



District Counselor Meeting

October 31, 2024

Happy Halloween!



Boo!



A Brush with Fame!

Brené Brown
was SO lucky!!



Today's Agenda



District Counselor Meeting Agenda

Thursday, October 31, 2024

GENERAL SESSION – ALL COUNSELORS | 9:15-11:45

Port Gardner A&B

- Welcome
- Synergy | Trainer-of-Trainers & anticipated training schedule
- Intro to LETI
- Mental Health Therapists in Schools | MOU update & clarification
- CPS Reporting, Student Interviews, Counselor Documentation
- 504 Process & Procedure Fine-Tuning
- EPS Counseling | Who's Who Project Idea

Dave Peters
Karen Hickenbottom
Marisol Bejarano
Dave Peters



Latino Educational Training Institute



Marisol Bejarano

Director of Health and Wellness Programs



Rosario Reyes

Founder and President



Synergy Training for Counselors



Karen Hickenbottom

LMS Director II



Synergy Training for Counselors

DATES	LEVELS	TIMES
September 26 October 31 December 5 January 16 February 13*	Middle & High	8:00 - 9:00
April 17** May 29**	ALL Counselors	9:15 - 11:15
	Elementary	11:30 - 12:30
<i>* Times will be adjusted to accommodate Transition Meeting Trainings</i> <i>** Overall length of meetings will likely be increased to accommodate Synergy training</i>		

ALL-COUNSELOR MEETINGS EXPANDED FOR SYNERGY TRAINING

April 17, May 29, & June 5, 2025

MS & HS | 8:00-9:00

All Counselors | 9:15-12:45

ES | 1:00-2:00



Synergy Training for Counselors

THE ASK

We are looking for 1 trainer per secondary school team (9 total) and 1 trainer for every 2 elementary schools (9 total).

DIRECTIONS | [Click here to access the counselor trainer sign-up form](#)

- **Secondary Counselors** | Please select one counselor from your school to serve as a Synergy trainer for your school team.
- **Elementary Counselors** | Please complete this form if you are interested in serving as a Synergy trainer. We will be selecting up to 9 total.

TIMELINES

Next fall, the transition will be complete from eSchoolPlus to Synergy as the EPS Student Information System. This spring, counselors will begin training in the respective components of the Synergy platform.

- **Secondary Counselor Training Sessions** | Feb. 21 - Student Schedule Management | April 17 - 504 Module (after the district counselor meeting)
- **Elementary Counselors Training Sessions** | April 17 - 504 Module (after the district counselor meeting)

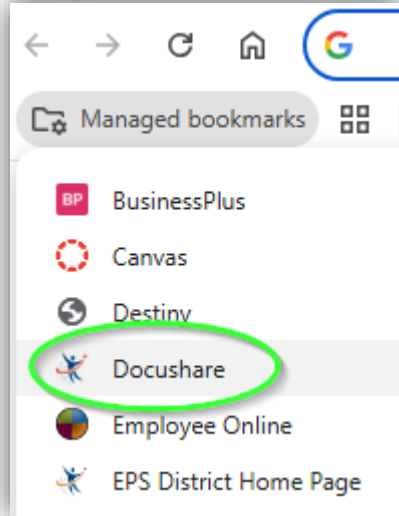
TRAINING MODEL

In several cases, EPS will be utilizing a train-the-trainer model so that we can have built-in supports for school teams. Being a trainer will allow for earlier access to the Synergy platform and will deepen understanding & usage skills of each of the areas that counselors frequently utilize. The phrase, "You don't really understand something until you can explain it to someone else" will likely apply here.

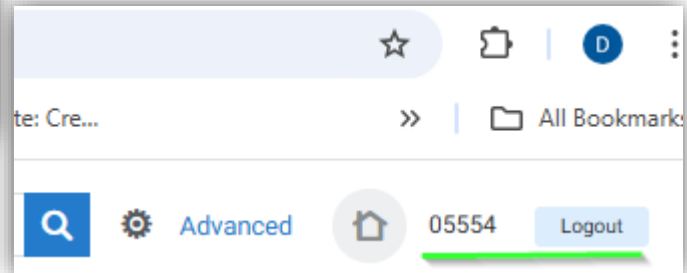
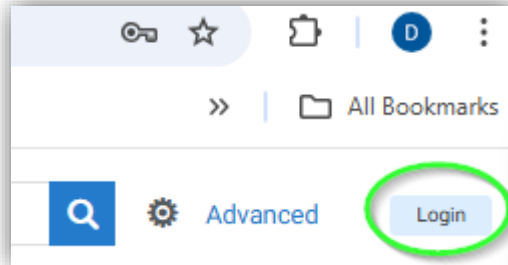


Accessing Docushare | Refresher

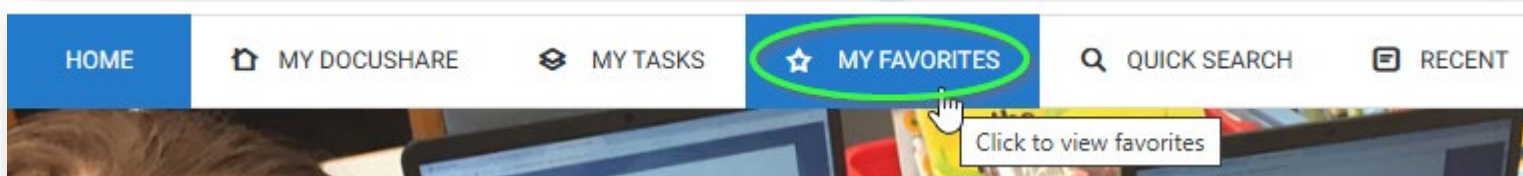
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COLLECTIONS
Top level collections







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-  [Everett Public Schools Documents](#)
-  [School Board](#)
School Board Documents and Archives
-  [School Specific Documents](#)
Individual Collections for schools containing documents specific to each school.
-  [Superintendent's Office](#)
Documents for Superintendent's Office and Superintendent's Cabinet


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<input type="checkbox"/>	Type	Title
<input type="checkbox"/>	Folder	Cabinet
<input type="checkbox"/>	Folder	COVID-19 Documents
<input type="checkbox"/>	Folder	CRC Community Resource Center documents for staff
<input type="checkbox"/>	Folder	Departments Collections for Everett Public Schools Departments
<input type="checkbox"/>	Folder	Emergency Operations Center
<input type="checkbox"/>	Folder	School Board School Board Documents and Archives

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-  **Maintenance**
Documents for Maintenance Department
-  **Operational Department Heads**
-  **Safety and Security**
Documents for Safety and Security department
-  **Special Services**
Documents for Special Services Department
-  **STEM**
Science, Technology, Engineering and Math
-  **Student Support Services**

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 **Counseling**

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Mental Health Therapists in Schools

Occasionally, requests are made for counselors/therapists from outside agencies to meet with students at school during the school day in an unsupervised setting. These arrangements can be permitted if the following considerations are in place in advance:

1. Prior to non-EPs counseling sessions with students in an *unsupervised* setting at school during the school day – in person or virtually – an MOU must be signed between the agency/counselor and the school district
 - a. Click to access the most up-to-date [approved agency MOU list](#).
2. A confidential meeting space is available, and the school principal gives approval
3. Meeting with the student outside the school day would be prohibitive based on safety, or due to access barriers including transportation or parent/guardian work schedules

Q: Why does an MOU have to be signed in order for a certified mental health therapist to meet 1:1 with our students? Can't we assume this level of trust based on their credentials alone?

A: State law ([RCW 26A.400.303](#)) requires that we ensure a Washington state patrol and national criminal background check prior to allowing *unsupervised* access to children at school. The MOU includes this confirmation by the agencies of the therapists who work with our kids.

Q: What should we do if a therapist shows up at our school to meet with a student, but they're from an agency not listed on the [approved agency MOU list](#)?

A: Inform them that they are not allowed to meet with students in an unsupervised setting at school unless their agency has signed an MOU with the school district. Then contact [Dave Peters](#) (x4063) to initiate the approval process between the district and that agency.

Q: Can't an outside agency therapist meet with a student 1:1 at school if the parents have given their permission?

A: Only if the agency has signed an MOU with the school district.

Q: Are staff from a WISE program approved to meet 1:1 with our students?

A: It depends. [WISE](#) (Wraparound with Intensive Services) is an approach rather than an agency. If someone identifies themselves from "WISE," ask them to show you identification from the actual agency they work under. Then check the [approved agency MOU list](#).



Mental Health Therapists in Schools

EVERETT SCHOOL DISTRICT AGREEMENT FOR PROFESSIONAL SERVICES 2024-2026

This Agreement between Everett School District (hereinafter referred to as "the District"), 3900 Broadway Everett WA, 98201, and [Agency Name], (hereinafter referred to as "XXX"), [Agency Address], is for the performance of services set forth below.

Section Two Description of Work

The work to be performed by XXX includes all services generally performed by XXX in its usual line of business, including, but not limited to the following: Initial assessment; individual therapy; group therapy; case management; and, if appropriate, crisis response and management. These services can be performed during the regular school day and either virtually or on school grounds. Students are to remain on school grounds for all appointments. This is not a service provided through, or contracted by, the District. By this Agreement, the District merely agrees to provide access to XXX clients during the school day who could not otherwise arrange such services outside the school day.



CPS Reporting | Student Interviews



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Child Abuse and Neglect

Reporting Responsibilities

Staff are reminded of their obligation as district employees to report every instance of suspected child abuse or neglect. The following procedures are required when reporting instances of suspected child abuse or neglect:

1. Since protection of children is the paramount concern, staff should discuss evidence of suspected abuse, neglect or exploitation with the school administrator/designee.
2. The staff member may wish to discuss the circumstances with an employee of Child Protective Services (CPS) for assistance in determining if a report should be made. Any doubt about the child's condition will be resolved in favor of making the report.
3. When there is reasonable cause to believe that a child has suffered abuse or neglect, staff or the principal will orally report it to the nearest CPS office of the Department of Children, Youth, and Families (DCYF) or the local law enforcement agency. This report must be made within forty-eight (48) hours after there is reasonable cause to believe that the child has suffered abuse or neglect. If the situation is urgent and CPS cannot immediately respond, staff will immediately contact the local law enforcement agency.
4. In conjunction with the phone report to CPS or the appropriate law enforcement agency, the [Child Abuse Report Form](#) shall be completed.
5. The written report:
 - Must include the date the report was called in to CPS, the name of the CPS worker to whom the report was made, and the intake number; and
 - Must be emailed promptly to the district Risk Manager (cps@everettsd.org), and the principal/designee.



CPS Reporting | Student Interviews



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Everett Public Schools
Risk Manager
cps@everettsd.org

CHILD ABUSE REPORT FORM

State law requires professional school personnel to report within forty-eight (48) hours after there is reasonable cause to believe that a child or dependent adult has suffered abuse or neglect. In conjunction with a phone report (866-829-2153), complete this form and obtain an intake number from CPS/DCYF. (Refer to district [Policy 3421](#) and [Procedure 3421P](#).)

STUDENT: _____
First Name Middle Name/Initial Last Name (Legal)
SCHOOL: _____ GRADE: _____ AGE: _____ BIRTH DATE: _____ M/F: _____

DISTRIBUTION

1. A phone report to:
DCYF Intake
2. A copy of report for district records emailed to:
Risk Manager
3. A copy of the report to
School Principal/Designee

DCYF Intake Hotline
866-829-2153
Everett Public Schools
cps@everettsd.org



Process & Procedure | Fine-Tuning

504 Plans
EPS Basics
& Beyond

2024-25



[2024-25](#)
[EPS 504](#)
[Handbook](#)



OSPI 504 Training



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Enter your search terms



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Certification

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Support

Policy &
Funding

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OSPI

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» 504 Plans And Students With Disabilities

POLICY & FUNDING

OSPI Reports to the
Legislature

School Buildings &
Facilities ▶

Special Education ▶

School Apportionment ▶

Legislative Priorities ▶

OSPI Rulemaking
Activity ▶

Grants Management ▶

Child Nutrition ▶

504 Plans and Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as Section 504) is a federal civil rights law that prohibits discrimination against persons with disabilities. Public schools are required to provide a free appropriate public education (FAPE) to qualified students who have a disability.

FAPE consists of regular or special education and related aids and services designed to meet the individual needs of students with disabilities as adequately as the needs of students without disabilities are met. **The goal of Section 504 is to level the playing field, not to maximize potential.**

Schools must refer and evaluate a student they know or suspect has a disability and may need services as a result to access and benefit from their education. If eligible for services, the school must develop a Section 504 Plan for the student, implement the Section 504 Plan, and periodically reevaluate the student to assess need for services.

Looking for information for families?

[Visit Information for
Families: 504 Plans and
Students with
Disabilities.](#)




OSPI 504 Training

Training on Section 504


Navigating Section 504

This webinar provides an overview the Section 504 process—from identifying and evaluating students with disabilities to developing and implementing Section 504 plans. Consideration will be given to questions the OSPI Equity and Civil Rights Office commonly fields related to the COVID-19 pandemic.

- [Navigating Section 504 Webinar](#) 
- [OSPI Fall Virtual Training Series Section 504 Handout \(PDF\)](#)
- [List of Key Federal COVID-19-Related Resources on School and Students with Disabilities \(PDF\)](#)

Section 504: Beyond the Basics

Now that you are familiar with the 504 process, it's time to tackle some of the trickier applications of Section 504. Does a student need a 504 plan and a health plan? Do students with disabilities have a right to participate on school sports teams? What about extracurricular activities and fieldtrips? What obligations do LEAs have to private school students under Section 504? And as COVID-19 has evolved, how does this impact district responsibilities under Section 504? This webinar, recorded in November 2022, addresses these and other advanced Section 504 questions.

- [Section 504: Beyond the Basics Webinar](#) 
- [OSPI Fall Virtual Training Series Section 504: Beyond the Basics Handout \(PDF\)](#)



Wanna Play a Game?

504

☆ [CLICK HERE](#) ☆

Kahoot!



Who's Who Project

With so many counselors in our district - and new faces every year - it can be tricky to keep track of who's who, right? This is an attempt at helping counseling colleagues get to know each other with at least the basics. This project will be shared among Student Support Services staff including counselors, social workers, student support advocates, and substance use intervention specialists.

To participate, please [CLICK HERE](#) to access a form to submit a phot and some basic info.



Photo	Name	School	Pro-Strength
	Heidi <u>Bobeidi</u>	PVE	Small groups
	Carol <u>McNarrell</u>	RMS	PBIS Supports
	Tony Zamboni	IWE	Kids in Transition
	Marcia <u>Kanarsha</u>	FHS	HS & Beyond Plans





Thank You!

Here's to a grateful
November!

