

# STAFF HANDBOOK



**2024-2025**

## WHITTIER ELEMENTARY SCHOOL

916 Oakes Avenue  
Everett WA 98201  
(425) 385-4300

Tony Wentworth, Principal  
Eric Jennings, Assistant Principal

Everett Public Schools does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Designated to handle inquiries about nondiscrimination policies are: Affirmative Action Officer, Carol Stolz, 3715 Oakes Ave., Everett, WA 98201, 425-385-4106; Title IX Officer, Randi Seaberg, (at Oakes Ave. address), 425-385-4100; 504

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### Everett Public Schools Mission

Inspire, educate, and prepare each student to achieve to high standards, contribute to our community, and thrive in a global society.

### Everett Public Schools Vision

**Our students will lead and shape the future.**

They will be well-rounded, healthy, and flexible thinkers with a global perspective who can access resources and collaborate. They will demonstrate empathy, pride, and advocacy for self, school, and community while respecting the diversity and worth of others. They will acquire the knowledge, attitudes and skills to adopt to the emerging needs of a changing world.

### Everett Public Schools Core Values

**Our core values drive our actions and behavior.**

**Learning:** We believe each student has the ability to learn and achieve to high standards.

**Equity:** We honor and support each student's right to learn and achieve.

**Integrity:** We act in good faith, serving others with honesty and dignity. We serve as steward of the public trust.

**Passion:** We are passionate about teaching and learning.

**Respect:** We value differences among people and treat one another with respect.

**Diversity:** We embrace diversity as an essential asset: we are inclusive and treat our differences as a core strength.

**Collaboration:** We believe in learning and working together, the value of diverse views, and the power of collective wisdom.

### The Mission of Whittier Elementary School

Whittier Elementary is committed to achieving academic excellence that meets the needs of individual students within a positive, engaging environment. The Whittier community is dedicated to developing life-long learners who become responsible and productive citizens.



### Whittier Wildcat's Code of Conduct

- ◆ Respect self and others at all times; keep hands and feet to self.
- ◆ Attend school regularly and arrive to class on time.
- ◆ Be prepared to work with all required class materials.
- ◆ Listen and follow instructions of teacher and all school staff.
- ◆ Apply best effort to classroom activities and complete assignments on time.
- ◆ Respect and care for school and personal property.
- ◆ Treat all guest and substitute teachers with respect and courtesy.

## Everett Public Schools Strategic Plan 2021-2026



## Priority Student Outcomes

These are the six measurable outcomes of the 2021 strategic plan which will guide our work over the next five years.



Coordinator, Dave Peters, 4730 Colby Ave, Everett, WA 98203, 425-385-4033; ADA Coordinator, Kelly Clevenger (at Colby Ave. address), 425-385-5250. (Email address for each is [FirstInitialLastName@everettsd.org](mailto:FirstInitialLastName@everettsd.org))

### *What the Whittier Staff Can Expect From Tony and Eric*

You can expect that we will:

- Believe in your ability to facilitate the growth of students.
- Trust that you are using your talents to the greatest benefit of Whittier's students.
- Strive to build a relationship of mutual support with each of you.
- Support you in your efforts to do your job by:
  - ◇ Listening to and respecting your ideas and concerns.
  - ◇ Keeping you informed of events that occur within the school and district.
  - ◇ Engaging in collaborative dialogue about effective instruction.
  - ◇ Providing support for all students.
  - ◇ Providing feedback on your performance.
  - ◇ Following through on common school-wide expectations.
- Work to maintain a perspective of school issues that takes into account the views of students, teachers, support staff, administration, school board, families, and community members.
- Hold you accountable to stated expectations and teaching to the State Standards.
- Hold ourselves accountable for helping you grow and develop by living up to our stated expectations.
- Believe that all adults are responsible for all students and that we need to build a partnership with our families and our community so that we will have a school based on collaboration and strong relationships.
- Provide leadership as a life-long learner: engaging in, demonstrating, and modeling the behaviors we want the staff and students to adopt.

*What Tony and Eric Expect of Whittier Staff Members*

We expect that you will:

- Maintain a focus on students:
  - ◊ Believe that all students can and want to learn.
  - ◊ Employ active listening and empathy towards students' social emotional well-being.
  - ◊ Strive to build positive relationships with students.
  - ◊ Celebrate the diverse backgrounds of each student.
  - ◊ Create a classroom culture grounded in the principles of Diversity, Equity, and Inclusion.
  - ◊ Encourage children to do their very best while in school.
- Develop and follow through with specific expectations for students.
- Partner with families regarding their child's strengths and opportunities for improvement. Consistently communicate with families throughout the school year if their student is not meeting grade level expectations. You will usually have stronger support at home if you keep them informed.
- Collaborate with a Growth Mindset:
  - ◊ Meet regularly with grade-level team.
  - ◊ Use school time effectively and efficiently.
  - ◊ Expect the best from students and staff.
  - ◊ Provide positive conditions for learning and teaching.
  - ◊ Systematically monitor student progress: plan with district-adopted curriculum, implement common unit assessments, analyze grade-level data, collectively implement interventions, and make instructional adjustments.
- Share the responsibility for the total school environment through contributions of thought, time, and energy at in-service meetings, committee meetings, and staff meetings.
- Be supportive of all Whittier staff members:
  - ◊ Look for and recognize the best in everyone.
  - ◊ Be sure your feedback to others is face-to-face.
  - ◊ Seek help from others who possess the appropriate needed expertise.
- Continuously reflect and assess your teaching practice to grow as a professional.
- Use all available resources within your power to ensure that Whittier is indeed a place where we all demonstrate "The Whittier Way: Be Safe, Be Respectful, Be your Best."
- Ensure that your behavior as a professional maintains the dignity of and respect for our students.
- Respond to parent calls/e-mails within 24 hours after receiving communication.



# Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our schools' process for responding to it.

## What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

Physically harms another student or damages their property;

Has the effect of greatly interfering with another student's education; or,

Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

## How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's [reporting form](#) to share concerns about HIB, but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report.

No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer who supports prevention and response to HIB: Dani Mundell, [DMundell2@everettsd.org](mailto:DMundell2@everettsd.org), 425-385-4260.

## What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

## What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within five school days unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within two school days. This response should include:

A summary of the results of the investigation;

A determination of whether the HIB is substantiated;

Any corrective measures or remedies needed; and

Clear information about how you can appeal the decision.

## What are the next steps if I disagree with the outcome?

### For the student designated as the "targeted student" in a complaint:

If you do not agree with the school district's decision, you may appeal against the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

### For the student designated as the "aggressor" in a complaint:

A student found to be an "aggressor" in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's [HIB webpage](#) or the district's HIB [Policy 3204](#) and [Procedure 3204P](#).

## What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

Click on the links to review the district's Nondiscrimination [Policy 3210](#) and [Procedure 3210P](#).

## What is sexual harassment?

**Sexual harassment** is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

Click the link to review the district's Sex Discrimination and Sex-Based Harassment of Students Prohibited [Policy 3205](#) and [Procedure 3205P.1](#).

## What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

## What can I do if I'm concerned about discrimination or harassment?

Talk to a coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination or about sex discrimination, including sexual harassment:

Civil Rights/ Title IX Coordinator: Chad Golden, Assistant Superintendent Human Resources, 425-385-4100, [CGolden@everettsd.org](mailto:CGolden@everettsd.org), PO Box 2098, Everett WA 98213

Concerns about disability discrimination:

Section 504 Coordinator: Dave Peters, Director of Student Services, 425-385-4063, [DPeters@everettsd.org](mailto:DPeters@everettsd.org), PO Box 2098, Everett WA 98213

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Joi Odom Grant, Director Diversity, Equity, and Inclusion, 425-385-4000, [jgrant@everettsd.org](mailto:jgrant@everettsd.org), PO Box 2098, Everett WA 98213

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

## What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

A summary of the results of the investigation;

A determination of whether the school district failed to comply with civil rights laws;

Any corrective measures or remedies needed; and



## **What are the next steps if I disagree with the outcome?**

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination [Procedure 3210P](#) and Sex Discrimination and Sex-Based Harassment of Students Prohibited—Grievance Procedure [Procedure 3205P.1](#).

## **I already submitted an HIB complaint – what will my school do?**

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination [Procedure 3210P](#) and the HIB [Procedure 3204P](#) to **fully resolve your complaint**.

## **Who else can help with HIB or Discrimination Concerns?**

### **Office of Superintendent of Public Instruction (OSPI)**

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](https://ospi.k12.wa.us/student-success/health-safety/school-safety-center)

Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)

Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)

Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)

Phone: 360-725-6162

### **Washington State Governor's Office of the Education Ombuds (OEO)**

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

Website: <https://www.oeo.wa.gov/en>

Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)

Phone: 1-866-297-2597

### **U.S. Department of Education, Office for Civil Rights (OCR)**

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>

Email: [OCR@ed.gov](mailto:OCR@ed.gov)

Phone: 800-421-3481

## **Our Schools are Gender-Inclusive**

In Washington, all students have the right to be treated consistent with their gender identity at school.

Our schools will:

Address students by their requested name and pronouns, with or without a legal name change.

Change a student's gender designation and have their gender accurately reflected in school records.

Allow students to use restrooms and locker rooms that align with their gender identity.

Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity.

Keep health and education information confidential and private.

Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender.

Protect students from teasing, bullying, or harassment based on their gender or gender identity.

Click to review the district's Gender-Inclusive Schools [Policy 3213](#) and [Procedure 3213P](#). If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Joi Odom Grant, Director Diversity, Equity, and Inclusion, 425-385-4000, [jgrant@everettsd.org](mailto:jgrant@everettsd.org), PO Box 2098, Everett WA 98213

## Teacher Principal Evaluation Project (TPEP) Overview

State law establishes the requirements and details for evaluating teachers and principals. The law requires that all classroom teachers, teacher librarians, facilitators, principals, and assistant principals be evaluated with this system.

**The TPEP system does not include Educational Staff Associates (ESA)**, such as nurses, school psychologists, speech/language pathologists, occupational and physical therapists, counselors, social workers, librarians, CRC facilitators and TOSAs e.g. math, and reading specialists. The following language is from the 2018-20 collective bargaining agreement on page 64.

- D. Counselors and Social Workers shall be evaluated using the certificated support specialist criteria in Appendix 6A and the procedures in Section 10.02.
- E. School Psychologists, Therapists, and Speech/Language Pathologists shall be evaluated using the certificated support specialist criteria in Appendix 6B and the procedures in Section 10.02
- F. Librarians shall be evaluated using the certificated support specialist criteria in Appendix 6C and the procedures in Section 10.02. The rubrics shall be published by the District in an evaluation handbook available to each librarian and evaluator.
- G. CRC Facilitators and TOSAs (e.g., math, reading specialists) shall be evaluated using the certificated support specialist criteria in Appendix 6D and the procedures in Section 10.02 below. The rubrics shall be published by the District in an evaluation handbook available to each facilitator and evaluator. Principals verify which staff are evaluated using the certificated support specialist criteria.

This information will be directed for the *teacher* part of this law.

The teacher evaluation system consists of five major components:

- 1) A four-tiered rating system indicating performance levels of distinguished, proficient, basic, or unsatisfactory.
- 2) Eight Washington State Criteria which provide the content for evaluation.
- 3) A district chosen instructional framework which provides the language descriptors for the performance levels of each criterion. Everett chose the work of Charlotte Danielson.
- 4) Student growth data based on the OSPI rubrics developed to support Washington State criteria 3, 6, and 8.
- 5) A collection of evidence by the teacher using multiple ways to demonstrate instructional, professional, or leadership effectiveness related to the Washington State Criteria.

The Everett Public Schools contractual agreement with the Everett Education Association used the language of the legislation to guide the evaluation cycle. The law establishes two categories for evaluation:

- ▶ A **Comprehensive** evaluation (all of the eight Washington State criteria contribute to the overall summative evaluation) must be completed for:
  - a. Classroom teachers who are provisional.
    - i. Provisional 1 – A new to the profession (or new to Washington state) teacher's first year teaching in Everett.
    - ii. Provisional 2 – A new to the profession (or new to Washington state) teacher's second year teaching in Everett.
    - iii. Provisional 3 – A new to the profession (or new to Washington state) teacher's third year of teaching in Everett or a teacher who has completed two years in another Washington school district but did not complete their third with that district. Employees on Provisional 3 will be observed at least three times for a total observation time for the school year of not less than ninety minutes.



- iv. Experienced Provisional – An experienced teacher’s first year at Everett, if they have completed provisional status at another Washington state school district. For a year of experience to count, the teacher will have had to be on contract before or on October 1 and work through the remainder of the school year.
- b. Classroom teachers who received a summative evaluation performance rating of unsatisfactory or basic in either of the previous two school years.
- c. All other classroom teachers at least every six years.
- ▶ **A Focused evaluation** (one of the eight Washington State Criteria is evaluated)
  - a. All other classroom teachers not listed in the comprehensive requirements are eligible to be on a focused evaluation.
  - b. By December 15, at the direction of the evaluator, a classroom teacher may be transferred from a focused evaluation to a comprehensive evaluation. The classroom teacher must be notified in writing by December 15 of the change in evaluation status if it’s to be made for the current school year or at any time during the year if the change is for the following year.
- ▶ **EEA CBA language**

B. Observations – EEA CBA language (Section 10.02)

- 2. During each school year each employee (including new employees) shall be observed for the purpose of evaluation at least twice in the performance of his or her assigned duties. For those employees under contract by October 15 of each year, the first observation shall be no later than the end of the first semester. Total observation time for each employee shall be not less than sixty (60) minutes; at least one (1) observation shall be at least thirty (30) minutes in length. The first observation for new employees shall occur within the first ninety (90) calendar days of employment and shall be of at least thirty (30) minutes in length. An employee in the third year of provisional status shall be observed at least three (3) times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety (90) minutes. The evaluator shall give at least three (3) work days prior notice of a required observation, such notice to specify the specific time or class period for the observation. If possible, the time for the observation shall be mutually worked out between the evaluator and employee.

Every TPEP evaluation requires teachers to establish student growth goals and monitor student growth based on multiple measures during the course of the year or semester. Student growth rubrics were created by OSPI and are an addition to the Danielson instructional frameworks for Washington State Criterion 3, 6, and 8.

A summative rating, as established by OSPI, is determined using the level of performance for each criterion (comprehensive evaluation) or the level of performance on the chosen criterion (focused evaluation) PLUS the rating on the student growth rubrics.

WAC 392-191A states that the Focused evaluation score will be carried over through the Comprehensive evaluation period when moving a teacher who has completed a Focused evaluation. This change is proposed to encourage teachers and principals to address areas of challenge during the Focused evaluation process. The intent of this rule change is to incentivize teachers and principals to choose challenging criteria for their Focused evaluation, without fear of the consequences of a summative Basic rating. However, a Level 4 performance in a Focused evaluation year could trump the prior level 3 summative score on the most recent Comprehensive evaluation - for that year only.

**SECTION 10.086 – ELECTRONIC DOCUMENTATION**

Evaluation scores shall be recorded in and final evaluation reports shall be generated by a mutually agreed upon software tool. Each teacher may be required to create an account in the software tool. Further use of the software tool by teachers shall be optional.

Overall final evaluation scores shall be transmitted by the evaluator to the District Human Resources Office as required by law.

**WAC 392-191A-140 Summative Performance Ratings—Descriptors**

- 1) **Unsatisfactory:** Professional practice at level 1 shows evidence of not understanding the concepts underlying individual components of the criteria. This level of practice is ineffective and inefficient and may represent practice that is harmful to student learning progress, professional learning environment, or individual teaching or leading practice. This level requires immediate intervention.
- 2) **Basic:** Professional practice at level 2 shows a developing understanding of the knowledge and skills of the criteria required to practice, but performance is inconsistent over a period of time due to lack of experience, expertise, and/or commitment. This level may be considered minimally competent for teachers or principals early in their careers but insufficient for more experienced teachers or principals. This level requires specific support.
- 3) **Proficient:** Professional practice at level 3 shows evidence of thorough knowledge of all aspects of the profession. This is successful, accomplished, professional, and effective practice. Teaching and leading at this level utilizes a broad repertoire of strategies and activities to support student learning. At this level, teaching and leading a school are strengthened and expanded through purposeful, collaborative sharing and learning with colleagues as well as ongoing self-reflection and professional improvement.
- 4) **Distinguished:** Professional practice at level 4 is that of a master professional whose practices operate at a qualitatively different level from those of other professional peers. To achieve this rating, a teacher or principal would need to have received a majority of distinguished ratings on the criterion scores. A teacher or principal at this level must show evidence of average to high impact on student growth. Ongoing, reflective teaching and leading is demonstrated through the highest level of expertise and commitment to all students' learning, challenging professional growth, and collaborative practice.

## Washington State Eight Criteria for Teacher Evaluation

1. Centering instruction on high expectations for student achievement – *The teacher communicates high expectations for student learning.*
2. Demonstrating effective teaching practices – *The teacher uses research-based instructional practices to meet the needs of all students.*
3. Recognizing individual student learning needs and developing strategies to address those needs – *The teacher acquires and uses specific knowledge about students' cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.*
4. Providing clear and intentional focus on subject matter content and curriculum – *The teacher uses content area knowledge, learning standards, appropriate pedagogy, and resources to design and deliver curricula and instruction to impact student learning.*
5. Fostering and managing a safe, positive learning environment – *The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being.*
6. Using multiple student data elements to modify instruction and improve student learning – *The teacher uses multiple data elements (both formative and summative) to plan, inform, and adjust instruction and evaluate student learning.*
7. Communicating with parents and school community – *The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.*
8. Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning – *The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.*

### Danielson Framework for Teaching aligned with the Washington Eight Teacher Evaluation Criteria

Criterion 1	Criterion 2	Criterion 3
Centering instruction on high expectations for student achievement.	Demonstrating effective teaching practices.	Recognizing individual student learning needs and developing strategies to address those needs.
<b>Domain 2: The Classroom Environment</b> 2b: Establishing a Culture for Learning	<b>Domain 3: Instruction</b> 3b: Using Questioning and Discussion Techniques	<b>Domain 1: Planning and Preparation</b> 1b: Demonstrating Knowledge of Students
<b>Domain 3: Instruction</b> 3a: Communicating with Students	<b>Domain 4: Professional Responsibilities</b> 4a: Reflecting on Teaching	<b>Domain 3: Instruction</b> 3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning		<b>Student Growth</b> SG 3.1: Establish Student Growth Goal(s) SG 3.2: Achievement of Student Growth Goal(s)
Criterion 4	Criterion 5	Criterion 6
Providing clear and intentional focus on subject matter content and curriculum.	Fostering and managing a safe, positive learning environment.	Using multiple student data elements to modify instruction and improve student learning.
<b>Domain 1: Planning and Preparation</b> 1a: Demonstrating Knowledge of Content and Pedagogy	<b>Domain 2: The Classroom Environment</b> 2a: Creating an Environment of Respect and Rapport	<b>Domain 1: Planning and Preparation</b> 1f: Designing Student Assessments
1c: Setting Instructional Outcomes	2c: Managing Classroom Procedures	<b>Domain 3: Instruction</b> 3d: Using Assessment in Instruction
1d: Demonstrating Knowledge of Resources	2d: Managing Student Behavior	<b>Domain 4: Professional Responsibilities</b> 4b: Maintaining Accurate Records
1e: Designing Coherent Instruction	2e: Organizing Physical Space	<b>Student Growth</b> SG 6.1: Establish Student Growth Goal(s) SG 6.2: Achievement of Student Growth Goal(s)
Criterion 7	Criterion 8	
Communicating and collaborating with parents and the school community.	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	
<b>Domain 4: Professional Responsibilities</b> 4c: Communicating with Families	<b>Domain 4: Professional Responsibilities</b> 4d: Participating in a Professional Community	<b>Student Growth</b> SG 8.1: Establish Team Student Growth Goal(s)
	4e: Growing and Developing Professionally	
	4f: Showing Professionalism	



## Paraeducator Competencies

To work in education and related services programs for students, paraeducators will demonstrate and be evaluated upon the competencies, indicators and observable outcomes as follows:

### **Competency 1**

Understanding the value of providing instructional and other district services to all children and youth with disabilities.

### **Competency 2**

Understanding the roles and responsibilities of certificated/licensed staff and paraeducators.

### **Competency 3**

Knowledge of

- a. Patterns of human development and learning, as well as milestones typically achieved at different ages, and
- b. Risk factors that may prohibit or impede typical development.

### **Competency 4**

Ability to practice ethical and professional standards of conduct, including the requirement of confidentiality.

### **Competency 5**

Ability to communicate with colleagues, follow instructions, and problem-solving and other skills that will enable the paraeducator to work as an effective member of the instructional team.

### **Competency 6**

Ability to provide positive behavioral support and management.

### **Competency 7**

PKnowledge of the legal issues related to the education of children and youth with disabilities and their families.

### **Competency 8**

Awareness of diversity among children, youth, families, and colleagues with whom they work.

### **Competency 9**

Knowledge and applications of the elements of the effective instruction to assist teaching and learning as developed by the certificated/licensed staff in a variety of settings.

### **Competency 10**

Ability to utilize appropriate strategies and techniques to provide instructional support in teaching and learning as developed by the certificated/licensed staff.

### **Competency 11**

Ability to motivate and assist children and youth.

### **Competency 12**

Knowledge of and ability to follow health, safety and emergency procedures of the agency where they are employed (*Note: LIFT training meets this requirement*).

### **Competency 13**

Awareness of the ways in which technology can assist in teaching and learning.

### **Competency 14**

Awareness of personal care and/or health related support (*Note: A valid First Aid/CPR card and current Bloodborne Pathogen <BBP> training will meet this requirement*).

# WHITTIER ELEMENTARY SCHOOL STAFF HANDBOOK

## EEA 2024-25 Work Calendar-Revised

2024					2025				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
<b>JULY</b>					<b>JANUARY</b>				
1	2	3	4	5			1	2	3
8	9	10	11	12	6	7	8	9	10
15	16	17	18	19	13	14	15	16	17
22	23	24	25	26	20	21	22	23	24
29	30	31			27	28	29	30	31
<b>AUGUST</b>					<b>FEBRUARY</b>				
			1	2	3	4	5	6	7
5	6	7	8	9	10	11	12	13	14
12	13	14	15	16	17	18	19	20	21
19	20	21	22	23	24	25	26	27	28
26	27	28	29	30					
<b>SEPTEMBER</b>					<b>MARCH</b>				
2	3	4	5	6	3	4	5	6	7
9	10	11	12	13	10	11	12	13	14
16	17	18	19	20	17	18	19	20	21
23	24	25	26	27	24	25	26	27	28*
30					31*				
<b>OCTOBER</b>					<b>APRIL</b>				
	1	2	3	4		1*	2	3	4*
7	8	9	10	11	7	8	9	10	11
14	15	16	17	18	14	15	16	17	18
21	22	23	24	25	21	22	23	24	25
28	29	30	31		28	29	30		
<b>NOVEMBER</b>					<b>MAY</b>				
				1*				1	2
4*	5*	6	7	8*	5	6	7	8	9
11	12	13	14	15	12	13	14	15	16
18	19	20	21	22	19	20	21	22	23
25	26	27	28	29	26	27	28	29	30
<b>DECEMBER</b>					<b>JUNE</b>				
2	3	4	5	6	2	3	4	5	6*
9	10	11	12	13	9	10	11	12	13
16	17	18	19	20*	16	17*	18*	19	20*
23	24	25	26	27	23	24	25	26	27
30	31				30				

Aug 28-29	non-instructional workdays (see 8.04.A.2)
Sep 2	Labor Day
Sep 3	non-instructional workday (see 8.04.A.1)
Sep 4	first day of school
Oct 11	non-instructional workday (see 8.04.A.2)
Nov 1	Elem & MS conference prep LIF
Nov 4-5	Elem & MS conference days (see 8.04.A.5)
Nov 8	2.5 hr student/employee early release (see 8.04.A.5)
Nov 11	Veterans Day
Nov 27-29	Thanksgiving Break
Dec 20	2.5 hr student/employee early release (see 8.04.A.3)
Dec 23-Jan 3	Winter Break
Jan 20	Martin Luther King Jr. Day
Jan 31	non-instructional workday (see 8.04.A.1)
Feb 17-18	Mid-Winter Break
Mar 28	Elem conference prep LIF
Mar 31-Apr 1	Elem conference days (see Section 8.04.A.5)
Apr 4	2.5 hr student/employee early release (see 8.04.A.5)
Apr 7-11	Spring Break
May 26	Memorial Day
Jun 6	reduced student day (see 8.04.A.7)
Jun 17	last day of school
Jun 18+	potential inclement weather make-up days (see 8.04.A.6)
Jun 19	Juneteenth

\* see note on right   schools closed   non-instructional workday (no students)

Board approved October 22, 2024

# WHITTIER ELEMENTARY SCHOOL STAFF HANDBOOK

## Paraeducator Calendar:

2024-2025

### PARAEDUCATOR (INSTRUCTIONAL) WORK CALENDAR

182 WORK DAYS

12 HOLIDAYS

194 TOTAL DAYS

AUGUST 2024				
M	T	W	T	F
		28	29	30

SEPTEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER 2024				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

NOVEMBER 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DECEMBER 2024				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JANUARY 2025				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

FEBRUARY 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28



MARCH 2025				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

APRIL 2025				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

MAY 2025				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

JUNE 2025				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17			

First/Last Work Day	
8/28	First Work Day
6/17	Last Work Day
First/Last Student Days	
9/4	First Student Day
6/17	Last Student Day

	Indicates Non-Work Day
	Indicates Holidays

Holidays / Breaks			
9/2	Labor Day	12/31	New Year's Eve
11/11	Veterans Day	1/1	New Year's Holiday
11/28	Thanksgiving	1/20	Martin Luther King Jr. Day
11/29	Day after Thanksgiving	2/17	President's Day
12/23 - 1/3	Winter Break	2/17 - 2/18	Mid-Winter Break
12/24	Christmas Eve	4/7 - 4/11	Spring Break
12/25	Christmas Day	5/26	Memorial Day
12/26	Day after Christmas		

## Whittier Information

### School Events Calendar

Staff considering scheduling an event which will be a change from the regular school program should discuss the activity with administration and receive approval, at which time the event will be added to the official School Events Calendar, which is kept by the office manager in the main office. Staff members are expected to consult the School Events Calendar for possible conflicts when planning events.

Events that will take place outside of the regular school day on the Whittier Campus require an approved Facilities Use Permit (FUP), which is available from Marci Cooper. A FUP must be submitted in time to effectively notify other organizations which use our campus.

Designated Meeting Nights for Whittier Elementary and all other elementary schools are the first and third Mondays, and second and fourth Thursdays of the month. Meeting on any other night requires approval of our middle and high schools.

### Parent Teacher Conference Dates

Parent Teacher Conferences will be held in November and March/April. Students will not have school on parent teacher conference days. The following dates apply:

November 1st	Early release, conference preparation
November 4th & 5th	No School—Parent Teacher Conferences
March 28th	Early release, conference preparation
March 31s & April 1st	No School— Parent Teacher Conferences

### Grading Periods

The academic year at Whittier Elementary School is divided into two semesters. The dates for the end of each semester is January 31, 2025 & June 17, 2025. These dates are subject to change barring inclement weather days that need to be made-up.

### Voice Mail

To facilitate communication with parents, teachers are requested to update their voice mail regularly and to check their voice mail on a daily basis. Remember to answer voice mail within 24 hours of receipt.

### Mailboxes in Office

Teachers are requested to check their mailbox before and after school. Only emergency messages will be delivered to the classroom. Teachers should not send students to the office to retrieve mail.

### Email

Email is considered a central form of communication in the Everett Public Schools. “All messages on the Everett Public Schools email system are considered to be Public Records. No privacy is guaranteed for any message sent on this system. Never send a message that you would not want to see appear in the newspaper, court records, etc.

All staff are to check their email each day.

## Whittier Information

### Morning Announcements

Video morning announcements, recorded every day by the Principal or Assistant Principal, will be posted to the Whittier Staff Course in Canvas. Please ensure that your students get the opportunity to watch the announcement video each day.

### Whittier Staff Bulletin

The Whittier Staff Bulletin is published and emailed to you by the first working day of the week. Staff members are responsible to read the newsletter carefully each week before the start of the school day. Schedules for the week, calendar changes, important news and other critical information is included. The information in the Whittier Staff Bulletin is for staff only; students and parents should not have access to this information. Please do not publicly disseminate this information.

### Whittier Wildcat Parent Newsletter

Families will receive via email the school newsletter on the 1st WEDNESDAY of every month. In addition, Newsletters are posted on the Whittier Website. Information you wish to have included in a newsletter should be emailed to Marci Cooper.

### Communicating Discipline Concerns

Staff must keep others informed when there are discipline concerns developing with a student. Staff should input behavioral issues into TAC. From there, issues can be elevated to referrals for Administrative or Counselor support. Work closely with the counselor and with the principal to develop appropriate, consistent interventions aligned to our PBIS Matrix. It is the teacher's responsibility to communicate with families regarding on-going behavior concerns.

### Fragrances

Fragrances should be worn in moderation so as not to distract, disrupt, or offend others and air scented products should not be used at all. Some members of the school community have health conditions that are negatively affected by fragrance.

### Visitors

All visitors must sign in and out through the front office. All visitors going into classrooms must be district-approved volunteers. Please advise the front office staff if you are expecting a visitor to your classroom. For complete information, refer to EPS district policy.

### Lesson Plans

Each teacher shall make adequate daily and long-term preparations and shall have adequate plans available for use by substitutes.

### Multi-Tiered Systems of Support (MTSS)

The Whittier MTSS team meets once a week. The primary purpose of the team is to make decisions / recommendations about the students who are struggling academically and behaviorally at Whittier Elementary School. If teacher intervention produces unsuccessful results, the teacher should refer students through the MTSS Tier 2 referral process directed to our counselor.

## Whittier Information

### Sonitrol Security System

Our school is protected by the Sonitrol Security Company. This company has installed sensors in all outside doors as well as sensitive microphones throughout the building, and actively monitors our campus whenever it is unattended. Entering a building without first turning off the Sonitrol system will cause police to respond.

If it should become necessary for you to enter the building after hours, on the weekend or during holidays, Sonitrol, the district alarm company, must be notified. To do so, code into our building using the number provided to you by the administration. Instructions for use of the Sonitrol key panel are located in the Appendix. Never write your Sonitrol code number in a location where it can be found by anyone else. You are responsible for your part in protecting our building's safety.

These procedures must be followed. If anyone enters one of the buildings on our campus without coding in, the Security Office will contact the police, and officers will be sent to the school immediately. Whittier is charged for every false security alarm!

### **Sonitrol: Turning the System Off** (to enter the building)

When you enter through a designated entry / exit door, the keypad will “beep” to remind you to turn the system off.

1. Open the Sonitrol Box.
2. Push the far right arrow.
2. Enter your access code.
3. Press enter (#).
4. The WAIT light will illuminate briefly, then go off.
5. The OFF light will illuminate. This means the system is off and you are cleared to enter.
6. Sign in to indicate that you are in the building.

### **Sonitrol: Turning the System On** (to leave the building)

Before you begin, check to be sure the OFF, SYSTEM READY and AC POWER lights are illuminated. Do not prop open any doors—this will keep the system from approving your request.

1. Open the Sonitrol Box
2. Enter your access code.
3. Press AUTO ON
4. Press ENTER (#)
5. The WAIT light will illuminate briefly, then go off
6. The ON light will illuminate. This means the system is now on. The pad will begin to “beep” slowly.
7. Leave the school immediately through the designated Entry / Exit door



## Whittier Information

### Lamination

There is one lamination machine available at Whittier for staff to use by the work room hallway. Please make sure to properly warm up the laminator. Due to the high cost of laminating materials and maintenance cost, please use Whittier's lamination machine with caution and care and communicate with Marci Cooper for any lamination questions.

### Learning & Information Technology Services Support (LITS)

Philip Holcombe is Whittier's designated LITS field technician. All technology needs should be requested through a Help Desk ticket. However, you may contact Philip for additional support as necessary at [pholcombe@everetsd.org](mailto:pholcombe@everetsd.org).

### Work Day

According to state law, district policy, and as stated in the Collective Bargaining Agreement [Section 9.01 A], "The normal working day for full-time employees shall be seven and one-half (7 ½) hours, inclusive of the duty-free lunch period, as assigned by the District.

At Whittier Elementary School, the normal work day for certificated staff is from 8:00 to 3:30 pm, except for those days with modified work schedules or when a work day extension has been scheduled.

### Keys

If you do not have a key to get into the building, please see the Office Manager and keys will be issued to you with the approval of an administrator. Please follow these guidelines for school keys carefully:

1. Always keep your building keys with you. Keys are never to be given to students.
2. Sign a record for each key issued to you.
3. In the event of a lost key, the principal should be notified immediately. The principal is responsible for notifying the maintenance department immediately upon the report of a lost key.
4. Do not duplicate keys. This is a serious violation of district procedures.
5. Return all keys when you no longer have assigned school responsibilities for the areas of the campus for which you were issued keys.
6. Staff may request to retain their keys during the summer break, but must verify the numbers of their keys with the Office Manager annually.

## Whittier Information

### Substitutes/Guest Teachers

Guest Teachers are a critical part of the smooth operation of the education program at Whittier Elementary School. Staff are expected to carefully prepare for any absence, whether pre-arranged or sudden. You should speak frequently with your students concerning your expectations for behavior and activity at any time when the class is being taught by a guest teacher.

1. Each teacher will complete a substitute procedure form to be kept in the office. Location of lesson plans, current seating charts, class lists and other pertinent information should be clearly available.
2. All staff shall maintain up-to-date seating charts for each class and keep them in a place where a guest teacher can locate them easily.
3. Teachers shall make adequate plans to assist guest teachers in conducting learning experiences appropriate to their subject and the instructional goals.
4. Preferred guest teachers can be requested through the district's automated substitute calling program. Staff with questions about this system should ask for help from Marci Cooper.

Staff are responsible for informing the district of any absence by calling the Automated Sub System or by logging in to the system from the district website. (See Appendix.) Staff must log in or call in to the system personally; the office can not call a substitute for you.

### Late Start Procedures for Weather or Other Emergencies

Staff are expected to make all safe efforts to arrive at work at the usual time in the case of a late start.

### Notification of Late Start Schedule

Whittier staff will receive phone call notification if school will be starting late at Whittier. When inclement weather or other emergency conditions delay the start of the school day or cause a school cancellation, we highly recommend that you listen to the major area radio and TV stations. Most radio and television stations will announce any school schedule change or cancellation every 15 to 30 minutes.

### Early Dismissal Procedures for Weather or Other Emergencies

In the case of an early dismissal from school for weather or other emergencies, staff are required by contract to remain on campus until all students have been safely dismissed.

## Whittier Information

### Substitutes/Guest Teachers cont.

#### To Call for a Substitute – Guest Teacher

1. Call 1–800–942–3767 for the Automated Telephone Substitute Request System
2. Enter your pin number
3. Follow the prompts to enter in your absence information

#### To Access Substitute – Guest Teacher Online System

**Frontline Absence Management (FLAM)** is now online and live, accepting absence submissions for ALL employees.

1. Go to <https://login.frontlineeducation.com/sso/everettsd>

No log in credentials will be required within the district network using SSO (Single Sign On). Training is available in **DocuShare**, including instruction for using the **Mobile App**.

Note: Absences the day before and the day after holiday breaks are limited to 50 per day. The substitute shortage is still a reality, state wide, so please pre-plan for your absences that require substitute coverage as is reasonably possible.

## Whittier Information

### Whittier Elementary School Substitute Shortage Plan 2024-25

**Substitute Shortage at Whittier Elementary 2024-25:** Filling Open Positions that are not filled on a given morning or when a staff member needs to leave is a high priority. If you are ill or if you are planning on an absence for whatever reason, *please take the following steps* to ensure proper classroom coverage:

#### **Put your absence into the Frontline System.**

If you are prearranging an absence, please enter your designated guest teacher into the Frontline system.

If your absence is unplanned, please email and text Marci Cooper (206-650-5895), Tony Wentworth (206-579-5656), Dawn Browne (662-216-0505), or Eric Jennings (425-275-2601) immediately so that we can begin the process of classroom coverage.

If you are uncertain that you will be able to work the next day, please enter an absence in Frontline the night before. You can still come to work, and the district will be able to use the guest teacher elsewhere.

The following options will be considered in the identified order to fill a position that is unfilled at the start of the school day:

Any staff participating in “on site work or district trainings will be directed and/or offered the opportunity to return.”

The following certificated staff members will be used, in a rotation, to cover for a classroom teacher (and their classes/program will be cancelled):

Allison Ballard (Instructional Coach)  
Shannon Heininger  
Jimm Kummerle  
Leon Storla  
Susie McNeal (PM only)  
Sarah Thoreen (LAP and EL paraeducator)  
Jackie Gomezjurado (Life Skills paraeducator)

Marci Cooper will contact Whittier teachers to identify specific planning time blocks in which coverage is needed. Staff will be time-sheeted for giving up their planning time to cover for a specific block of time.

Any specialist substitutes will be used to cover classroom teachers and that specialist (Library, PE, Music/Technology) will be cancelled. Teachers who miss planning time will be compensated.

If a certified teacher is planning to use a guest teacher for assessment coverage, and a position is unfilled, the classroom teacher will be asked to postpone their assessment (excluding state assessments) to another day, if possible, and there is time on the timeline. The guest teacher will be reassigned to the open position.

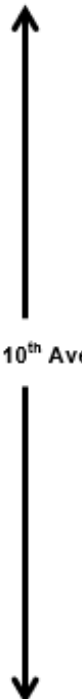
If the certificated teacher whose position is unfilled is away at a voluntary district training, they will be directed and/or offered the opportunity to return to their regular assignment dependent on the availability of the training at another time.

If teams are willing to divide up students and take them into their classrooms, this idea will take precedence over rotating in specialists to cover classrooms.

## EVACUATION PLAN

The "X" indicates the head of the line and where teachers will be standing.  
The diagrams below represent the specific placement on the fields.

<b>Whittier Playfield</b>		
21	X	Rodriguez
20	X	Buff
19	X	Shearer
18	X	Windrick
17	X	Bisterfeldt
16	X	Schoop
15	X	Jensen
14	X	Fleischman
13	X	Hall
12	X	Himmelman
11	X	Farrell
10	X	Ritchey
9	X	Gerla
8	X	Franco
7	X	Ford
6	X	Baer
5	X	Zacky
4	X	Kreft Zender
3	X	Hull
2	X	Schouweiler
1	X	Lavis
Tony Wentworth, Eric Jennings, Office Staff, Counselors, Extra Staff		



10<sup>th</sup> Ave

### Evacuation Procedures

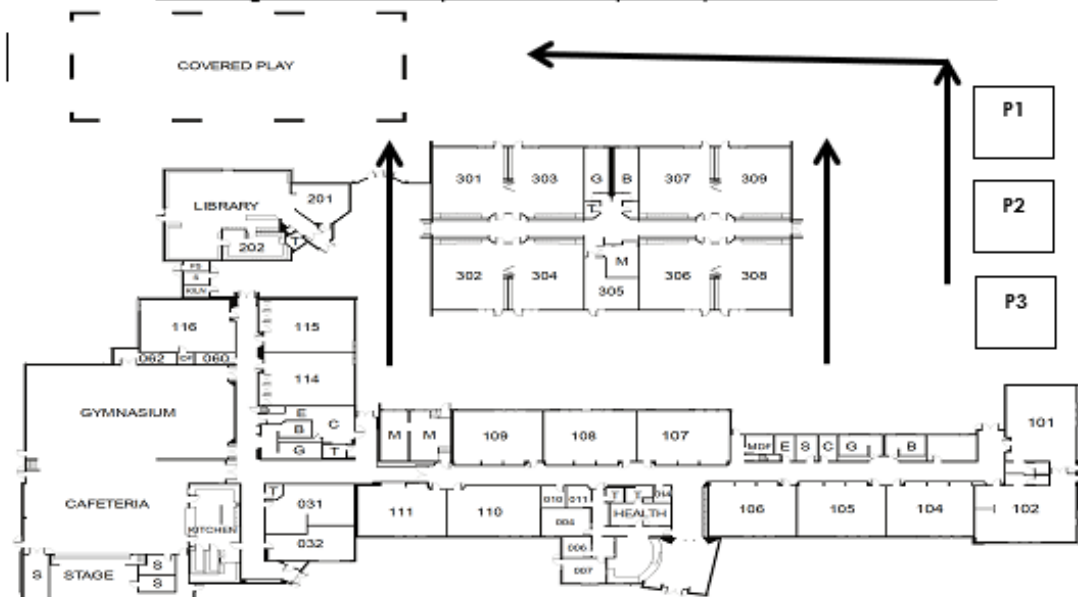
**General Procedures for Evacuation**  
If a fire alarm goes off, teachers will evacuate their students from classrooms and move to the playfields. Teachers will line up at their number location on the 10<sup>th</sup> Avenue fence line.

**During ALL Alarms (Including Fire Drills)**

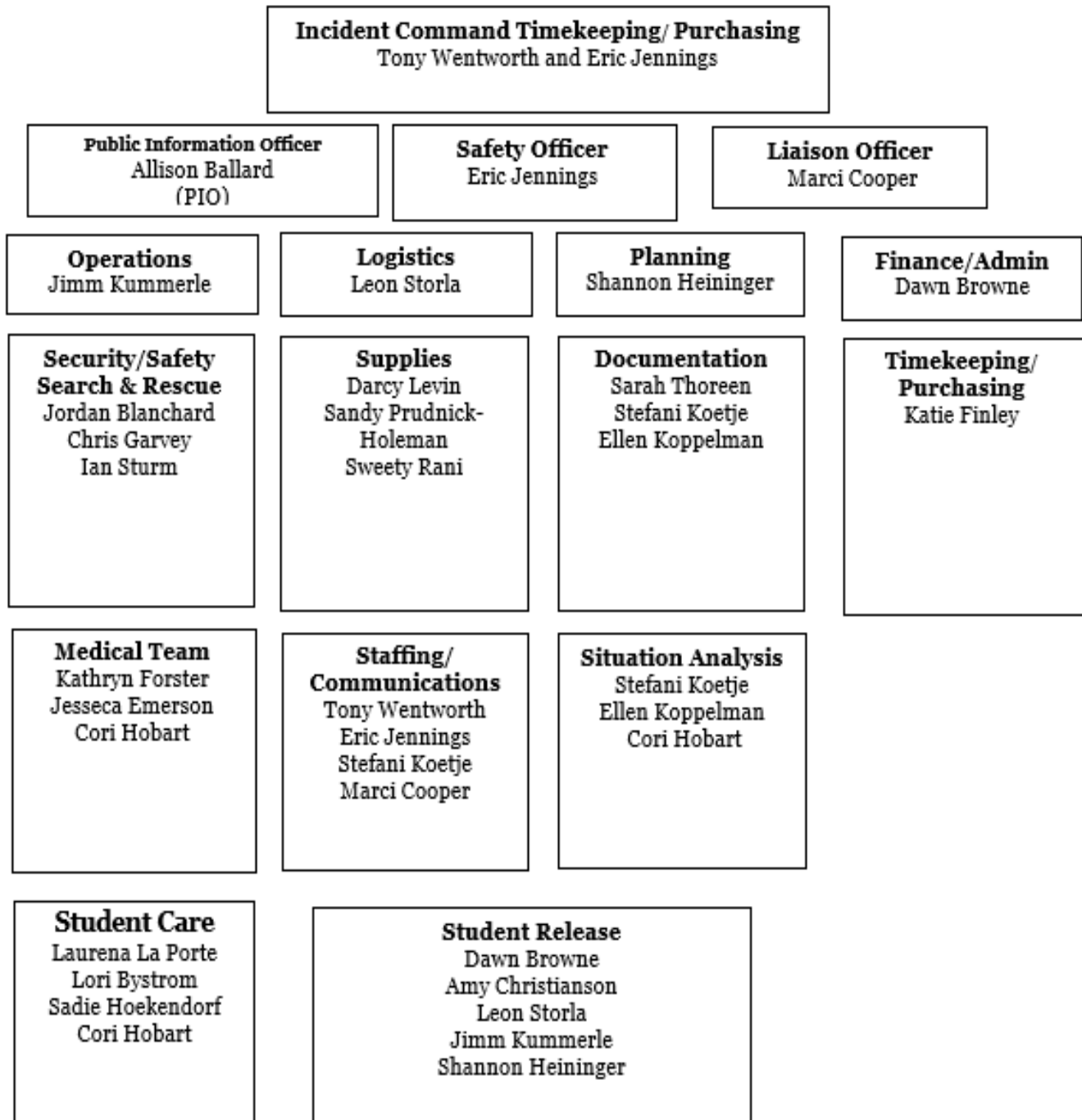
- Teachers will evacuate their classes and bring their emergency backpacks & attendance sheets.
- Make sure no one is left in the classroom, turn lights off, and close the door (leave unlocked).
- Teachers are to lead their classes in a single file line to the assembly location in silence.
- A green card will indicate that all students are accounted for in a class.
- A red card will indicate that a student is not accounted for in a class.

**Specialist, Lunch or Recess Periods**  
In all circumstances, students will assemble with their regular classroom teacher at their designated class number location on the fence. Students should know their classroom number location. In the event that an alarm sounds during specialist time, lunch, recess, or any time that students are not with their regular teacher, they are to leave with the supervising adult through the nearest exit and proceed to the assembly location on the fence.

The "X" indicates the head of the line and where teachers will be standing.  
The diagrams below represent the specific placement on the fields.



# INCIDENT COMMAND SYSTEM ORGANIZATIONAL CHART





## WHITTIER ELEMENTARY SCHOOL STAFF HANDBOOK

**WHITTIER EMERGENCY PHONE TREE 2024-25**

	<b>TONY WENTWORTH</b> CELL 206-579-5656			
	<b>MARCI COOPER</b> 206-650-5895	<b>JORDAN BLANCHARD</b> 425-585-8842	<b>ERIC JENNINGS</b> 425-275-2601	
<b>JIMM KUMMERLE</b> CELL 425-314-9407	<b>STEFANI KOETJE</b> 206-498-8472		<b>LEON STORLA</b> 206-349-1285	<b>SHANNON HEININGER</b> 206-972-0877
<b>MELINDA ZACKY</b> CELL 360-722-1388	<b>DANIELLE HIMMELMAN</b> 206-799-3065		<b>ALLISON BALLARD</b> 425-293-9293	<b>LAURENA LA PORTE</b> 425-772-6546
<b>ELISABETH HULL</b> 206-419-8564	<b>CARMEN CALL</b> 425-876-7052		<b>MAEGAN WINDRICK</b> 425-210-3297	<b>SUZY LAVIS</b> 425-328-4260
<b>MEGHAN KREFT ZENDER</b> 425-268-1361	<b>KRISTI GERLA</b> 425-319-3735		<b>AIMEE BISTERFELDT</b> 425-232-4643	<b>OFELIA VARGAS-GARIN</b> 425-268-7689
<b>ARMIEE FARRELL</b> 425-236-8621	<b>JENNIFER JENSEN</b> 425-876-2678		<b>LINDSAY BUFF</b> 425-327-0746	<b>JACKIE GOMEZ JURADO</b> 818-300-5186
<b>LISA BAER</b> 425-343-7368	<b>SOPHIA SCHOOP</b> 425-417-4688		<b>KATHY RODRIGUEZ</b> 425-750-7648	<b>MICHELLE ERICKSON</b> 425-312-4236
<b>APRIL FORD</b> CELL 425-239-7324	<b>MARCY FLEISCHMAN</b> 425-530-1073		<b>HILLARY SHEARER</b> 425-659-8932	<b>EMILY BOTT</b> 425-221-1843
<b>CARRIE FRANCO</b> 206-399-8600	<b>CANDACE HALL</b> 423-773-9924		<b>MELISSA SCHOUWEILER</b> 702-575-7259	<b>IAN STURM</b> 425-870-4745
<b>AMY CHRISTIANSEN</b> 425-359-5180	<b>LORI BYSTROM</b> 425-923-5076		<b>SUSAN McNEAL</b> 907-518-1656	<b>DARCY LEVIN</b> 425-971-4630
<b>SARAH FRICANO</b> 920-540-3197	<b>SADIE HOEKENDORF</b> 425-297-3198		<b>KATIE FINLEY</b> CELL 425-280-6971	<b>SANDRA PRUDNICK-HOLEMAN</b> 425-293-9341
<b>RACHEL BAUER</b> 425-626-9033	<b>SARAH THOREEN</b> 425-418-4076		<b>CRIS GARVEY</b> 425-314-4760	<b>JESSECA EMERSON</b> 425-343-2456

**INSTRUCTIONS:**

After you have been called, please call the next person on the phone tree. If you can't reach that person (real-not a message) go to the next person on the list. The LAST PERSON in each column must call Tony Wentworth @ 206-579-5656 to ensure that everybody has been contacted regarding the emergency. Marci Cooper will contact Marcia Sytsma, Betsy Haines and Megan Finks based on the days worked.

MARCIA SYTSMA	612-978-1367	
BETSY HAINES	425-327-2309	
MEGAN FINKS	425-971-7753	