

Our Schools

SPRING 2020 NEWSLETTER



Each week, our Food & Nutrition Services and support staff prepare and distribute over 15,000 free emergency meals.

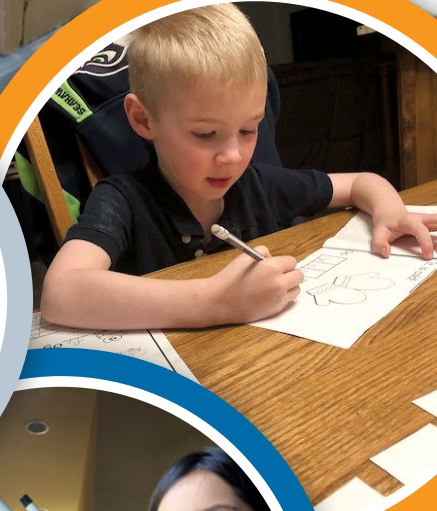
FEATURE ARTICLES

- Finding unexpected strengths in times of change
- Students make successful transitions during Project SEARCH inaugural year
- Capital Bond 2020 on August 4 ballot



Madison Elementary
@EPS_MadisonES

Hi kids! Your teachers met today about the future, and it was so bright we had to wear shades!



EVERETT
PUBLIC SCHOOLS®

Superintendent message

As I reflect on my first column last September, as your new superintendent, I was filled with hope and optimism for the possibilities and opportunities this school year would bring to our students.

Fast forward eight months and school looks a lot different. Our entire world looks a lot different. My hope and optimism remain, but they are based in a new reality.

These are challenging times, but I am so proud of the way we are coming together to support our students. I am humbled to work alongside our incredible teachers, administrators and support staff from every school, program and department in our district, together finding ways to ensure our children thrive and grow in this new learning environment. I am equally grateful to our parents who adapted almost overnight and are deeply committed to supporting their children through this unprecedented time.

During the extended school closure, student well-being and safety is our first priority. Each week, our Food & Nutrition Services and support staff prepare and distribute over 15,000 free emergency meals to children. Our robust at home learning supports and engagement plans allow flexibility for individual student and family circumstances while providing a predictable, meaningful school day experience.

We understand school closure is especially hard on many families and not all students have access to the same resources while at home. We are supporting at home learning by providing devices and WiFi hotspots to students who may not have access. To date, over 3,000 devices and hundreds of internet hotspots have been provided to students throughout the district who did not already have 1:1 devices.

Another big change we made as a result of COVID-19 was to postpone our April 28 capital bond to comply with both the Snohomish County Auditor's Office limitations and social distancing guidance from the governor. However, the need to build more schools, enhance safety, improve STEM opportunities and add space for students remains.

We are committed to ensuring our students have access to 21st century learning facilities and programs and will be moving forward by placing the \$317.4M bond on the August 4, 2020 ballot. In addition to the information in this newsletter, we will be sharing more about this change with our community and families in the coming weeks and months.

Please continue to be kind, show empathy for one another and remain optimistic about the future. We are resilient and we will continue to learn and grow as we adapt to this new reality together. Be well.

Dr. Ian B. Saltzman
Superintendent



Finding unexpected strengths in times of change

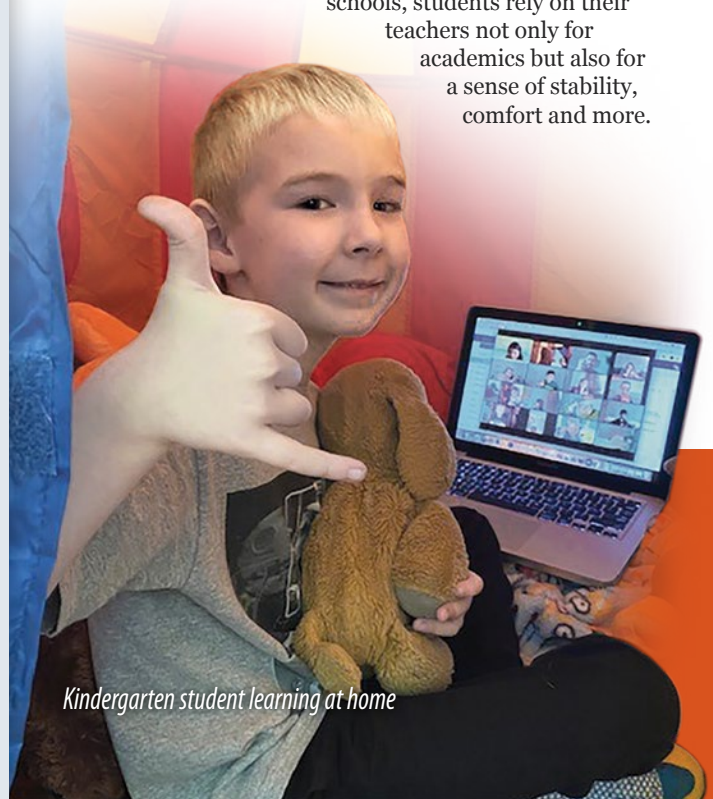
The first American school in the thirteen original colonies opened in the 17th century. Boston Latin School was founded in 1635 and is both the first public school and oldest existing school in the United States. What school looks like changed gradually over the last nearly 400 years. Until 2020.

The spring of 2020 saw rapid change and development of what "going to school" looks like. When Everett Public Schools was informed of the first positive COVID-19 case at the end of February, there was immediate work to change what teaching and learning was going to look like.

In the subsequent month, the school district developed processes and implemented plans to serve emergency meals, provide childcare to first responders and distribute additional devices and WiFi hotspots so students could start learning at home. (All high school students and most middle school students already had Chromebooks thanks to the 2016 Technology Levy.)

Teachers had hours of professional development to learn new tools on engaging students remotely, and structures were put in place for students to have suggested schedules and check-in times with their teachers. Grading and testing policies were also adapted. Essentially all the structures needed to enable students to learn and teachers to educate from home were created and implemented in a matter of weeks.

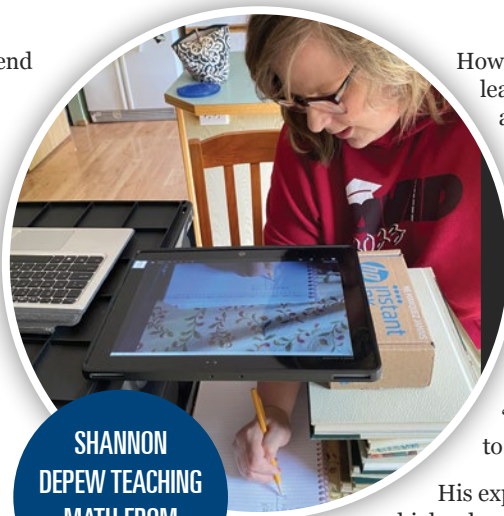
What does it really look like though? Every student situation is different, and every teacher has their own style. The closing of school buildings and the move to distance learning this spring has led to changes in the way teachers interact with their students – and that is no small feat. It has long been known the relationship between students and teachers is critically important to how well students learn. In many schools, students rely on their teachers not only for academics but also for a sense of stability, comfort and more.



Kindergarten student learning at home

When students and teachers need to depend on technology to communicate, does the dynamic change dramatically?

Shannon DePew, a math and AVID teacher at Eisenhower Middle School, depends on student interactions to adjust her teaching. She shares, "In the classroom it is far easier to help students because I can read their faces and see their thinking on their papers. Digitally, kids don't show all their thinking because with math and a computer, it can be difficult to do. In the classroom I can see their ideas and I can take what understanding they do have and build on it. I also can see their smiles and the twinkle in their eyes when they understand!" Those things are missing in a digital environment.



**SHANNON
DEPEW TEACHING
MATH FROM
HER HOME**

DePew and other teachers reiterate, though, they are grateful to connect with their students, even if it is in a different way. Jennifer Hesse, who teaches German at Jackson High School sums it up when she says, "The most challenging part about teaching with a stay at home order is how much I miss my students and my colleagues. I am thankful for modern technology allowing me to see so many of their smiling faces, but it's not the same as getting to see everyone face-to-face."

Teachers in every grade level are missing their students and adjusting to the new way of learning. Carrie Franco teaches kindergarten at Whittier Elementary School. She is balancing her job and like many others in the district – she is teaching kindergarten but also helping her second grader keep engaged with her learning. The tools and technology help, but nothing can replace seeing kids in person. Franco shared, "Schools love and miss their students. Everyone wants to be at school teaching, but we want our students, families and our community healthy and safe ... although we are physically apart, our hearts are with our school family!"

Technology enables connections that cannot be face-to-face. Learning new technologies has been a great benefit for many teachers. Mike Cane teaches English at Cascade High School and said the technology he and his colleagues are learning will have added benefits far into the future. "For me, the most challenging part of teaching right now is finding different ways to engage students and provide feedback, but this is an exciting challenge because I have learned how to use new technology tools, including Screencastify, Padlet and Flipgrid." DePew also appreciates the new technology skills gained and added, "So much of what I am using right now will be used to enhance student learning in the future and I am excited about that."

Teachers have had to readjust their expectations of check-ins and in-person interactions. No more handing out tissues or high-fives. But they can flash a thumbs up on the screen or call a student who hasn't checked in for a while.

How are students adjusting to the new way of learning? Many students mention the best part about the new schedule is they get more sleep. Ben, a seventh grader from Heatherwood Middle School said, "The best part about doing school at home is that you get to sleep in, which of course is everybody's favorite."

Students miss different aspects of being in the classroom. Carson, a kindergarten student, says he really misses seeing his buddies and he misses his teacher and his cubby. He likes not having to clean up, stating, "When I get done with school now, I don't have to pick up - I just get to start playing right away!"

His experience is a little different than middle and high school students. Brenna, a freshman at Cascade High School says learning at home can be distracting. "The most challenging part of school right now is definitely not getting distracted when you need to finish work. At school you don't have all these objects and electronics around to mess with," she states. It takes a little bit of discipline, but most students are adjusting well.

Gloria, a seventh grader at Heatherwood, says she has many different lessons she works on, but the directions are always clear, and teachers are there to help. Alexandra, also a seventh grader at Heatherwood, showed excitement in her comment, "It is amazing how well we have adapted to this and I'm excited for what comes next."

Associate Supreme Court Justice Sonia Sotomayor once said, "There are uses to adversity, and they don't reveal themselves until tested ... difficulty can tap unexpected strengths." It is unexpected strengths our students, teachers and families are revealing in this time. Strengths others learn from and depend upon as well as showing great openness to learning new tools and skills they will carry with them far beyond our time of social distancing.



**CARRIE FRANCO
TEACHING
KINDERGARTEN
FROM HER HOME**

COVID-19

LEARN ABOUT OUR RESPONSE
AND THE WAY WE ARE
SUPPORTING OUR STUDENTS,
STAFF AND OUR COMMUNITY.

Learn more at: www.everettsd.org/COVID-19



- Frequently asked questions
- Academic supports
- Communication to families
- Class of 2020 information
- Family technology support
- Free emergency meals
- Social and emotional health
- And more!

Students make successful transitions during Project SEARCH inaugural year

According to Work Opportunities, the unemployment rate for people with disabilities is 70 percent. The Project SEARCH program in Everett Public Schools is challenging that statistic with an innovative school-to-work transition program.

In June 2019, Everett Public Schools, Providence Regional Medical Center Everett (PRMCE), Work Opportunities (WO), the Division of Vocational Rehabilitation and Snohomish County Department of Human Services established a partnership to implement Project SEARCH at Providence (PEPS).

Founded at Cincinnati Children's Hospital in 1996, Project SEARCH is an intensive internship training program for young adults with disabilities. These are students who are on an Individual Education Program (IEP) and in their last year of high school eligibility. The goal for each student participant is to secure paid employment in their community by the time they graduate.

PEPS welcomed its first cohort of 13 interns in September 2019. Through a series of three 10-week internships, students work in 12 different departments within the hospital. Before students begin working in departments, there are transition weeks before and between internships where participants spend time interviewing, learning safety rules, touring the hospital and other similar activities. Once the internships begin, students have 45 minutes of class at the start

of the day, four hours at work, then another 45 minutes of class to wrap up the day.

Everett Public Schools' Project SEARCH Instructor Phil Smidt explained interns learn soft/social skills like team building, self-advocacy, work ethics and communication as well as hard skills they can apply in future careers.

Intern tasks include moving furniture and equipment, folding, organizing and delivering laundered items throughout the hospital, prepping and serving food, cleaning and custodial tasks, interacting with patients and guests, and more.

Both forms of learning provide students the independence and skill building they need to obtain competitive, meaningful employment. "Project SEARCH has been an amazing experience, it's the most favorite, fun and rewarding thing I've done in my 21+ years in public education," raved Smidt.

Everett Public Schools paraeducator and Project SEARCH skills trainer Gary Walderman believes the greatest tenet of Project SEARCH is the drive towards independence. He explains, "this is the first time many of our interns spread their wings and accomplish hard tasks on their own, with no adult intervention."

add to our community. They are not a burden, but rather valuable assets who are capable and individuals who will thrive when given the opportunity."

Jackson High School student Andrew Willeford is in his final year of transition services and in the first cohort of Project SEARCH at Providence. Andrew participated in the first two rounds of the internship working in Food Services and Oncology, but the third round was cancelled due to COVID-19 restrictions.

This unexpected challenge did not stop Andrew from reaching his goal. With the support of his WO skills trainers Sarah Woodbury and Rebekah Lee, Andrew secured competitive employment and is working over 16 hours a week at the Mill Creek Safeway.

"Watching Andrew start work and seeing him be genuinely appreciated by his community has been one of the best things about this entire program," raved Lee. Andrew said his favorite part of the job is



According to Work Opportunities, the unemployment rate for people with disabilities is 70 percent.

As students move through the program, WO skills trainers begin searching and developing paid jobs in the community and then support each intern as they enter the job search process. After the intern finds a job, WO provides on the job support.

WO skills trainer Rebekah Lee believes Project SEARCH is important because it "gives people the opportunity to witness the great value individuals with disabilities

bagging groceries for customers and he says it is important to have a job so he can "make money and have experience."

The Project SEARCH team is passionate about their work with the interns. "It has been such a joy to work with the school district and hospital staff each day. Their dedication and passion for helping each student has been inspiring," shared Woodbury. Smidt added, "Everyone involved is fantastic and has been so helpful and excited to build this program together and the district has been incredibly supportive in providing this opportunity."

The Project SEARCH program would not be possible without the support of Providence Regional Medical Center. "In hosting a Project SEARCH internship program, Providence honors our Mission to serve the community," says Kim Williams, CEO, Providence Northwest Washington. "We're proud to support our young interns as they grow professionally and personally. We applaud their hard work at Providence – and their progress toward achieving their goals of independence and community connection. There's no doubt, they have bright futures ahead."



Project SEARCH at Providence

Career and Technical Education reveals pathways to promising futures

Cascade High School seniors inspired by career options in manufacturing

What if high school courses and experiences could propel students toward a career they didn't even know existed? What if high school students had opportunities to work with and be mentored by industry professionals working in cutting edge jobs in real companies?

Career and Technical Education (CTE) programs in Everett Public Schools turn those "what ifs" into reality by emphasizing academics and real-world skills and introducing students to regional careers in high demand.

CTE courses answer the question "when am I ever going to use this," shared Breanna Youngberg, Cascade High School manufacturing, finance and economics teacher. Youngberg finds that students taking CTE courses "see the connection to their future careers and know any work they put in now directly relates to something they will be doing after high school."

We recently visited with Cascade High School seniors Maria Hinojo and Annesha Birch to learn more about their experiences with CTE and the impact it has made on their post-high school plans. Both students take Foundations of Manufacturing and Digital Photography this year and previously took courses in Nutrition, Graphic Design, Physics and Microeconomics – all selections from the extensive CTE course catalog.

These classes are just a sampling of the more than 60 CTE-focused options offered in six high school career pathways across the district including: Aerospace & Advanced Manufacturing, Business & Professional Services, Education Careers, Energy & Sustainability, Information & Communication Technology and Medical & Health Careers. Designed in partnership with economic analysts and community and government leaders, the pathways align with both industry and academic standards.

Both Hinojo and Birch enjoy the hands-on aspect of Foundations of Manufacturing where they are learning to weld, rivet and solder while applying lean manufacturing, physics and industry math to simulate real-world work scenarios.

Prior to taking CTE courses, neither Hinojo nor Birch thought college was in their future. They said they would have simply entered the workforce after high school. Now, they have solid plans for next year as first-generation college students.

Birch plans to attend college next fall and major in Mechanical Engineering with a minor



in Asian studies or Computer Science. She credits CTE courses with "awakening her curiosity" to "know how things are made" and for opening her eyes to the extended opportunities in STEM fields.

For Hinojo it was visits from industry professionals and field trips to local businesses and STEM-industry events that exposed her to "the many job opportunities in aerospace and engineering" in the region. As an example, a group of Boeing and Microsoft employees visited Cascade High once a month to work on a project with students using both Fusion360 and Python Coding.

The goal of CTE programs in Everett Public Schools is to create graduates who are college, career and life ready.

Hinojo is considering Central Washington University's Aviation program or Edmonds Community College's Aerospace and Manufacturing Technology programs. She hopes one of these paths will prepare her for a future career at Boeing or another local aerospace manufacturing company.

The goal of CTE programs in Everett Public Schools is to create graduates who are college, career and life ready. These cutting-edge, practical programs allow students to "experience various careers within high school instead of investing time and money trying to figure out a path after high school," adds Youngberg. Diverse career pathways offer all students an opportunity to learn about careers, explore aspects of those careers and prepare to successfully transition to college, post-secondary training or employment after high school.



Maria Hinojo and Annesha Birch

Celebrations!

Sequoia High School

is being recognized by the State Board of Education in the 2018-19 Washington School Recognition Program for closing gaps for all students by improving the graduation rate.



Hawthorne Elementary School

is being recognized by State Board of Education in the 2018-19 Washington School Recognition Program for growth for students identifying with two or more races. For a school to be identified under the Growth route for a student group, at least one student group at the school must have posted outcomes in the top 10 percent of schools on at least 60 percent of the measures for which the school was eligible.

Empowered to Lead Summit

On Feb. 28, more than 150 students attended the second annual Empowered to Lead Summit at the Community Resource Center. The objective of this annual event is to promote awareness, networking and inclusion around issues of social justice leading to increased student sense of belonging and positive action in their school community. Students were greeted by Superintendent Saltzman who reminded them "leaders do the right thing when nobody is watching." Students also attended breakout sessions and developed action plans for their high schools.



Kids Coping with COVID-19

Melissa Dilling, a teacher at Eisenhower Middle School, and her 10-year-old daughter Sydney have been busy using Story Maker to create episodes of an animated video called, "Kids Coping with COVID-19" to help children manage some of their anxiety during the coronavirus pandemic. Their project has received national attention. All five episodes to date can be found on the COVID-19 webpage under Helpful Resources at www.everettsd.org/COVID-19.



2020 Spirit of Advising Award

The Washington FCCLA (Family, Career, and Community Leaders of America) awarded Monica Andersen from Henry M. Jackson High School the 2020 Spirit of Advising Award. Monica teaches Family and Consumer Science and is the FCCLA Advisor. The Spirit of Advising Award recognizes a chapter advisor who is constantly faithful, often quietly working behind the scenes to ensure the success of their students and the state organization. Each state selects only one recipient who has made significant contributions to the organization.

Dr. Martin Luther King, Jr. Prodigies for Peace

On Feb. 19, twenty-five Everett Public Schools students were recognized in the Dr. Martin Luther King, Jr. Prodigies for Peace contest during the 19th Annual NAACP 2020 Black History Month Celebration. For a list of all the recognized students, visit the district's news release page. Thank you to everyone who participated and congratulations to recognized students.



The 2020 capital projects bond

The 2020 bond focuses on »



STEM



Safety



Equity & Space

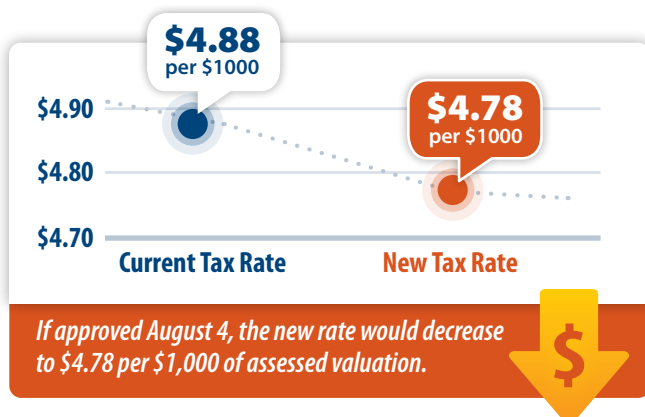
Now, more than ever, schools are the heart of our community. Investing in our schools continues our focus on not only academics, but the well-being of every student in our district. Schools are a community resource and they need to be invested in.

Due to impacts of the COVID-19 pandemic, on March 24, 2020 the school board approved Resolution 1228 postponing the April 28 bond proposition until a future time to be determined by the board.

On May 5, the school board approved Resolution 1230 to place the unchanged \$317.4 million bond proposition on the August 4, 2020 special election ballot.

School Board President Caroline Mason said, "These past few months have increased my awareness of the important role schools play in our community. Our teachers and staff have done a tremendous job in supporting our families in this unprecedented time of need. The board recognizes this bond will help continue these efforts and further support the safety of our students. We need to make needed investments in our schools so we can continue to serve our families and community."

The current tax rate for Everett Public Schools is \$4.88 per \$1,000 of assessed valuation. If approved August 4, the new rate would decrease to \$4.78 per \$1,000 of assessed valuation. This means, the tax rate paid by property owners will not rise, as the district will be paying off older debt. The district understands the impacts the COVID-19 pandemic has had on the economy, and there are many community members who have been financially impacted. We would like to reiterate the proposed deliverables offered in this bond can be implemented while lowering the overall tax rate.



The bond proposal was based on a recommendation from the district's Capital Bond Planning Committee (CBPC). The CBPC was established in November 2018 and made up of mostly community members. The CBPC met six times from November 2018 to June 2019, and recommended the following projects be included in the bond:

- Add 36 new elementary classrooms at eight schools
- Replace three aging elementary schools in lieu of modernizing
- Modernize and upgrade five buildings at Everett HS and Cascade HS and six classrooms at Jackson HS
- Provide upgrades and equipment to support STEM and career connected pathway programs at high schools
- Improve safety and security district-wide
- Upgrade HVAC, roofing and flooring systems
- Improve school sites

Capital bonds are important because they are really the only way public school districts can fund major construction projects in our state. It is the only way our district can get the money needed to upgrade our older buildings, replace roofing and flooring, upgrade our heating and cooling systems, and build permanent space for the growth we are experiencing," stated Mike Gunn, executive director, facilities and operations.

Please remember to vote on August 4, 2020!

Virtual community bond presentations

TUESDAY, **JUNE 16**
6 – 7 p.m.

TUESDAY, **JUNE 30**
6 – 7 p.m.

www.everettsd.org/bond2020



\$33.7M	Add 36 new elementary classrooms at 8 schools
\$165M	Replace Madison, Jackson, Lowell elementary schools
\$46.4M	Modernize and upgrade buildings for STEM career pathways and new science standards
\$33.3M	Modernize and upgrade schools cafeterias, kitchens and auditoriums
\$17.9M	Upgrade HVAC, roofing and flooring systems
\$5.7M	Improve safety and security
\$6.2M	Replace aging playground equipment, synthetic turf and track at Memorial Stadium and other playfields
\$8.9M	Upgrade technology infrastructure



NONPROFIT ORG
U.S. POSTAGE PAID
SEATTLE, WA
PERMIT NO. 1

PO BOX 2098
Everett, WA 98213

Financial update

The economic impact of the COVID-19 pandemic is being felt locally, regionally and nationally. It is affecting families and businesses and may change the way business is conducted for a long time. During this time the district is providing free breakfasts and lunches to all students ages 1-18 regardless of need and working with community partners to provide daycare for first responders. More information can be found at www.everettsd.org/COVID-19.

analyzing the likelihood cuts will occur in areas not protected by the constitution. Because there is no clear definition of "Basic Education," the Office of the Superintendent of Public Instruction (OSPI) is developing a list of areas that can be cut. In addition, many districts that planned for enrollment growth are lowering their estimates because history has shown, at the onset of an economic downturn, enrollment will likely be flat. Everett had estimated just under 200 students for growth.

Everett Public Schools is very fortunate to have strong local support from our community, not just in the form of bonds

We have maintained a strong reserve level to buffer against near term fiscal impacts.

The state will be updating their revenue forecast in June, and there is expected to be a multi-million-dollar shortfall. Cuts will be challenging as nearly three quarters of the state budget is constitutionally mandated, including most of K-12 public education. While this suggests school districts are protected, there will still be challenges with declining revenues over the next several years associated with flat state funding relative to rising local costs.

The 2019-20 school year continues to be funded by the state, but districts are now

and levies, but also the philanthropic support of our PTAs, booster clubs and the Everett Public Schools Foundation. We have maintained a strong reserve level to buffer against near term fiscal impacts giving the Superintendent and School Board ample time to make program adjustments, therefore minimizing the impact to students. We know while there may be changes next year as a result of COVID-19, we will have the resources to continue the instructional programs that support all students.



Board of Directors: (back row) Pam LeSesne, Traci Mitchell, (front row) April Berg, Caroline Mason, Andrew Nicholls

Board of Directors

- Caroline Mason
- Pam LeSesne
- Traci Mitchell
- April Berg
- Andrew Nicholls

Superintendent

- Dr. Ian B. Saltzman

Nondiscrimination statement

Everett Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

**Title IX/Civil Rights
Compliance Officer:**

Mary O'Brien
425-385-4106
MO'Brien@everettsd.org
PO Box 2098
Everett WA 98213

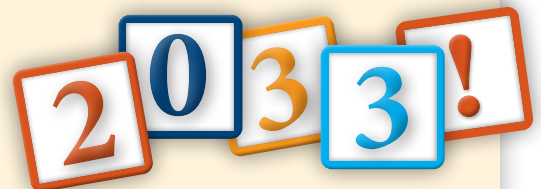
Section 504 Coordinator:

Becky Ballbach
425-385-4063
RBallbach@everettsd.org
PO Box 2098
Everett WA 98213

ADA Coordinator:

Randi Seaberg
425-385-4104
RSeaberg@everettsd.org
PO Box 2098
Everett WA 98213

Welcome class of



If your child will be five years old by August 31,
2020, it's time to **register for kindergarten!**

Online registration is available at www.everettsd.org. Register now to access information about your school's kindergarten program and receive a parent resource and children's book "Kindergarten, Here I Come!" Registration also reserves your child's spot in Everett Ready, our transition-into-kindergarten program scheduled for August 17-21, at our elementary schools. Contact EarlyLearning@everettsd.org with any questions.

To find out which school your kindergartener will attend, click on Path Finder on the district's transportation webpage or call the transportation office at 425-385-4144.

Our mission is to inspire, educate and prepare each student to achieve to high standards, contribute to our community and thrive in a global society.

FOLLOW US @   