibilities of HS counselors to delivering asynchronous lessons.
- F. The district will work toward putting consistent communication, procedures, and policies in place that allow for the equitable advancement of students toward meeting educational requirements while limiting the burden of clerical or extraneous work placed on High School Counselors.
1. Maintaining websites for secondary staff: Counselors will reasonably be expected to update their webpage and/or MS Teams pages.
  2. Grading and attendance monitoring: when the district and association meet to problem solve grading and attendance for the 20-21 SY, counselors will be included as part of this discussion.
  3. Counselors who coordinate the high school and beyond plan will maintain a remote role consistent with their in-person role.
  4. Prior to any in-person proctoring, will comply with the general education Letter of Understanding per part X.E.
  5. If a counselor is experiencing a high workload volume because of clerical responsibilities, they will first meet with their administrator to see what supports can be provided to reduce this workload. If they cannot agree it will be brought to district DLM.

**AGREED:**

For the District

Signature

Date

For the Association

Signature

Date