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Important Resources

Teaching & Learning Folder

<https://docushare.everett.k12.wa.us/docushare/dsweb/View/Collecti-on-5639>

Administrative Outlook Calendar Instructions

1. Click on the ellipses (. . .) in the lower left corner of the screen
2. Click on “Folders”
3. Double click on “Public Folders”
4. Double click on “Public Folders”
5. Double click on “All Public Folders”
6. Double click on “Administrative Team”
7. Click on “Administrative Calendar” to open

Substitute Outlook Calendar Instructions

1. Open Outlook in the Calendar view
2. From the “Home” menu bar Select “Open Calendar”
3. Select “Open Shared Calendar” – type in **Calendar ESC Substitutes**
4. Click OK

This calendar lists all district release professional development that is occurring during the school day. Check this calendar prior to scheduling building workshops that will occur during the school day to make sure they do not conflict with district level trainings targeting the same teachers. All district release substitutes must be approved through the deputy superintendent’s office.

Accessing Student Emergency Information in Insight

Step One: Go to <https://insight.everettsd.org>

Step Two: Use your district credentials to log in (id/password)
Check the Full Browser Version and click save If viewing on a mobile browser

Step Three: Click on the Everett Pinnacle Insight.qvw box

Step Four: Click on the Student Details button

Step Five: Enter the Student Name (partial ok) or ID # in the top-right

Step Six: View Contacts

October 8: School Board Meeting, 4:30 p.m., Board room A & B

October 15: Quarterly Regional Principals Meeting, 9:00 – 11:00 a.m. Region One, View Ridge, Region Two, TBD

October 17: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B

November 5: E.S. Principals & Assistant Principals Meeting, 4:00 – 6:00 p.m., Port Gardner A

November 6: M.S. Principals & Assistant Principals Meeting, 3:30 – 5:30 p.m., Board Room A

November 7: H.S. Principals & Assistant Principals Meeting, 3:00 – 5:00 p.m., Board Room A

November 12: School Board Meeting, 4:30 p.m., Board room A & B

November 14: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B

December 10: School Board Meeting, 4:30 p.m., Board room A & B

January 14: School Board Meeting, 4:30 p.m., Board room A & B

January 16: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B

January 22: M.S. Principals & Assistant Principals Meeting, 3:30 – 5:30 p.m., Board Room A

January 23: H.S. Principals & Assistant Principals Meeting, 3:00 – 5:00 p.m., Port Gardner B

January 28: School Board Meeting, 4:30 p.m., Board room A & B

January 30: E.S. Principals & Assistant Principals Meeting, 4:00 – 6:00 p.m., Port Gardner A

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 & ADA Coordinator – Chad Golden, cgolden@everettsd.org, 425-385-4100

504 Coordinator – Dave Peters, dpeters@everettsd.org, 425-385-4063

Gender-Inclusive Schools Coordinator – Joi Grant, jgrant@everettsd.org, 425-385-4137

Address: PO Box 2098, Everett WA, 98213

Communications to Principals Guidelines

Communications to Principals is a weekly publication designed to consolidate and transmit information from central administration personnel to building principals and classified administrators that would be addressed to “All Administrators”, “All Principals”, “Region Principals”, or “Level Principals”.

1. All items submitted for inclusion in Communications to Principals must have the approval of the originator’s division/department head who is a member of the Superintendent’s Cabinet, e.g., Shelley Boten would approve all items from the Academics Department. Approval will be in the form of an approval line and should be located at the bottom of the first page of the document in Bold Georgia Font.

2.

Example:

Approved for Distribution:



Shelley Boten

3. There will be three (3) categories of materials: **Response/Action Required**, **Response/Action Optional**, and **Information Only**. The requested category should be indicated in the upper right portion of the first page in an italic number 16 Bold Georgia Font.

Example: ***Response/Action Required***

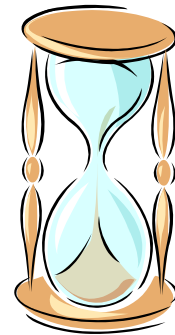
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should be single spaced with one line between paragraphs.

4. Materials to be included in Communications to Principals must be submitted to the Deputy Superintendent’s office, **by 3:00pm on Tuesday** for inclusion in that week’s publication. Materials **must have the electronic signature** of the appropriate division/department head at that time. Please submit materials electronically to Lorie Lambert at llambert@everettsd.org. **Please do NOT send scanned items as we are producing a document that is “live” and in color on DocuShare.**
5. Materials included in Communications to Principals should be free of technical errors (punctuation, grammar, etc.). Submittals should be proofread. Materials which have been returned to the sender for corrections and which are not returned in time to meet the deadlines will be held for the next publication.
6. In order to keep the packet to a manageable size, any attachments corresponding with the document need to be linked in the body.
7. An electronic copy will be uploaded to DocuShare in the Communications folder.
8. If you have any questions regarding the Communications to Principals packet, changes in distribution, or signature templates for the three categories, please call Lorie Lambert at x4017.



RESPONSE/ACTION REQUIRED

Items in this section require immediate attention by the building administrator and an appropriate response or action by the date and time indicated.





Response / Action Required

October 4, 2024

To: All School Administrators
From: Dr. Peter Scott, Deputy Superintendent
Joi Grant, Director, Diversity, Equity, and Inclusion
Regarding: **Potential Student-Led Protests on October 7**

Required Action:

Please read the information below from Chris Reykdal, including the two linked resources at the end of the message. Additionally, please see the [Talking Points for Staff](#) document and use as necessary. Consult with your supervisor if you have any questions or concerns. Thank you.

From the Office of the Superintendent of Public Instruction

We are hearing about potential student-led protests and walkouts at schools scheduled for Monday, October 7. As you know, October 7 marks one year since the horrific Hamas attack on Israel.

October 7 is a day of somber remembrance for what was the third-deadliest global terrorist attack in recent history. While students may be protesting to advocate for or against global policy solutions, choosing to do so on October 7 is extremely likely to negatively impact their Jewish classmates—and is likely to be experienced or interpreted as antisemitism and discriminatory harassment.

In the last year, student-led protests and walkouts on college and K–12 campuses have increased across the nation. While students may choose to plan and/or participate in walkouts or protests as protected expression, schools are responsible for maintaining safety and a learning environment free of discrimination and discriminatory harassment for all students, staff, and families.

Schools house “captive” audiences (i.e., students) who often cannot remove themselves from interruption, tension, or one-sided speech. To prevent antisemitic and discriminatory behavior, if you have heard about planned protests or walkouts within any of your schools, I strongly encourage you to partner with your students to identify locations other than schools, or to choose days/times (with proper permission) when the general student population will not be on campus, for their efforts.

Schools play a unique role in our communities. Every day, you and your staff support your students in building skills for engaging in civil discourse, disagreeing with one another respectfully, and being part of a shared community. You do this in a way that balances student safety, rights, and learning with the impacts of global news at your students’ fingertips 24/7.

Approved for Distribution

Peter Scott

When teaching and learning is at its best, you are tying in and acknowledging life outside the walls of the classroom. This includes recognizing the diverse experiences and perspectives of your students, connected to the learning standards, in ways that are safe and free of discrimination.

Please lean into your leadership and use this as an opportunity to have important conversations about what it means to be in community together in a way that is safe and free of discrimination for all students, staff, and families. October 7 should be a day of remembrance.

My office regularly develops resources to support you and your staff in leading your students through complex community and world events like this. Please see the two resources below that we published recently:

1. [Reminders About School District Employees' Free Speech Rights](#)
2. [Preventing and Responding to Antisemitism, Islamophobia, and Discriminatory Harassment in Schools](#)

Thank you for your leadership and your continued commitment to keeping our schools safe and focused on learning.



Response/Action Required

October 4, 2024

To: Administrators & Supervisors
From: Dave Peters, Director of Student Support Services
Mimi Brown, Director of Professional Learning
Regarding: **Oct. 11 Learning Improvement Day | Final Details & FAQ**

The purpose of this memo is to provide you with some final details and answer some frequently asked questions. This memo builds on the information on the three previous memos.

Previous Principal Packet Memos

September 13

Pg. 1 | Overview, LID Planner, Start/End times, Timeline of Deliverables & Supports

Pg. 3 | Participation & Pay

September 20

Pg. 1 | Agenda, Structure/Expectations, Participant Differentiation

September 27

Pg. 1 | Links to Primary Resources, Webinar/Zooms, & Suicide Prevention Room List

Pg. 3 | LID Clock Hours

- **Secondary schools: uniform start time: 7:30 am, End time: 3:00 pm**
- **Elementary schools: uniform start time: 8:00 am, End time: 3:30 pm**
- ***Note: we need to have set start and end times because there are synchronous activities and live presenters involved in the design***

FREQUENTLY ASKED QUESTIONS

Q: What type of setting should be used for the RULER webinar (segment two)?

A: This presentation should be engaged with as a whole staff in a large room (i.e. cafeteria, library, etc.).

Q: What type of setting should be used for the LEARN Suicide Prevention Training webinar (segment three)?

A: For this segment, your staff will go to [rooms that you will assign](#) and communicate in advance. The total number of rooms has been pre-determined for you to allow for staff sizes of about 20-25. NOTES: Your initial room lists may be larger to factor for attendance.

Q: For the LEARN Suicide Prevention webinar, can individuals use their own devices in individual locations?

A: No. Although a webinar, this session has interactive elements guided by the in-person facilitators. It is not intended to be viewed by staff on their individual devices or in individual locations.

Q: Who will be responsible for running the technology for the webinars?

A: RULER – Principal or designee. LEARN Suicide Prevention - Each room includes a trained facilitator who will receive a facilitator guide with instructions for this session.

Approved for Distribution _____

Peter Scott

Q: What are the LID expectations for custodians?

A: Day custodians should attend their school's LID (as they did last year) working their regular contracted schedule. Please be sure they are invited. Also, swing custodians will work their normal shift and will *not* participate in the LID (same as last year).

Q: What do the non-TPEP staff do after lunch?

A: These staff have a [concurrent session](#) that includes an interactive RULER presentation and activity. They can use one or more of the rooms that were used for the LEARN suicide prevention training.

Q: For the non-TPEP staff PM session, can individuals use their own devices in individual locations?

A: No. These afternoon sessions include interactive elements and small-group activities. They are not intended to be viewed by staff on their individual devices or in individual locations.

Q: Will there be handouts provided? If so, who is responsible to print them?

A: There will be several handouts provided for the various segments. All district-created handouts will be printed in advance and delivered to schools by Monday, October 7.



Do you have additional questions you would like to see included in this FAQ? If so, send them to [Dave Peters](#) or [Mimi Brown](#). The FAQ will be continually updated and [available here](#)!



Required Action:

Review the “Required Action” items from the previous LID-related Principal Packet memos (links and page numbers are listed at the top of this memo).

Zoom Webinars

- **Devices used to project the LID webinars** | To avoid interruption during the presentations, prior to October 11 check to:
 1. Ensure that each device has the most recent Zoom update installed
 2. Ensure that any other updates have been installed
- **RULER** | At least 30 minutes prior to the start of your Learning Improvement Day, log in to the first Zoom webinar to ensure you're connected. You can leave the window open while hiding it behind another browser tab until the session begins.
- **LEARN Suicide Prevention**
 1. Ensure that any classrooms used for this session are unlocked in the AM
 2. Your room facilitators will need to ensure that they are able to connect to a web browser using a touch panel or other large screen prior to the start of the first LID session.
 3. *Please communicate the following to your staff:*
 - It is acknowledged that Suicide Prevention is a sensitive topic. This training not only helps identify those at risk but also equips and empowers staff to have potentially life-saving conversations, creating a more compassionate, aware community where everyone feels valued and supported in times of crisis. In addition, this day fulfills a requirement set by OSPI and our Board Policy.
 - Please know that you have full permission to step away or excuse yourself at any time if/as needed. Your well-being is our priority, and we want you to take care of yourself in the way that feels best for you.
 - As always, the [Employee Assistance Program](#) (EAP) is available for all employees and their families for a variety of topics and supports.

Approved for Distribution

Peter Scott



Response/Action Required

October 1, 2024

To: Principals, Assistant Principals, and Office Managers
From: Peter Scott, Deputy Superintendent
Christopher Ferreira, Safety and Security Director
Regarding: **Great American Shakeout on October 17, 2024**

This memo is being distributed as a reminder that the district is requiring all schools to participate in the upcoming Great American Shakeout on October 17, 2024, at 10:17 am. This information was provided in a previous principals' packet dated August 16, 2024 entitled [2024-25 Safety Committees, Minutes, Drills, & Plans](#).

Required Action:

- Conduct an Earthquake drill using the state-approved earthquake safety technique "drop, cover, and hold" on October 17 at 10:17 am. If you cannot schedule exactly at 10:17 am, that is acceptable as long as we are participating on October 17.
- For additional information or resources please visit the Washington State Great Shakeout website [here](#). Please note there is a registration link on the site, but schools are not required to register.

Approved for Distribution _____

Peter Scott



Response/Action Required

October 4, 2024

To: All Elementary and Middle School Principals
From: Michele Waddel, Director of Assessment and Research
Regarding: **i-Ready Updates: For Families Report & Teacher Permissions**

For Families Report:

The Family Report on the i-Ready Student Dashboard feature will be enabled at the end of the diagnostic window on October 11, 2024. Engaging families and fostering a collaborative approach by sharing Diagnostic results in a timely manner can significantly enhance a student's learning. The i-Ready For Families report provides each family with important information about their students' overall performance and suggestions to support their learning at home.

Understanding the i-Ready Diagnostic Data for Families:

Here is a helpful video for families on [Understanding i-Ready Diagnostic Data for Families](#). We have prepared a template family communication in DocuShare under, [i-Ready Support Documents for Administrators and Staff](#) labeled *i-Ready Diagnostic For Families Report letter template*, for you to customize and send home through normal channels once most students have completed the diagnostic. This letter contains the district code that family members will need to access the report. Translated copies are also available.

Please note, this code is generated each year. To ensure consistency across the system, the code will be activated on October 11, the end of the Diagnostic window. It will not work prior to that date.

Teacher i-Ready Permissions:

In preparation for the closing of the Diagnostic, the Assessment and Research team will set all teacher permissions to *Teacher (All Assessments)* in order for your staff to see the diagnostic and standards mastery assessments. If you do not want this change for all teaching staff, please notify [Justine Palabrica](#) by October 9. Changes will be made on October 10. Principals can also manage these settings if they need to make any adjustments throughout the year.

Required Action:

- Share with teachers the timeline and process for families accessing the report on the student dashboard.
- Customize family communication for your school.
- Schedule communication to families prior to October 11, 2024, when the report will be live.
- Email [Justine Palabrica](#) if you do not wish to have your teaching staff permission sets adjusted by October 9.

Approved for Distribution: _____

Shelley Boten



Response/Action Required

October 4, 2024

To: Principals and Office Staff
From: Dr. Brian Beckley, Chief Information Officer
Karen Hickenbottom, Director of Learning Management Services
Regarding: **EPS Partnership with Sno-Isle and Everett Public Libraries**

EPS Partnership with Sno-Isle and Everett Public Libraries Coming Soon!

We are excited to announce that, starting in November, all EPS students will have access to Sno-Isle and Everett public library resources. This partnership will broaden our students' access to eBooks, audiobooks, research databases and online tutoring as well as allowing them to check out physical books at the public libraries.

The partnership accounts will be easily accessible from home, school or at the public libraries using a student's ID number. There will be more details coming out to families at the end of October. In November, librarians will begin showing students how they can access the Sno-Isle and Everett Public Library accounts.

Parents will be given the option to opt their student(s) out from the partnership starting October 1 by [filling in and returning this form](#) to the school.

Office Managers: We do not expect a high volume of opt-out forms. If you get one, please update the student's record on the *EPS Additional Information and FERPA* screen in eSchoolPlus to indicate that the signed form was returned and retain the opt-out form in the student's cumulative folder.

Required Action:

Update eSchoolPlus for any Opt-out forms received and retain forms in student's cumulative folders

Approved for Distribution:


Brian Beckley



Response/Action Required

October 4, 2024

To: Principals, Assistant Principals & Office Managers
From: Kelley Clevenger, Executive Director, Special Services
Regarding: **Classified Agency Employees**

We have some agency staff working in our buildings and we understand that there have been some issues with absences. To help make this a positive partnership, below are the absence procedures and guidelines for classroom expectations.

1. Classified agency employees will report their absence to their agency, agencies will do their best to send a sub and agencies will send school teams an email reporting the absence.
2. Agency staff will also enter their absence in Frontline to request a district sub. You will notice that on your absence report, please approve it.
3. If a sub does not show up for a vacancy, please do all that you can to fill the 1:1 position(s) in your buildings. **An effective practice would be to assign a classroom para who is familiar with the student to be the 1:1 for the day and fill the classroom para position with in-building staff.**
4. **Please make sure that your sub shortage plans include all paras in your buildings - even agency staff.**
5. **Special Services does not have a pool of substitutes to send to the schools.**
6. If agency staff are present and their student is absent, do not excuse them for the day. Please have them fill vacancies in your building. If you do not have a vacancy, please call your school's designated special services director and we will move them to another position for the day.
7. When they are in the classroom or working with students they should not be on their phones. If you see them on their phones, please remind them that this is not the appropriate time and will be reported to their supervisor if it continues.
8. The classroom teacher they work with is their onsite supervisor. They are expected to follow classroom rules and procedures and directions from the teacher. Please let your school designated special services director know if there are any issues with attendance or compliance to expected employee behavior.

Required Action:

Please create a sign in and sign out procedure so that we can track their hours weekly.

Approved for Distribution _____

Peter Scott



Response/Action Required

October 4, 2024

To: Principals, Assistant Principals and Office Managers
From: Andi Tress, Executive Director, Finance and Business Services
Chad Golden, Assistant Superintendent Human Resources
Karen Buchmann, Director, Budget
Mary O'Brien, Director, Human Resources
Regarding: **New EEA Collective Bargaining Agreement Language**

The recently approved EEA Collective Bargaining Agreement (CBA) contains new language that has fiscal implications for which we are providing guidance below.

Section 9.14.A.2.:

"Scheduling of IEP meetings shall be done in collaboration with the general education teacher(s). For IEP meetings that extend thirty (30) minutes or more beyond the scheduled on-site work day, general education teachers shall be compensated at their per diem rate for the portion of the meeting falling after the end of the scheduled on-site work day. No general education teacher shall be required to stay more than two and one-half (2.5) hours for any single IEP meeting. If a general education teacher is not able to attend for the entire IEP meeting, excusal by the parent is required. The IEP team shall follow required steps for proper excusal."

A new account code has been created: 11-21-27-LLL-082005 (replace the LLL with your location number) for these time sheets. This account code is categorized as special purpose so is excluded from discretionary budgets.

Section 9.14.F.:

"Each time an employee receives a new paraeducator, the employee shall be paid one hour of per diem pay to train and plan with the new paraeducator outside the student school day."

The Special Services department will code and approve these timecard online entries; schools should forward these entries to Special Services.

Section 9.01.B.3:

"All secondary schools shall be provided a resource of one (1) release day per employee FTE assigned to that building (based on October 1 assignments) for use that year to support collaborative assessment, grading, and planning; visiting other teachers/schools; and professional development. Each general education classroom teacher will be given an opportunity to use at least one of these days each year, provided the employee's request aligns with the purposes above and the timing can be accommodated by the building administrator. Unless otherwise agreed to by an administrator, these days shall be worked at a district work site."

Prior to 10/1, principals will be sent a list of the general education and CTE FTE for their building in order to monitoring usage of the allocated days.
A new account code has been created: 11-01-27-LLL-082006 (select "Section 9.01.B3" in the Frontline Absence Management account code drop-down)

Approved for Distribution _____


Andi Tress

for these release days. This account code is categorized as special purpose so is excluded from discretionary budgets.

To schedule the release day, use **Section 9.01.B.3 Secondary Release** as the absence reason. Principals are responsible for approving the day.

Section 9.01.E.3.:

“The District shall provide a substitute for counselors who are on leave for more than five (5) consecutive days. If a substitute is not found, the building administrator and remaining counselors shall develop a support plan that distributes duties and may include per diem hourly pay for specified additional work outside the workday or workyear.”

Buildings should use account code 11-01-24-LLL-093000 (replace the LLL with your location number) for both the substitute and pay in lieu of a substitute.

Required Action:

Please share this information with office staff and ensure the account codes above are used for the specified work in the new CBA.

Contact Karen Buchmann (x4154) or Mary O’Brien (x4106) with any questions.



Response/Action Required

October 4, 2024

To: High School Principals and Career Specialists
From: Anthony Anderson, Director of STEM, CTE and Choice Programs
Regarding: **WSU Veterinary Paraprofessional Certificates**

Washington State University College of Veterinary Medicine has launched two online veterinary certificate options for high school students ages 16 and older. This is an excellent opportunity for additional learning for high school students interested in animal science and veterinary medicine.

The certificates improve the student's college application by adding a unique educational experience, as WSU College of Veterinary Medicine is the first and only educational institution to offer a certificate for veterinary scribes.

Options are:

- Junior Preventative Health Certificate
- Junior Veterinary Scribe Certificate

Both certificate programs:

- Are designed for students ages 16-17 interested in a future career in the veterinary field.
- Consist of ten online learning modules and a final assessment.
- Can be completed asynchronously over the course of six months.
- Require parental consent
- Cost \$500 each

More information about the program and registration can be found using this link:

<https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-142471/Veterinary%20Paraprofessional%20Certificates%20for%20Students.pdf>

Required Action:

Please share this information with the appropriate staff in your building.

Approved for Distribution:

Shelley Boten



Response/Action Required

October 4, 2024

To: All Administrators and Office Managers
From: Joi Odom Grant, Diversity, Equity, and Inclusion Director
Regarding: **Equity Team Meeting Frontline Proposal**

The Diversity, Equity, and Inclusion Department collaborated with the Frontline Support Staff to create a *Frontline Course Template and Tutorial Video*. To strengthen the development of Equity Teams, Equity Team members will be awarded clock hours for their participation. Following the first district Equity Team meetings on September 30, 2024, and October 18, 2024, office managers will be given the roster of Equity Team members and meeting dates for the year if they have not received already.

Tutorial Video: [CLICK HERE](#)

Contact Joi Odom Grant with questions and /or thoughts at x4137 or jgrant@everettsd.org

Require Action:

Please share with your office managers.

Office managers work with your Equity Team Contact to create a Frontline Request for your school's Equity Team meetings.

Approved for Distribution

Peter Scott



Response/Action Required

October 4, 2024

To: All Administrators, Natural Leaders Staff Leads, and Office Managers
From: Joi Odom Grant, Diversity, Equity, and Inclusion Director
Regarding: **Natural Leaders and Washington Alliance for Better Schools – Natural Leaders Academy**

I would like to share the following opportunity for prospective and current Natural Leaders families. The Natural Leaders Academy is brought to you by the Diversity, Equity, and Inclusion Department and Washington Alliance for Better Schools (WABS). Information and the registration link will be emailed to each school's staff lead and accessible through the [Natural Leaders webpage](#). For questions, email naturalleaders@everettsd.org.

This event is for interested and current Natural Leader families to learn about the Natural Leaders program.

- **Dates & Format:** Total of 4 sessions – 2 in-person and 2 virtually
 - In-Person, Wednesday, October 23, 2024
 - Virtual, Tuesday, October 29, 2024
 - Virtual, Tuesday, November 5, 2024
 - In-Person, Wednesday, November 20, 2024
- **Time:** 6:00 pm to 8:00 pm
- **Location:**
 - Community Resource Center - 3900 Broadway Everett, WA 98203
 - Virtually via Zoom
- **Other information:** Registration required.
 - Interpretation services available.
 - Childcare for school-aged children and dinner provided for all in-person sessions.
 - \$200 Stipend for families who complete **ALL** sessions.

Flyers and Social Media: [CLICK HERE](#)

Require Action:

Please advertise using your building's formal communication outlets. All attendees will need to register due to limited space.

Approved for Distribution

Peter Scott



Response/Action Required

October 4, 2024

To: All District Staff
From: Joi Odom Grant, Diversity, Equity, and Inclusion Director
Regarding: **Cultural & Religious Calendar Guide 2024-2025**

"We embrace diversity as an essential asset; we are inclusive and treat our differences as a core strength." EPS Core Value

Cultural & Religious Calendar Guide 2024-2025

Everett Public Schools is a school district that values each and every one of our community partners' experiences, culture, beliefs, and traditions. To reflect this diversity, we have created a formal calendar to provide students, staff, and our community that honors our families' diverse cultural and religious beliefs and practices. This will be a living document that will be revised throughout the school year based on the feedback and input we receive from community partners, families, and staff members. **See QR Code below or use the [link](#).**



What is included:

- High Impact Observances At-a-Glance (English/Spanish)
- International Observances
- National Observances
- State-Wide Civic Observances
- High Impact Observances that may impact student learning.
- Information on why certain cultures fast

Contact Joi Odom Grant with questions and /or thoughts at x4137 or jgrant@everettsd.org.

Require Action:

Please share with your building staff or department staff.

Approved for Distribution

Peter Scott



Response/Action Required

October 4, 2024

To: Superintendents, Principals, Assistant Principals, Directors, Managers, and Supervisors
From: Mary O'Brien and Mandy Shinn, Human Resources Directors
Regarding: **Classified Staff – Overtime, Comp Time, and Breaks**

This is a reminder regarding overtime, comp time and breaks as these topics relate to classified staff. It is critical that supervisors remember that hourly employees must be compensated for all the work they do on behalf of the district.

- If classified employees have difficulty completing all of their work during their scheduled day, HR and union leadership have encouraged employees to talk with their principal or supervisor to determine priorities. If you feel it is absolutely necessary for a classified staff member to work beyond his or her scheduled day in order to complete the necessary work, you may approve overtime hours which will be paid from your school or department's budget. Please be specific as to exactly how much time you are approving and keep a log of the overtime and whether the employee will be compensated with pay or comp time. If the staff member chooses comp time, record when they take the time. This time must be scheduled within the next four work weeks.
- If the supervisor and the employee agree, a classified employee may receive compensatory time in lieu of overtime compensation. Either way, if the accumulated hours are over 40 hours a week, the time is to be paid at time and one-half. For example, if the employee chooses to take the additional 1.0 hour worked in comp time rather than by time sheet and the employee then works 41 hours, the employee has earned 1.5 hours of comp time. If it is submitted on a timesheet, it will be charged to your building's budget.
- Employees cannot "volunteer" their time to perform work that is similar to the work they perform in their compensated position.
- Employees are to take a 30-minute lunch break, preferably away from their desks and shall be allowed a duty-free rest period of 10 minutes (15 minutes for Trades employees) for each four hours of continuous work time.

If you outline your expectations as they relate to the above and an employee refuses to comply, please contact your HR Partner to discuss next steps – schools, [Mary O'Brien](#); departments, [Mandy Shinn](#).

Our classified employees are hardworking, skilled, and dedicated to the important work we do. It is critical that we honor their commitment by setting clear expectations, assisting them with prioritizing the work, and compensating them when they work beyond their regular work schedule.

Required Action:

Share this reminder with your administrative and classified staff.

Approved for Distribution:

Chad Golden



Response/Action Required

October 4, 2024

To: Principals & Office Managers
From: Mary O'Brien, Human Resources Director Substitute Services
Regarding: **Certificated & Classified Substitutes**

Below are reminders and updates regarding classified and certificated substitutes:

1. LIF Days

HR continues to get questions regarding substitutes on LIF days. Substitutes are required to stay until the end of the day on LIF days, they do not leave when students do. After the students have been dismissed and to make best use of substitute time, as well as providing benefit to your school, it is suggested to have a plan in place for work to be done if their assigned teacher does not have a task for them. If there are no additional certificated duties in the classroom, substitutes should check in with office staff.

2. Assigning Substitutes in Frontline

Substitute Services has received a few phone calls about substitutes not being visible in Frontline. Please note that if you cannot find/select the substitute in Frontline, there is a reason that the substitute is not available to work (certification issues, etc.). In order to not have a substitute assigned to a job that they are not eligible to fill, absences and vacancies should be entered in Frontline prior to substitute arrival. If you cannot find/select the substitute you would like to fill a vacancy or absence in Frontline, please call us at Substitute Services x4111 for assistance.

3. Substitute Shortage

- HR is increasing outreach and recruitment for substitutes – both certificated and classified in order to build our substitute pool.
- Talk to your known volunteers, and parents about applying to be substitutes.
- Current paraeducators and paraeducator subs, with a recommendation from staff in their building, can apply for an emergency certification to sub in your building.
- Follow up with your student teachers to ensure they have completed the Intern Substitute Certificate. They will find the intern substitute certificate on the OSPI certification [website](#).

4. Absence/Vacancy Notes

Adding as much information as possible to the 'notes for substitute' on each vacancy or absence reduces the number of phones/emails from substitutes with questions about specific locations, break times, summary of assignment responsibilities and may speed up acceptance of the positions.

Action Required

Please share this information with your office staff.

Approved for Distribution:

Chad Golden



Response/Action Required

October 4, 2024

To: Elementary & Middle School Principals, Assistant Principals and Office Managers
From: Chris Fulford, Director of Categorical Programs
Regarding: **Interpreters for Conferences Follow Up**

As parent teacher conferences have been condensed from five early release days to only two days, we would encourage you to determine the need for interpreters at your school and put in the requests as soon as you can. Please group conferences in the same language back-to-back to make the most effective use of your interpreters as much as possible. Categorical Programs pays *for the entire time* they are on site, not just the time spent interpreting.

Schedule in-person and video interpreters through the Linguist Link platform with our three main vendors (RISNW, Prisma, and ULS), or MindLink (video only).

We are also utilizing B & L interpreting services for conferences only. Please fill out the form through this [link](#) and email to request@blinterpreting.com. You can find the languages they have available [here](#).

Hopefully, by adding this fourth vendor for in-person interpreters, we will be able to support all requests to support our families with conferences this fall. In the event there is a shortage of interpreters in some languages, below are some alternatives:

- Using three-way phone services through LionBridge or LanguageLink
- Using an ILA device. If you don't have one, or need additional units, we have some available for loan; please email Interpreter@everettsd.org with your request.
- Pocket talk devices

Here's the link to the *Accessing Interpreter and Translators* page in DocuShare with the links and information you will need to request interpreters:

[https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-121148/Accessing Interpreters and Translations 24-25.pdf](https://docushare.everett.k12.wa.us/docushare/dsweb/Get/Document-121148/Accessing%20Interpreters%20and%20Translations%2024-25.pdf)

Required Action:

- Please share this information with staff in need of interpreters and translations for conferences.
- Please contact Megan Rude at extension 4247 or MRude@everettsd.org with any questions.

Approved for Distribution: _____

Shelley Boten



Response/Action Required

October 4, 2024

To: High School Principals and Career Specialists
From: Anthony Anderson, Director of STEM, CTE, and Choice Programs
Regarding: **Signature STEM Late Start/Early Release/Inclement Weather**

There are three instances when transportation will be unavailable to students in our Signature STEM programs traveling to Cascade or Everett High Schools; Late Start Days, 2.5 hour Early Release Days and Inclement Weather days where transportation is limited.

Late Start

- PSAT - October 9
- SAT - March 5
- SBA - May 20
- SBA - May 22

Early Release (2.5 hours)

- November 8
- December 20
- April 4
- June 6
- June 17

Inclement Weather

- When buses are on limited schedules due to inclement weather, transportation to Signature STEM Courses will be unavailable.

Expectation for Students

- Manufacturing students at Everett and Jackson High schools should report to the library for periods 4, 5, and 6 to complete assignments online as directed by their teacher.
- Automotive, Healthcare Academy, and NJROTC students should report to the library for period 5 and 6 to complete assignments online as directed by their teacher.

Expectation for Building

- If needed, please put in for a half day sub on any of the dates listed above to help cover supervision in your library.

Required Action:

- Please share this information with the appropriate staff in your building.
- Please email [Shama Desarda](#) for the appropriate budget code if a substitute is needed for supervision support.

Approved for Distribution: _____

Shelley Boten



INFORMATION ONLY

Materials in this section, while they do not require building response, contain valuable information for district programs, projects, and building operations.





Information Only

October 4, 2024

To: All Principals
From: Dr. Shelley Boten, Chief Academic Officer
Kay Fantin, Executive Director of Everett Public Schools Foundation
Regarding: **2024-25 EPS Foundation Action Item for Principals**

This year the Everett Public Schools Foundation (EPSF) Board members have each chosen a school to connect with throughout the school year to learn more about your students, staff, and families. Each of the Board members will be reaching out to you in the next few weeks, to set up a meeting. Their goal is to connect three times this year and learn about your school. They will also give you updates from EPSF, like classroom grant results and our benefit event.

Below is the EPSF “Navigating the Year at a Glance” for your reference.

September

- **Classroom Grant applications went live on Monday, September 16 on the EPSF website.** Grants are due online by Tuesday, October 22 by 11:59 pm.
- **DEI grants for students to apply for events, training, or resources. Applications went live on Monday September 16.** Grants are due online by Tuesday, October 22 by 11:59 pm.
- **Library grants and Student Need funds will be** allocated in September to each individual school. Library grants are \$200.00 per school. Each school’s Student Need funds will be allocated based on previous use of funds.

October

- **Employee Giving Campaign and Payroll Deduction Enrollment.** The Employee Giving Campaign in partnership with United Way will begin Monday, September 30 and run through Friday, November 8.
- **All in for Kids Family and Community giving Campaign.**
- **High school and beyond Events**

November

- **Classroom grant prize patrol** will be out awarding grantees from November 11 through December 6 and checks will be sent to your school.

December

- Start thinking of 5 to 10 (or more) people to **invite to attend the Foundation’s Annual Benefit Event on Wednesday, March 19, 2025.** (Matinee will be Friday March 21 for Business partners).
- Students experiencing homelessness **gift card distribution.**

Approved for Distribution: _____

Shelley Boten

January/February

- Invite your guests to the Foundation Benefit event.
- School Board Appreciation

March

- Foundation Benefit Event on Wednesday, **March 19**
- Matinee Friday, **March 21**
- Superintendent Scholar Award information and applications available to your students. Along with EPSF Art scholarship applications.

April

- **Principal Appreciation**
- Superintendent Scholar Award **interviews will be conducted on Monday, April 21** starting from 4:30 pm to 6:30 pm. We will need three Staff interviewers from your school.

May

- **Teacher appreciation**

June

- Scholarship Awards Presentations

July

- Stuff the bus prep and organization.
- Summer School

August

- **Stuff the Bus for Kids, August 15 thru 19 2025**
- Everett Ready

Don't forget!

We are accepting Classroom grant applications now until **October 22!**

Please reach out to Kay Fantin, 425.385.4693 if you have any questions or concerns.

Thank you for your support!



Information Only

October 4, 2024

To: High School Principals & College in the High School Teachers
From: Dr. Jeanne Willard, Executive Director of College & Career Readiness and Extended Learning Options
Regarding: **College in the High School Important Dates 2024-25**

College in the High School programs provide college level courses in high schools to qualified students who are in or are eligible for enrollment in grades 9 through 12. Students who participate are able to earn both high school and postsecondary credit by completing postsecondary level courses with a passing grade. Institutions of higher education provide enrollment and registration in College in the High School courses at no cost for students in grades 9 through 12 enrolled in public school. Everett Public Schools has established local agreements to provide College in the High School programming with Edmonds College, Everett Community College, and the University of Washington.

[Here is a link to a list of important dates](#), including registration dates, for College in the High School by institution. Please read and share with staff and students participating in the program. A current list of College in the High School teachers and courses can be found [here](#), for reference.

Please contact cihs@everettsd.org if there are questions.

Approved for Distribution:

Shelley Boten



October 4, 2024

To: Principals and Assistant Principals
From: Chad Golden, Assistant Superintendent, Human Resources
Regarding: **Health Room Assistant Coverage**

CLARITY & GUIDANCE

This is an update with clarity to help guide school administrators when identifying staff for Health Room Assistant (HRA) coverage.

Based on job roles and duties the following order should help with the coverage during breaks. Remember ALL employees covering the health room must have the proper training prior to covering. Paras providing coverage **MUST** be trained. If staff do not have the proper training, it's the administrator's responsibility to provide coverage. Administrators are responsible for identifying trained HRA back-up coverage.

Elementary	Middle	High School
HRA	HRA	HRA
General Classroom Para (1)	Admin Para	Admin Para
General Classroom Para (2)	In-School Suspension Para	Admin Para
General Classroom Para (3)	General Classroom Para (1)	Admin Para
RN	General Classroom Para (2)	General Para
General Office Secretary	General Classroom Para (3)	RN
	RN	Office Assistant
	Office Assistant	General Office Secretary

Please connect with the HRA or RN assigned to your school for back-up training.

If you have any questions or need further guidance, please reach out to your HR Partner or Regional.

Approved for Distribution:


Chad Golden



Information Only

October 4, 2024

To: Administrators
From: Chad Golden, Assistant Superintendent, Human Resources
Regarding: **Administrator Absence Reporting**

Administrators are expected to use the district's absence-reporting system, Frontline Absence Management, to report personal absences and new this year, absences for professional development. On an occasional basis, if you forget to enter your absence, submit an [absence-verification form](#) to payroll as soon as possible.

As a reminder:

- Absences can be reported until the end of your scheduled workday on the day of the absence - by phone (800-942-3767) or [online](#) (sign in, under staff tab select staff tools, select Frontline Staff Login). View [directions](#) on how to log in from outside of the network.
- As exempt employees, administrators and supervisors must report all sick leave for illness or medical appointments in the absence-reporting system in half-day (four hours) increments. For example, if you are away from work for four hours, you should report your absence as a half-day (four hours) absence. If you are away for an hour or so, no reporting is necessary.
- Again, as an exempt employee, all vacation time four hours or more, including time you take during school breaks and summer or for personal appointments, are to be reported in the absence-reporting system.
- You must also contact your regional superintendent/supervisor to report your absence as soon as you are aware.
- If you need a refresher on how to report an absence, please call Substitute Services x4111.
- Annual vacation cash out eligibility requires a minimum of 10 vacation days used and recorded during the school year.
- Absences for Professional Development can now be recorded in Frontline using the drop-down absence reason menu. Administrators select 'PD District Release Administrator' and indicate the name of the conference in 'Notes to Administrator'.
- Reporting absences for non-exempt classified staff (paras, office support, custodians, non-supervisory prof-tech, etc.) are to be recorded on an hourly basis. Certificated non-supervisory (teachers, counselors, etc.) must report absences in half or full-day increments.

Approved for Distribution:

Communications to Principals (10/04/2024)

Chad Golden



October 4, 2024

To: Building Principals and Office Staff
From: Dr. Brian Beckley, Chief Information Officer
Tavis Miller, Director Instructional Technology & Learning Services
Regarding: **ParentSquare Updates and Additional Features**

StudentSquare: Students in grades 6-12 can be encouraged to download the StudentSquare app to maximize the efficiency of their communication with teachers, counselors, coaches, and club advisors. Students can activate their account by accepting the invitation in their Outlook email, or simply downloading the StudentSquare app from their phone's App/Play store and logging in with Microsoft.

Student Square Resources: [Click here](#)

Parent Teacher Conferences/Appointment Sign-Ups:

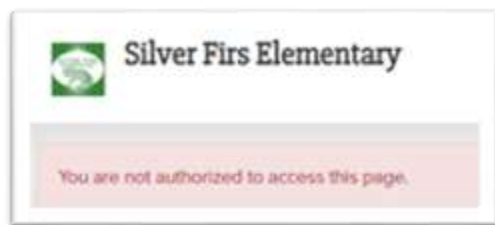
Many staff have asked for the appointment sign-up tool. This tool is now available. If you would like the feature enabled for your building, contact Dan Hansen (below). ParentSquare must turn it on at each site.

Appointment Sign Up Resources: [Click here](#)

Calendars:

The default ParentSquare calendar at your site is synced with the Everett Public Schools website calendar. If you would like your ParentSquare calendar to sync with your building's website calendar instead, contact Dan Hansen (below).

Error: Many staff are receiving an error notice upon login. This has been reported to ParentSquare. The error does not affect the functionality of the platform. Currently they are working to resolve it.



If you have any questions, please reach out to Dan Hansen, Director of Digital Resources: dhansen@everettsd.org or 425-385-4212.

Approved for Distribution:


Brian Beckley



October 4, 2024

To: Principal and Assistant Principal Teams
From: Kelley Clevenger, Executive Director, Special Services
Regarding: **Special Services Designated Curriculum**

Please see the below list of Special Services approved curriculum that serves as a valuable resource for discussions around curriculum expectations for students with IEPs and provides clarity for your walkthroughs and observations.

For all students, except those in Life Skills, the primary curriculum should be general education materials. For Life Skills, the Unique Learning System is the designated curriculum.

All materials have been carefully vetted by a district adoption committee, and we are confident in their efficacy based on research. If families or community members have questions, please direct them to this approved list, as we cannot support any other requests based on materials that are not district approved.

We kindly ask that you discourage the use of any materials that do not align with the curriculum listed below. Thank you for your cooperation.

Elementary School					
	Resource Room	Extended Resource	Life Skills	Achieve	Developmental Kindergarten
Reading	-REACH into Phonics -REACH into Reading -iReady	-REACH into Phonics -REACH into Reading -Unique -Clicker -iReady	-Unique Learning System -Clicker 8	-REACH into Phonics -REACH into Reading -Language Live -iReady	-REACH into Reading -REACH into Phonics -iReady
Writing	-Writing Foundations -REACH materials	-Writing Foundations -Unique -Clicker	-Unique Learning System -Clicker 8	-Writing Foundations	-Handwriting without Tears -Writing Foundations

Approved for Distribution _____

Peter Scott

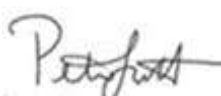
		-Handwriting without Tears -REACH		-Handwriting without Tears -REACH	-REACH
Math	-IM Math -iReady	-IM Math (modified) -Unique Clicker -iReady	-Unique Learning Systems	-IM Math -iReady	-IM Math (may be modified) -iReady
Social Skills	-Social Thinking and We Thinkers -Zones of Regulation -Positive Action -Second Step -Ruler Framework	-Social Thinking and We Thinkers -Zones of Regulation -Positive Action -Second Step -Ruler Framework	-Unique Learning Systems -STARS	-Social Thinking and We Thinkers -Zones of Regulation -Positive Action -Second Step -Ruler Framework	-Social Thinking and We Thinkers -Zones of Regulation -Second Step -Ruler Framework

Middle School				
	Resource Room	Extended Resource	Life Skills	Achieve
English	-Springboard -Language Live	-Springboard -Language Live -Typing Club -Clicker 8 -iReady	-Unique Learning System -Clicker 8	-Springboard -Language Live -iReady
Math	-IM Math	-IM Math (modified)	-Unique Learning System	-IM Math -iReady
Social Skills	-Social Thinking & Me -Social Thinking Thinksheets -Zones of Regulation -Positive Action -Second Step -Ruler Framework	-Social Thinking & Me -Social Thinking Thinksheets -Second Step -Ruler Framework	-Ruler Framework -Zones of Regulation -Social Thinking	-Ruler Framework -Zones of Regulation -Social Thinking -Positive Action

High School				
	Resource Room	Extended Resource	Life Skills	Achieve
English	-Springboard -Language Live	-Springboard -Language Live -Unique -Clicker 8	-Unique Learning System -Clicker 8	-Springboard -Language Live
Math	-IM Math -Bridge to College Math	-Practical Mathematics for Consumers	-Unique Learning System	-IM Math -Bridge to College Math
Social Skills	-Social Thinking -Zones of Regulation -Positive Action -Second Step -Ruler Framework	-Social Thinking -Zones of Regulation -Positive Action -Second Step -Ruler Framework	-Social Thinking -Unique Learning System	-Social Thinking -Zones of Regulation -Positive Action -Second Step -Ruler Framework

Preschool		
	Co- Taught	DPK
Core Curriculum (early concepts/pre-academics)	-Creative Curriculum -Snohomish County Math Progression Guide -Handwriting without Tears	-Creative Curriculum -Handwriting and Learning without Tears
SEL	-Pyramid Model -RULER -Second Step	-Pyramid Model -RULER -Second Step

Approved for Distribution _____



Peter Scott



Information Only

October 4, 2024

To: All Administrators
From: Kalle Spear, Director of Secondary Instruction
Regarding: **SPU Hidden History Primary Sources Prof. Development**

Seattle Pacific University, in partnership with Everett Public Schools, is putting on a four-hour social studies professional development opportunity on **Saturday, October 19 from 8:00am to 12:00 pm.**

This opportunity specifically discusses strategies for using primary source documents from the Library of Congress. Topics include:

- Egalitarian Indigenous Societies: Equal Rights Prior to Western European Contact
- Powerful Coast Salish Women (and their Woolly Dogs)
- Sikh History in the Northwest: Global Impact of a Local Movement, and Women's Suffrage and Violence!

All Everett Public Schools teachers **will not** have to pay the \$15 that is noted as the price of the course when they register. The registration fee is covered by a grant. Free clock hours are also available.

Here is a link to the flyer and QR code to register - [Hidden Histories: Strategies For Using Primary Sources](#).

Approved for Distribution:

Shelley Boten



Information Only

October 4, 2024

To: Principals and Assistant Principals
From: Kelley Clevenger, Executive Director, Special Services
Regarding: **Learning Improvement Day (LID)**

Here is the communication that went out to staff last week via special services department email regarding the October 11 LID.

Greetings Special Services Team,

We have a Learning Improvement Day coming up on October 11th.

You will be attending this district-wide professional development day with your school teams. This is a great opportunity to collaborate and share ideas with colleagues!

*ESA staff should report to the building with the highest assigned designation of FTE.
Itinerant staff should report to the school where their office is located.*

Start and End times are listed below:

Secondary Schools | 7:30 am - 3:00 pm
Elementary Schools | 8:00 am - 3:30 pm

Approved for Distribution _____

Peter Scott