

PPS School Counselor and Social Worker Hybrid Guidance

On Site Expectations, Service Delivery, and Additional Resources

We know that our students have experienced and continue to experience a range of effects and impacts resulting from the pandemic as well as other socio-political factors. We anticipate that while some students will return eager to be at school and to continue with their academic learning, many other students will be experiencing anxiety, grief and loss, dysregulation, and other impacts of trauma. Many students and families will make the decision to continue in CDL for a variety of reasons that are in the best interest of their student and/or family members. Whether students are attending in-person or continuing in CDL, we believe that we will have a greater need for suicide screenings, behavior/social-emotional supports and interventions, and, etc. which are essential services delivered by our school counselors and social workers.

Furthermore, regardless of whether a student is in need of interventions and/or individualized supports, we believe that all students will benefit from a significant focus on relationship building, community building and social-emotional learning. Teachers are expected to be playing a significant role in this effort, but our student support professionals are our most highly skilled educators in this area and will be indispensable as we support this major transition to in-person learning. School Counselors and Social Workers can support by co-teaching and/or planning SEL lessons and community building activities with teachers, attending to school climate development, delivering their own school counseling or social worker lessons to students, and supporting staff with the development of trauma-sensitive practices.

Work Expectations and Prioritization of Access to Students

PPS has prioritized the services of School Counselors and Social Workers and will allow students to be pulled from in-person instruction when the needs of students are urgent, support a student's mental wellness, and/or would positively impact a student's ability to access the benefits of in-person instruction. Please see below for the work expectations for your school.

All Schools:

School Counselors and Social Workers should work with their administrator to analyze their current caseload and determine the needs of students who will be onsite and the needs of students who will continue with distance learning. From that analysis, a schedule of services will be created and agreed upon that meets the needs of both groups.

In schools with both an AM and PM hybrid session:

School Counselors and Social Workers may work remotely when serving students in distance learning so long as there is at least one Student Services Professional present in the building when students are on-site. If a School Counselor or Social Worker needs to meet with students or families in-person off-site, they should communicate with their administrator beforehand to ensure that there is adequate student services coverage onsite. School Counselors and Social Workers may also work remotely when students are not on-site, including all day on Wednesdays.

In schools with a single AM or PM hybrid session:

School Counselors and Social Workers are expected to work from schools when students are on site. Distance learning students will primarily be served during the session that is dedicated to distance learning. If a School Counselor or Social Worker needs to meet with students or families in-person off-site during the hybrid session, they should communicate with their administrator beforehand and ensure that there is adequate Student Services coverage on-site. School Counselors and Social Workers may work remotely when students are not on-site, including all day on Wednesdays.

Educator Directed Time

Under the Hybrid Agreement, educator-directed time by level is:

- 810 minutes per week for Elementary
- 905 minutes per week for Middle School
- 900 minutes per week for High School

School Counselor and Social Worker schedules should clearly indicate their designated educator-directed time, which is used for a large number of tasks which include lesson plan development, program planning, data review, student/family outreach and referrals to outside

resources. Educator directed time is not required to be used for remote instruction or doing porch visits; however could be used for but not limited to:

- Time to communicate with students and families;
- Time to prepare and plan lessons and activities;
- Gather, track and enter data

Sample Schedules for ES, MS, and HS

Below are sample schedules that show how school counselors and social workers can schedule the delivery of support services to students and families within the Hybrid schedule. Delivery of supports and services for students participating in In-person hybrid instruction as well as CDL students is included in these examples. The amount of time dedicated to supporting students in CDL should reflect both the percentage of students from your building who are participating in CDL, as well as the needs of those students. Click here to see [Sample Hybrid Schedules By Grade Level](#)

Pre-Service Days

During pre-service days, School Counselors and School Social Workers will participate in required training (see [Hybrid Pre-service Overview](#)), adjust their schedules to allow for services to be delivered in-person and virtually, consult with specialists and general educators, and make other preparations.

Workspaces

School Counselors and Social Workers will be provided with a work space that meets all of the safety criteria delineated in the MOU, that is private and confidential, has ventilation and an air purifier, and that allows them to meet with at least one student at a time.

The District has ordered a sufficient number of HEPA Air Purifiers to supply one in all rooms/spaces where students are designated to meet with professional educators, and deploy the HEPA Air Purifiers as they are received in the following order: symptom spaces; rooms that have no ventilation (either mechanical or open air); the remaining spaces referenced above. Professional educators will be allowed to work remotely if a district provided air purifier or an alternate work space cannot be provided.

If a School Counselor or Social worker work space is not large enough to accommodate individual meetings or small counseling groups with social distancing, counselors and social workers will work

with their administrator to identify possible spaces within the school building or outside the school that provide for confidentiality and that can be utilized so that these activities can take place when necessary.

Duty

School Counselors and Social Workers will support the entrance and exit of students from the building. School Counselors and Social Workers should be focused on providing student supports during other times and will not be used to provide duty during instructional time.

Section 8.5 of the CBA states:

“Good faith consideration of fairness and balance will be made in assigning such duties to professional educators. SLPs, School Psychologists, Counselors, QMHPs and other specialists shall not be assigned more duty time than what is generally assigned to other professional educators.”

Exceptions to On-site work Expectations

If you are an educator with a qualifying medical condition (As identified in the Hybrid MOA) who has an approved alternate assignment that is 100% remote, please work with your building admin to ensure necessary in-person services will be covered.

Problem solve concerns moving forward

There will be a standing workgroup that reviews hybrid specific issues that arise between April 1 and then end of the school year, 2021. The workgroup members will be comprised of individuals from both PAT and district office personnel and should include the perspectives of a variety of intersectional identities.