



Communications to Principals Packet

Relevant Content for Counselors | 2023-24

February 13: School Board Meeting, 5:00 p.m., Board Room A & B
February 13: Quarterly Regional Principals Meeting, 9:00 – 11:00 a.m. Locations Vary
February 15: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B
March 5: H.S. Principals & Assistant Principals Meeting, 3:00 – 5:00 p.m., Port Gardner B
March 6: M.S. Principals & Assistant Principals Meeting, 3:30 – 5:30 p.m., Port Gardner B
March 7: E.S. Principals & Assistant Principals Meeting, 4:00 – 6:00 p.m., Port Gardner A
March 21: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B

March 26: School Board Meeting, 5:00 p.m., Board room A & B
April 18: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B
April 23: School Board Meeting, 5:00 p.m., Board room A & B
April 30: Quarterly Regional Principals Meeting, 9:00 – 11:00 a.m. Locations Vary
May 14: School Board Meeting, 5:00 p.m., Board room A & B
May 28: School Board Meeting, 5:00 p.m., Board room A & B
June 11: School Board Meeting, 5:00 p.m., Board room A & B
June 21: Administrators and Supervisors Meeting, 11:00 – 1:00 p.m., Port Gardner A & B,
June 25: School Board Meeting, 5:00 p.m., Board room A & B

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activities program without regard to race, color, national origin, creed, religion, sex, sexual orientation, gender expression, gender identity, veteran or military status, the presence of any physical, sensory or mental disability or the use of a trained dog guide or service animal by a student with a disability.

Designated to handle inquiries about nondiscrimination policies are:
 Title IX/Civil Rights Compliance Officer – Mary O'Brien, mobrien@everettsd.org, 425-385-4106
 504 Coordinator – Dave Peters, dpeters@everettsd.org, 425-385-4063
 ADA Coordinator – Randi Seaberg, rseaberg@everettsd.org, 425-385-4104
 Address: PO Box 2098, Everett WA, 98213



Response/Action Required

February 2, 2024

To: Elementary Principals and Office Managers
From: Anne Arnold, Director of P-5 Instruction and Early Learning Programs
Regarding: **MathFest 2024 – Save the Date!**

Save the Date!

Everett Public Schools, in partnership with ZENO Math [and](#) funded primarily by the Puget Sound Taxpayers Accountability Account (PSTAA), is hosting a MathFest on Saturday, March 23 from 10:00 am to 12:00 noon at Cascade High School (cafeteria).

All families are welcome to join the free event for kids 3 to 11 years old and their grown-ups for an exciting two hours of math games, activities, and prizes. Snacks will also be provided.

Volunteers are needed to support the event. Details on how you can get involved will be available next week!

Social media announcements will go out to the community beginning in February and flyers will be sent to schools to share with families.

Required Action:

- Please share information about the MathFest event and dates with your school staff.
- If you have questions or would like more information, contact Anne Arnold, Ext. 4089 or AArnold@everettsd.org or Rola Bachour, Ext. 4290 or RBachour2@everettsd.org

Approved for Distribution:

Shelley Boten



Response/Action Required

February 2, 2024

To: School Administrators
From: Peter Scott, Deputy Superintendent
Christopher Ferreira, Safety & Security Coordinator
Regarding: **Student Threat Assessment Process Revision and Audit**

We periodically review our Student Threat Assessment process and the associated forms to ensure they reflect current best practices. This memo serves as notification that our process and forms have recently been revised. **Going forward, a student interview should be conducted as soon after the incident as practical using the Student Questionnaire form.** This form has been created to guide and document the interview and can be found in DocuShare. In addition, the Building Level form has also been revised. All the forms are now available in pdf fillable form which allows for them to be completed electronically and/or printed if desired. The most current forms can be found here:

<https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collection-17943/Document-140724>

The Washington Office of Superintendent of Public Instruction requires that we conduct an audit of completed student threat assessments twice per year (January and June). Please click on the link below and review the document against the completed student threat assessments you have on hand for school year 2023-24. Please scan and email Christopher any that you have that are not listed on the document:

<https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-140738/2023-24%20Threat%20Assessment%20LogJAN.pdf>

Thank you for your attention.

Required Action:

Please discard and discontinue the use of any forms currently on-hand.

Approved for Distribution _____

Peter Scott



Response/Action Required

February 2, 2024

To: Elementary and Middle School Principals
From: Dr. Catherine Matthews, Director of Assessment and Research
Regarding: **i-Ready Projected Proficiency**




The i-Ready Projected Proficiency report can provide important information about student potential performance on the Smarter Balanced Assessment in English Language Arts and Mathematics. Determined through a linking study that Curriculum Associates conducted with state assessments across the country, it takes into consideration proficiency based on the amount of growth that the student has made:

- makes no growth on the diagnostic
- meets the Typical Growth goal on the Diagnostic
- meets the Stretch Growth goal on the diagnostic.

As a reminder, growth on the diagnostic relies on grade level learning in the classroom as well as filling in any gaps in learning that might impact whether the student can have access on grade level standards.

- Typical Growth represents the growth of the typical student performing at a specific level on the diagnostic grow in a year.
- The Stretch Growth Goal is the amount of growth needed for students to meet standard in one or more years. This growth goal is dependent upon how far a student is behind.

[Use these directions to view your Projected Proficiency Data](#)

Grade 4	Proficiency: No Additional Growth		58%	35%	23%	16%	26%	1,297/1,601
	Projection: Typical Growth Achieved		64%	41%	23%	16%	21%	1,297/1,601
	Projection: Stretch Growth Achieved		69%	47%	22%	13%	17%	1,297/1,601

Required Action:

- Review the Projected Proficiency report for your school.
- Contact [Catherine Matthews](#) with any questions.

Approved for Distribution:



Shelley Boten



Response/Action Required

February 2, 2024

To: All Building Administrators
From: Andrea Cartwright, Director of Science and Engineering
Regarding: **WCAS Preparation Resources**

In preparation for the Washington Comprehensive Assessment of Science (WCAS) this Spring, students in grades 5, 8 and 11 should engage in the WCAS Online Training Test.

Teachers of grade 5, 8, and 11 students should visit their Science Portal page. Here they will find a WCAS Online Training Test Lesson Plan and a WCAS Online Training Tests and Lessons Plan Introduction video. The video:

- introduces the resources,
- outlines the steps teachers and students should take to find and engage in the online training test, and
- unpacks for the teacher how to use the online training test and lesson plan with students.

Required Action:

- Please share the WCAS online training test and lesson plan resource information above with all teachers that serve students in grade 5, 8, and 11.
- If teachers or staff have questions regarding the use of these resources or preparing for the WCAS, please contact:
 - Andrea Cartwright acartwright@everettsd.org
 - Shannon Lacey slacey@everettsd.org

Approved for Distribution:

Shelley Boten



Response/Action Required

February 2, 2024

To: Elementary Principals and Office Managers
From: Dr. Catherine Matthews, Director of Assessment and Research
Anne Arnold, Director of P-5 Instruction and Early Learning Programs
Regarding: **CogAT Screener Results for Grades K, 1, and 5**

In compliance with new requirements from OSPI, the screening process for LEAP (Learning Enrichment Achievement Program) Highly Capable identification is complete. EPS has administered universal screeners in first and fifth grades. In first grade, the screener is used to identify students who might qualify for LEAP and/or for recommendation to take the full battery of tests for highly capable identification which is ongoing; in fifth grade the screener is used to identify students who might qualify for LEAP and to support their course selection in middle school where students have access to advanced and accelerated options. In addition, referrals for CogAT screening are accepted for kindergarten students to identify students for placement in LEAP.

Families have been notified of their students' scores and possible placement in LEAP. The names of students newly qualified for LEAP will be sent to kindergarten, first and fifth grade teachers by the start of the second semester with general guidance on ways to support and differentiate instruction for these students. In general, students who scored 92 % and above are recommended for LEAP. If parents' consent to that placement, teachers are notified. It is important for teachers to know a student's scores even if parents do not accept placement or if the student was slightly below 92% and not placed in LEAP. The information on screener scores can support differentiation and instructional support for all students.

This year, for the first time, CogAT screener scores are available for teacher access on Performance Matters, along with all student testing data.

Below are the links to the reports. After you click the link, a report will appear that only has students to whom you are assigned. A teacher will see their class and a principal will see their school.

Kindergarten CogAT Screener

https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=wa_Everett_adfs&report=G6OQMA

Grade 1 CogAT Screener

https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=wa_Everett_adfs&report=fxGttk

Grade 5 CogAT Screener

https://unify.performancematters.com/core/report/bbcard/bbcard.jsp?idp=wa_Everett_adfs&report=E4IaIi

Approved for Distribution: _____

Shelley Boten



Response/Action Required

February 2, 2024

To: Elementary and Middle School Administrators
 From: Kelley Clevenger, Executive Director, Special Services
 Regarding: **5th to 6th Grade Special Education Riser Information**

Below is the outline of the special education riser process for the 5th to 6th grade transition for students receiving special education services. To the greatest extent possible, the process for students with IEPs should mirror that of all students.

Date	Event	Purpose/Outcome
End of February	Special Services sends out 5th grade resource room caseload and data spreadsheet projections to middle school and elementary school special education teams	<ul style="list-style-type: none"> - Provide data on incoming students to support master schedule development - Prepare for 5th grade riser meetings
Early March	Special services directors make initial location decisions for self-contained classrooms	<ul style="list-style-type: none"> - Determine middle school location for students enrolled in Achieve, Extended Resource, and Life Skills programs
February to April	Middle school administrators develop master schedules based on data spreadsheet	<ul style="list-style-type: none"> - Ensure scheduling decisions are based on data and support students accessing their education in their least restrictive environment
Mid-March	Elementary case managers gather important information regarding each riser and share it with the middle school team.	<ul style="list-style-type: none"> - Gather riser information - Share critical information with middle school case managers. - ES touch base with MS around the information that will be helpful to have ready at riser meetings (i.e. present levels and iReady scores).
April – June	<p>Special education riser meetings days are scheduled by MS psychologists and held at ES sites or virtually.</p> <p>Elementary school teams work with families to schedule riser time slots with the IEP team.</p> <p>IEP members include the student, family, ES and MS representatives, related service providers, etc.</p>	<ul style="list-style-type: none"> - Review student data with family - Build class schedule - Complete riser paperwork
April	As riser IEP amendments are completed, send paperwork to the Record Secretary assigned to your school.	<ul style="list-style-type: none"> - Receive critical information from elementary case managers

June	All riser paperwork completed and submitted to Special Services by June 7.	- Finalize the riser process
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Riser Documentation

Student Data

Special Services creates data spreadsheets for each school of all rising students in the resource room programs. This data should be used to make recommendations for master scheduling and individual schedule building before riser meetings. This will be sent out by February 16.

Information included:

- Current 5th-7th grade students in resource room programming
- Current case manager
- Service areas
- Past state and local testing data (SBA, WIDA, iReady, etc.)

Riser Paperwork

Riser paperwork will be completed in Special Programs via an IEP amendment. Directions for case managers will be sent out the week of February 16.

School Placement

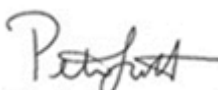
We work hard to have tentative school placements made for students rising into the Middle School Achieve, Extended Resource, and Life Skills programs prior to spring conferences. This supports teams being able to use this time for riser conversations. However, we know that changes to enrollment will occur between now and the start of the 24-25 school year, that will result in some students' school building location changing after riser meetings are held. Please be sensitive to this by communicating to families that the building location is the student's tentative placement and will be confirmed over the summer.

Required Action:

Please share this information with your entire special education team, counselor, office manager, and registrar.

If you have questions or need support with the process, please contact your designated Director of Special Services.

Approved for Distribution _____



Peter Scott



Response/Action Required

February 2, 2024

To: Secondary Principals, Assistant Principals, and Office Managers
 From: Kelley Clevenger, Executive Director, Special Services
 Regarding: **8th to 9th Grade Special Education Riser Information**

Below is the outline of the special education riser process for the 8th to 9th grade transition for students receiving special education services. To the greatest extent possible, the process for students with IEPs should mirror that for all students. For example, use Naviance when possible and align riser meetings to date ranges of high school transition fairs.

Date	Event	Purpose/Outcome
Early February	Special Services sends full special education caseload and 8th grade data spreadsheet to middle school and high school teams	<ul style="list-style-type: none"> - Provide data on incoming and current students to support master schedule development - Prepare for high school transition meetings
February	High school teams review student data to make recommendations on class scheduling	<ul style="list-style-type: none"> - To ensure that students with disabilities are scheduled first within the master schedule and to maximize opportunity for success
February	<p>Scheduling riser meetings: Receiving schools reach out to sending schools to set riser meeting dates/time frames. As much as possible, align riser meetings within a few days before the High School Transition Fairs. Invite participants from receiving school. Sending schools connect with families to schedule them into time slots, invite participants from sending school.</p> <p>School psychologists lead this work unless determined otherwise at the building level</p>	<ul style="list-style-type: none"> - Coordinate and prepare for a successful riser meeting with family and team
Early March	MS teams share critical information with high school case managers	<ul style="list-style-type: none"> - Receive critical information from middle school case managers - Preparation for high school transition meetings
Late March	<p>High school riser meetings held in person or virtually.</p> <p>IEP members to include student, family, MS and HS representatives, related service providers</p>	<ul style="list-style-type: none"> - Review student data with family - Finalize class schedule Complete riser amendment - Complete College Board consent and accommodation paperwork

Late March/Early April	Submit all riser paperwork to Special Services. For IEPs that are due after riser meetings are held, send to Special Services when a new IEP is written.	- Finalize the riser process
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Riser Documentation

Student Data

Special Services is pulling together data spreadsheets for each school. This data should be used to make recommendations for master scheduling prior to the March riser meetings. This will be sent out by February 7.

Information included:

- Current 9th-12th grade + incoming 8th grade students served through Achieve, Extended Resource, Life Skills and Resource programs
- Current case manager
- Service areas and minutes
- Past state testing data (SBA, WIDA, etc.)

Riser Paperwork

Riser paperwork will be completed in Special Programs via an IEP amendment. Directions for case managers will be sent out the week of February 7.

College Board Accommodation Paperwork

A stand-alone form is no longer needed. The IEP amendment is used to document parent's agreement to accommodations for College Board. Please remember to gain consent from family during the riser meeting to share IEP status with College Board.

High School Course Codes

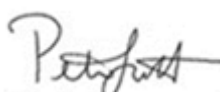
As a reminder, please review this [LINK](#) to course codes that should be utilized for the different content areas and programs. Please remember that curriculum is pushed out to teachers based on course code, so it is important to follow this guide. If unique scheduling is being done at the building level, please contact your designated Director of Special Services to align course coding.

Required Action:

Please share this information with your entire special education team, counselor, office manager, and registrar.

If you have questions or need support with the process, please contact your designated Director of Special Services.

Approved for Distribution



Peter Scott



Information Only

February 2, 2024

To: All Building Administrators
From: Dave Peters, Director of Student Support Services
Regarding: **National School Counselor Appreciation Week**

National School Counselor Appreciation Week is February 5-9 this year. Sponsored by the American School Counselors Association (ASCA), this week of recognition highlights the tremendous impact school counselors have in helping students achieve school success and plan for a career.

Shortly, you will receive **counseling appreciation certificates** through the district mail. Please present them to your counselors in conjunction with your school-based recognition.

Below are some images that you may **click to download** for you to use in any related communications highlighting the week:



Social Media Banner



Zoom Background



Approved for Distribution

Communications to Principals (02/02/2024)

Peter Scott