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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

**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

**February 11:** School Board Meeting, 4:30 p.m., Board room A & B

**February 11:** Quarterly Regional Principals Meeting, 9:00 – 11:00 a.m. Region One, Everett HS, Region Two, Penny Creek

**February 13:** Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B

**March 4:** E.S. Principals & Assistant Principals Meeting, 4:00 – 6:00 p.m., Port Gardner B

**March 5:** M.S. Principals & Assistant Principals Meeting, 3:30 – 5:30 p.m., Port Gardner B

**March 6:** H.S. Principals & Assistant Principals Meeting, 3:00 – 5:00 p.m., Port Gardner 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 & ADA Coordinator – Chad Golden, [cgolden@everettsd.org](mailto:cgolden@everettsd.org), 425-385-4100

504 Coordinator – Dave Peters, [dpeters@everettsd.org](mailto:dpeters@everettsd.org), 425-385-4063

Gender-Inclusive Schools Coordinator – Joi Grant, [jgrant@everettsd.org](mailto: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***

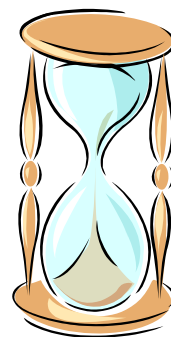
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should 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](mailto: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***

November 8, 2024

To: All Administrators  
From: Chad Golden, Assistant Superintendent, Human Resources  
Regarding: **Holiday Decorations**

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Winter festivities sometimes include door decorating contests at schools. This is a festive and creative way to add some holiday cheer to a school hallway. Please remind your students, ASB advisors, and staff that door windows must not be covered. For visibility, safety, and security reasons every door window should remain clear.

Thank you for your attention to this detail.

<b>Required Action:</b>
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Remind staff and students that door windows must remain clear for visibility, safety, and security reasons.

**Approved for Distribution:**

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**Chad Golden**



## ***Response/Action Required***

November 8, 2024

To: Secondary Principals & Assistant Principals  
From: Greg Smith, Director of Maintenance & Operations  
Regarding: **Secondary Schools Composting Contest**

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This Fall, our elementary schools successfully implemented our composting program and I am excited that our secondary schools will begin their composting journey in January when we return from winter break. Secondary schools will receive all materials needed to implement composting (e.g., compostable bags, buckets, canisters, signage) from the Maintenance Department the week of December 16-20. These resources are the same resources used in our custodian and student training videos (below). Should you or your head custodian have questions or need additional canisters or signage, please contact Wes Erdahl (Region 1) or Trevor Bell (Region 2) at 425-385-5200.

Successful composting in secondary schools also requires proactive communication and engagement of students. To promote proactive, innovative, and creative student-centered communication about composting, we are hosting a video contest for any interested student or student team to create and submit a video about the *why* and *how* of composting at school that will engage all students to compost in the new year. Contest submissions are made using this [Microsoft Form Link](#) or the QR code on the flyer. Submissions must be received by 8:00 PM on December 18. One middle school and one high school video will be selected, and their teams recognized at the January 14 school board meeting. Contest winners (and school administrators) will be notified via their district email accounts on December 20.

**District's composting resources:**

[Instructional Video for Setting up Waste Stations](#) (custodian and para training)

[Waste Station Signage.pdf](#)

[Instructional video for students](#) (elementary version)

**Required Action:**

Please share the attached composting video [contest flyer](#) with your staff, including your ASB, club, and co-curricular advisors. Classes currently learning about environmental science issues or ecology may also have interest in this contest. You may post this flyer in your common areas in the school or include in your daily student announcements.

**Approved for Distribution**

  
**Larry C. Fleckenstein**



## ***Response/Action Required***

November 8, 2024

To: Building Administrators and CRC Directors  
From: Chad Golden, Assistant Superintendent, Human Resources  
Mary O'Brien, Director, Human Resources  
Regarding: **Itinerant, Facilitator and Librarian Evaluation**

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### **Itinerant, Facilitator and Librarian Regular Observation**

Teacher librarians, counselors, OT/PT's, psychologists, SLP's, social workers, reading specialists and facilitators are evaluated using the ESA criteria.

#### **B. Observations**

During each school year each employee (including new employees) shall be formally observed for the purpose of evaluation at least twice in the performance of the employee's assigned duties. For those employees under contract by October 15 of each year, the first formal observation shall be no later than the end of the first semester. Total formal 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 formal 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 formally observed at least three (3) times in the performance of the employee's duties and the total formal observation time for the school year shall not be less than ninety (90) minutes. The evaluator shall give at least three (3) workdays prior notice of a required formal observation, such notice to specify the specific time or class period for the formal observation. If possible, the time for the formal observation shall be mutually worked out between the evaluator and employee.

As you are aware, the first observation for new certificated employees must occur within the first ninety (90) calendar days of employment (**November 26, 2024**) and must be of at least thirty (30) minutes in length. Please use the supervision TPEP evaluation materials based on the eight state criteria and the Danielson instructional framework for your classroom teachers.

#### **Facilitator Professional Growth Plan (PGP)**

Facilitators shall have one observation totaling at least thirty minutes with a written observation report and a complete PGP.

- Use the ESA Facilitator Form Observation form in Frontline.
- During the thirty-minute observation, the evaluator will score the components in the criterion chosen by the evaluator and facilitator in the Evaluation Selection conference. For example, in Criterion 2, you will score ESA CRC/TOSA Components 1b, 1c 3d, 3e, 2a, 2c, 2d, and 2e.

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**Chad Golden**

Librarians, TOSAs & CRC Facilitators	
As per our conversation, you are on the following evaluation format:	
PGP: Professional Growth Program: One observation totaling at least 30 minutes with a written observation report and a complete Professional Growth Plan	
PGP Focused Criterion:	Criterion 2

- The facilitator will complete the Facilitator Professional Growth Plan using the criterion and component they choose. For example, if the facilitator chooses Criterion 2, Component 1b, the PGP will focus on “Demonstrating knowledge of the school’s program and levels of teacher skill in delivering that program.”

### Teacher Librarian Professional Growth Plan (PGP)

Teacher librarians shall have one observation totaling at least thirty minutes with a written observation report and a complete PGP.

- Use the ESA Librarian Form Observation form in Frontline.
- During the thirty-minute observation, the evaluator will score the components in the criterion chosen by the evaluator and teacher librarian in the Evaluation Selection conference. For example, in Criterion 3, you will score ESA Librarian Component 1f.

Librarians, TOSAs & CRC Facilitators	
As per our conversation, you are on the following evaluation format:	
PGP: Professional Growth Program: One observation totaling at least 30 minutes with a written observation report and a complete Professional Growth Plan	
PGP Focused Criterion:	Criterion 3

- The teacher librarian will complete the Librarian Professional Growth Plan using the criterion and component they choose. For example, if the facilitator chooses Criterion 3, Component 1f, the PGP will focus on “Developing a plan to evaluate students and the library media program.”

### Itinerant staff (counselors, OT/PTs, psychologists, SLPs, and social workers) Short Form

The evaluator and evaluatee shall choose one of the three options for the short form process:

- One thirty-minute observation during the school year with a written observation report. Use the ESA Itinerant Formal Observation 1 form in Frontline.
- A final annual written evaluation with two observations during the school year totaling sixty minutes without a written summary of such observations. Use the ESA Itinerant Formal Observation 1 and 2 forms in Frontline.
- Professional Growth Program:

The Professional Growth Program is a form of personal evaluation in which the emphasis is on enhancements and improvements in job related skills, techniques, and abilities. The employee, with the aid of the employee’s supervisor, shall seek to develop a professional growth plan. The plan can cover up to a two (2) year period while the employee is on the short form process. The employee is encouraged to set goals as a part of the plan. The professional growth activity conducted by a certificated classroom teacher shall be specifically linked to one or more of the certificated classroom teacher evaluation criteria. One (1) or more of the following sources of information shall be used by the employee in developing a professional growth plan:

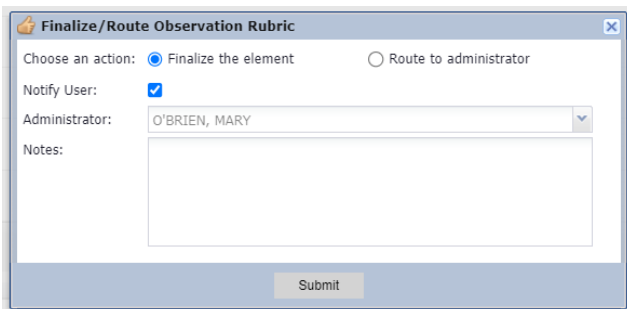


1. Peer review and evaluation;
2. Input by parents;
3. Input by students;
4. Personal and/or professional goals;
5. School district goals;
6. Building goals;
7. Self-assessment;
8. Personal academic records; and
9. School district observations and evaluations

The role of the supervisor is to assist the employee in developing the professional growth plan and then to assist in its implementation, particularly by making reasonable efforts to provide the resources necessary to implement it.

**Required Action:**

Complete 90-day observations before due date. [Finalize and Route the 90-day observation](#) (link to cheat sheet) to your HR partner and Carol Parris. HR does not need paper copies.

A screenshot of a web form titled "Finalize/Route Observation Rubric". The form has a blue header bar with the title and a close button. Below the header, there are two radio buttons: "Finalize the element" (selected) and "Route to administrator". Underneath, there is a "Notify User:" checkbox which is checked. Below that is an "Administrator:" dropdown menu showing "O'BRIEN, MARY". At the bottom, there is a "Notes:" text area and a "Submit" button.

Complete Semester 1 observations.

Contact your regional and HR partner immediately for Basic scores on observations.

**Approved for Distribution:**



**Chad Golden**





## ***Response/Action Required***

November 8, 2024

To: School Administrators and Office Staff  
From: Anne Arnold, Director of P-5 Instruction and Early Learning Programs  
Regarding: **Update on Typing Club License**

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To clarify the information on Typing Club that was in the November 1 principal packet, please note that licenses for the Typing Club program were discontinued this school year, for grades K-2 only. Licenses are still funded and available for all students in grades 3-5.

If schools choose to continue using this tool for grades other than 3-5, they can purchase a per student/grade level license with building budgets. The cost of a license per student is \$2.37.

LITS can help facilitate the process if schools choose to add additional licenses. Please submit a help desk ticket with the request.

<b>Required Action:</b>
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Please share this information on Typing Club with staff and have them submit a Help Desk Ticket if you are interested in purchasing a Typing Club license for any of your K-2 students.

**Approved for Distribution:**

**Shelley Boten**



## ***Response/Action Required***

November 8, 2024

To: School Principals  
From: Michele Waddel, Director of Assessment and Research  
Quiana Hennigan, Student Assessment Coordinator  
Regarding: **Interim Smarter Balanced Assessments Available**

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Interim Block Assessments and Focused Interim Block Assessments are now available for use.

Interim Comprehensive Assessments (ICAs) are not available for general use in Everett Public Schools, as the blueprint is not consistent with the current Washington summative blueprint.

### **Managing Student Accounts**

Students have been rostered by classroom teacher at the elementary level and by English and math class period at the secondary level.

Accommodations and supports have been entered for students with 504 plans, Special Education students, and Multilingual Learners. District level accommodation and supports loading will not be completed again until January.

New students, updated IEP or 504 plans, and students new to IEP, 504, or ML services need to be reviewed for accommodation and support coding by your Test Information Distribution Engine (TIDE) managers if your school plans to administer interim, practice, or training tests prior to the January load.

All schools should review the supports after each upload to ensure that students are coded correctly—this very complicated process is not automated, so please double check.

Reminder: Students who would benefit from dual language supports in Spanish must be manually coded. Contact your ML coach, success coordinator, or facilitator to learn more about Spanish supports. Information about setting math (and summative science) tests to Spanish is available on the [Assessment and Research Portal](#).

### **Managing Teacher Accounts**

Teacher accounts were loaded at the very beginning of the school year and will not be centrally loaded again. School TIDE managers should be managing staff accounts throughout the year to ensure that access is provided properly.

### **Account Management Training Available**

A recording of the early fall TIDE Manager training is available on the [Assessment and Research Portal](#), and the next live training will be [November 20 at 9 AM on Teams](#) (pw: wHrBa7). At the November training attendees will go over how to review and update the uploaded student supports in greater detail.

**Approved for Distribution:** \_\_\_\_\_

**Shelley Boten**

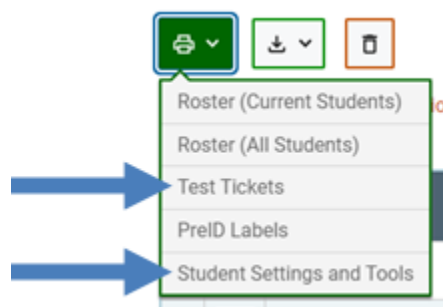
## Preparing for Interims: Selecting the Interim

To review a general overview of all available interim assessments and the process, see: [2024-25 Interim Assessment Overview](#)

- State resources:
- [Prepare for Interim Testing](#): includes system manuals and trainings, step-by-step instructions, and script.
- [Test Design and Blueprints](#)
- District Resources:
- Elementary Math: Updated *Instructional Snapshots* (documents that provide scheduling guidance for units and assessment options) are available on each relevant grade level page of the [Math Portal](#).
- Elementary English: Updated *Instructional Snapshots* (documents that provide scheduling guidance for units and assessment options) are available on each relevant grade level page of the [ELA Portal](#).
- Secondary Math: Updated *Illustrative Math Crosswalk to IAB Assessments* (documents correlating interim assessments with Illustrative Math Units) can be found on each course page of the [Math Portal](#).
- Secondary English: Updated *Springboard Crosswalk to IAB Assessments* (documents correlating interim assessments with Springboard Units) can be found on each course page of the [ELA Portal](#).

## Preparing for Interims: Gathering your Materials

Encourage your staff to print Student Settings and Tools rosters when they print their tickets so that they know exactly which supports students have coded. Teachers must make sure that students know that they have the supports and how to find and use them.



## After Interims: Scoring and Using Scores to Inform Instruction

New for 2024-25, the hand-scoring and viewing of interim scores will now be completed in the Centralized Reporting System (CRS). Full instructions on using CRS to complete hand-scoring (if required for the test) are in the [Interim TAM and TA Script of Student Directions](#).

Reviewing interim results is also completed in CRS and teachers will find that the instructions starting on page 31 of the [CRS User Guide](#) are more useful for that purpose.

### Required Action:

- Inform staff about interims availability and resources.
- Ensure supports and accommodation changes are coded in TIDE between now and January if using interims.
- Contact [Quiana Hennigan](#) to schedule training in TIDE, accommodations and supports selection or implementation, or interim assessment.
- *Secondary Only*: If you plan on administering Interims in a non-ELA or non-Math classes, for example, if you plan on administering the Research Interim in history courses, load relevant rosters. If you need assistance contact [assessment@everettsd.org](mailto:assessment@everettsd.org)

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Shelley Boten



## ***Response/Action Required***

November 8, 2024

To: Principals, Directors, Office Managers  
From: Shawn Bryant, Employee Relations, Human Resources  
Regarding: **SmartHealth Wellness Incentive**

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Please share the [linked](#) SmartHealth flyer with your staff. Employees can earn up to \$125 wellness incentive for participating in SmartHealth activities.

SmartHealth is a voluntary wellness program that supports whole person well-being. Employees can participate in activities that support them, including managing stress, building resiliency, and adapting to change.

Each year, employees start by completing a well-being assessment. SmartHealth suggests activities that align with the assessment outcomes. Learn more about SmartHealth on HCA's website at [hca.wa.gov/sebb-smarthealth](https://hca.wa.gov/sebb-smarthealth).

<b>Required Action:</b>
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Post flyer in common staff area.

**Approved for Distribution:**

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**Chad Golden**



## ***Response/Action Required***

November 8, 2024

To: All Principals  
From: Dr. Shelley Boten, Chief Academic Officer  
Kay Fantin, Executive Director of Everett Public Schools Foundation  
Regarding: **Employee Giving Campaign Ending**

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Everett Public Schools Foundation (EPSF) would like to ask you to encourage your staff not to miss this wonderful opportunity to support our community, their chosen charity, and EPSF. You can contribute through payroll deductions, a one-time gift, or by donating through United Way.

**Today is the last day of the Employee Giving Campaign!** Thank you for your support and for helping us spread the message.

<b>Required Action:</b>
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Please encourage and share the EPSF Employee giving campaign information with your staff.

**Approved for Distribution:**

**Shelley Boten**



## Response/Action Required

November 8, 2024

To: All Elementary Principals  
From: Michele Waddel, Director of Assessment and Research  
Regarding: **i-Ready Stretch Growth**

### Stretch Growth in Two Consecutive Years Leads to Proficiency

i-Ready is continuing their research and resource development around student learning growth. Their research shows that reaching or exceeding Stretch Growth places students on a pathway to proficiency and that when meeting/exceeding Stretch Growth in two consecutive years, a very high percentage of students are on grade level proficiency.

### Stretch growth research:

- [Variation in Attainment of i-Ready Stretch Growth in Reading and Mathematics: What Can We Learn from Students' Usage of i-Ready Personalized Instruction?](#)
- [Pathways to Success: How Stretch Growth Goals Support Learning Recovery](#)
- [Variation in i-Ready Growth: Is Typical Growth Enough for Students Who Have Fallen Behind?](#)


### Monitor the Stretch Growth Student Groups (Available Now)

To help you view and support these students maintain their momentum from the 2023-24 school year, we have identified students that met or exceeded Stretch Growth in the 2023-24 school year, but their spring placement still shows that they are below grade level. We have placed these students into Report Groups in i-Ready at each building for leaders to view, support and monitor in the 2024-25 school year.

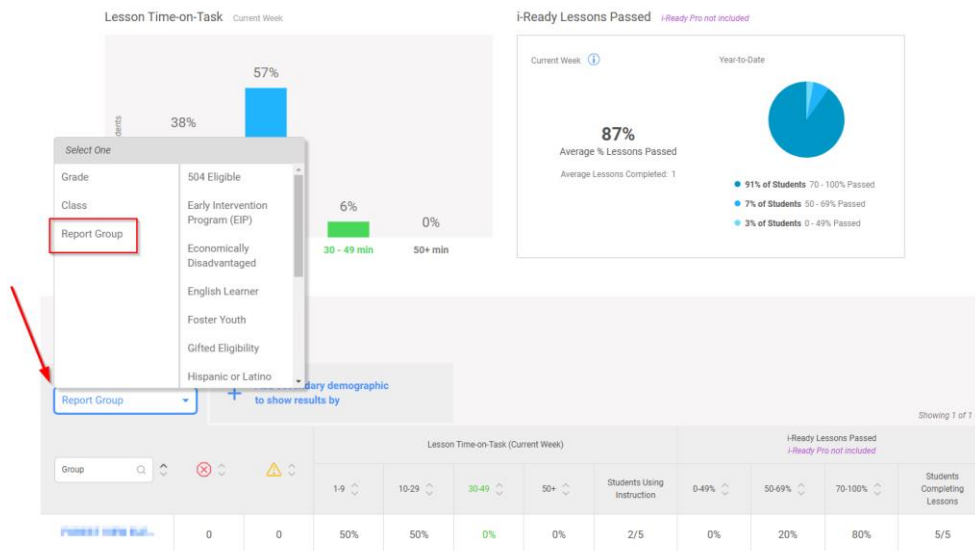
To track and support the use of Personalized Instruction for these students, use the instructions provided in the October 18 *Communication to Principals* item "[Monitoring i-Ready Personalized Instruction Progress](#)".

To find the report group from Class View, scroll to the bottom of the classes.

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Shelley Boten

To find the group from School View: change view to Report Group and click on Stretch Growth Met 2023-2024 if more than one report group option is available.



### Required Action:

- Review the report group and encourage these students to continue to use i-Ready Personalized Instruction with support and intervention as needed from staff.
- Contact [Michele Waddel](#) if you have questions.

Approved for Distribution:

Shelley Boten





## ***Response/Action Required***

November 8, 2024

To: Elementary Administrators and Office Managers  
From: Anne Arnold, Director of P-5 Instruction and Early Learning Programs  
Regarding: **Transitional Kindergarten Launching**

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Transitional kindergarten (TK) begins in January 2025, with Family Connection meetings scheduled for January 24, 27 and 28. Students will be in classrooms on Wednesday, January 29.

TK provides an equitable start for children who **do not have access** to high quality early learning experiences. The goal is to close the opportunity gap we see among students entering kindergarten. We also strive to create inclusive classrooms to serve all students. Recruitment for TK began October 28, 2024, when the webpage went live, and families began submitting interest forms.

Last year we had five TK classrooms located at Jefferson, Madison, Silver Lake, Tambark Creek and Woodside Elementary Schools. The school locations for 2025 will again be determined by space availability and student enrollment. Students throughout the district qualify to attend TK regardless of where the classrooms are located. Transportation will be provided to the classroom/school closest to the qualified students' home address.

This [link](#) provides flyers (in English and Spanish) to share with your staff, current school families as well as community partners. We would especially appreciate you sharing this information with your Natural Leaders, Title 1 Family Support Advocates, if applicable, and ML coaches so they are aware of the opportunity and share it with families. Announcements in your newsletter, on reader boards and via Parent Square are also great ways to share the news about TK. Once families indicate an interest in the program, the P-5 team conducts a follow-up phone call to ensure they meet the basic requirements:

- five years old by August 31, scheduled to attend kindergarten in fall 2025
- living within the boundaries of Everett Public Schools
- not currently attending an early learning program – we are not able to accept students who are already attending preschool or licensed childcare; unenrolling from a program the student is currently attending does not make them eligible
- demonstrates a social emotional and/or academic need

Students further qualify through an in-person screening process, required by OSPI. The screenings are scheduled for November – December and are all completed at the CRC.

Furniture, materials, and resources are provided centrally, as is training and ongoing coaching support. Staffing will be managed by the P-5 team in partnership with HR. We will be hiring certificated teachers with early childhood endorsement or experience and paraeducators. If you are aware of interested/eligible candidates, please let us know.

**Approved for Distribution:**

**Shelley Boten**

## Here is the timeline for Transitional Kindergarten:

October 28: Interest Form is open on [www.everettsd.org/transitionalkindergarten](http://www.everettsd.org/transitionalkindergarten)

October 29: Certificated and classified jobs posted

### Mid November/December:

- TK schools announced
- Student screening
- Certificated and classified candidates hired

### Early January:

- TK student rosters available by classroom

January 16, 17, 21: Staff Orientation & Induction

January 22, 23: TK classroom setup

January 24, 27, 28: Family Connection Meetings

January 29: Students in classrooms

### **Required Action:**

#### Principals:

- Please share the TK program information with staff and families in your newsletter and all school communication to encourage your families to participate if their student doesn't have access to an early learning opportunity

#### Office Managers:

- Please print the [Program Flyer](#) to share with families and community partners who visit the school office

If you have questions or would like more information, contact Anne Arnold, Ext. 4089 or [AArnold@everettsd.org](mailto:AArnold@everettsd.org)

**Approved for Distribution:**



**Shelley Boten**



## **RESPONSE/ACTION OPTIONAL**

Items in this section are requested but not required.

Participation is usually valuable, and building administrators are strongly encouraged to consider each item individually.



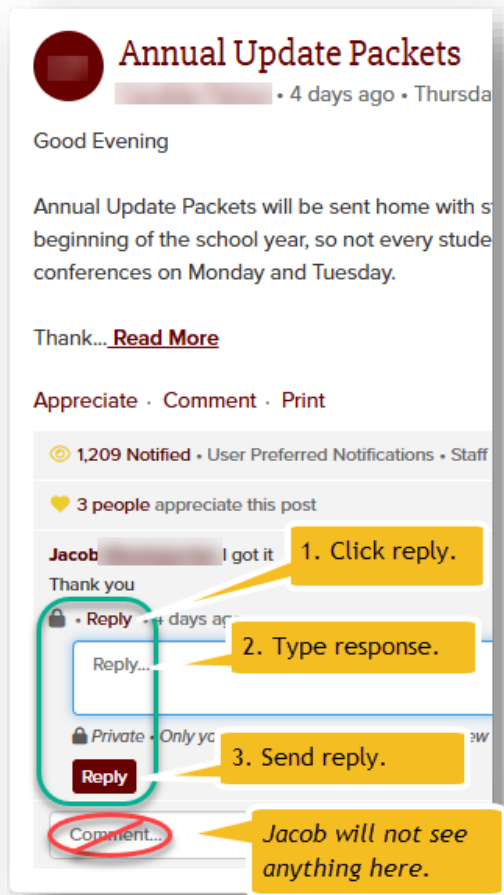


## Response/Action Optional

November 8, 2024

To: School Administrators and Office Managers  
From: Tavis Miller, Director of Learning and Instructional Technology Services  
Dan Hansen, Director of Digital Resources  
Regarding: **ParentSquare Post Comments and Updates**

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We have received questions about Comments and Replies for ParentSquare posts. In several cases, principals are trying to respond to families' comments, but the family/commenter is not receiving them.

By default, comments and replies are private and can be viewed only by the comment author, post author, and ParentSquare admins. If you "comment" on your own posts instead of "reply," the comment will not be visible to your intended recipient.

*\*\*If you receive a comment on one of your posts and would like to respond, you must click "**Reply**" to do so. Initiating your reply by clicking "Comment" will add a comment to your post that only the poster (you) and the commenter (also you) can see.*

Follow the steps at left to ensure that your families are receiving responses you send.

### **Additional ParentSquare reminders:**

Appointment Sign Ups, Polls, and Calendar Entry/RSVPs can all be enabled at your building.

To have any of these tools enabled, or to request additional ParentSquare support or training, school administrators may [contact Dan Hansen](#).

Approved for Distribution:

  
Brian Beckley



## **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*

November 8, 2024

To: Administrators, Supervisors & Office Managers  
From: Chad Golden, Assistant Superintendent, Human Resources  
Regarding: **Inclement Weather – Updated Language for Paraeducator**

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**Everett Association of Paraeducators and Paraeducator/Specialists**

In the event school(s) are closed due to inclement weather, employees assigned less than 260 days will not report to school and will make-up the day later in the school year along with the students.

In the event school(s) have a late start time due to weather conditions, employees with an annual assignment of less than two hundred sixty (260) days will be expected to arrive at school as close to the regular workday start time as is safe. Such employees may use emergency leave, personal leave or leave without pay for any hours not worked due to a late start for inclement weather. With building administrator approval, employees also may use compensatory or flex time in accordance with normal District policies and procedures.

**Approved for Distribution:**

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**Chad Golden**



November 8, 2024

To: Administrators & Supervisors  
From: Chad Golden, Assistant Superintendent, Human Resources  
Regarding: **Evaluation Reminders**

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**Staff on Leave:**

Prior to a staff member starting a **known leave of absence or when a staff member returns from a leave of absence during the school year**, the building administrator or supervisor must complete an evaluation and send it to Human Resources. If the **leave of absence is unplanned**, the building administrator or supervisor must do his/her best to complete the evaluation within 30 days of the staff member's start date of the leave of absence.

**Staff Transferring to Another Building:**

Whenever a staff member transfers from one building to another (at any time of the year), it is the **responsibility of the building administrator or supervisor who is losing the staff member** to complete an evaluation and send it to Human Resources within 30 days of the staff member's leaving or coordinate with the receiving administrator or supervisor as to who will be responsible for completing the evaluation.

**Approved for Distribution:**

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**Chad Golden**





November 8, 2024

To: Secondary Principals, Assistant Principals, Counselors, College & Career Readiness Seminar & Equivalency Teachers, and Curriculum Directors  
 From: Dr. Jeanne Willard, Executive Director of College & Career Readiness and Extended Learning Options  
 Sarah Pewitt, Facilitator of High School and Beyond  
 Regarding: **High School and Beyond Plan Scope and Sequence**

### High School and Beyond Plan

Students in grades 6-12 complete their High School and Beyond Plan (HSBP) in Naviance. The High School and Beyond Plan is a state and district graduation requirement. Students are required to complete specific tasks outlined in the documents below. For grades 6-11, counselors coordinate the facilitation of the HSBP lessons. For grade 12, lessons are delivered through College & Career Readiness Seminar and course equivalents which include AP Research, AP US Government, AVID 12, Ethnic Studies, Introduction to Education, and Modified English IV.

[HSBP Scope and Sequence 6-8](#)

[HSBP Scope and Sequence 9-11](#)

[HSBP Scope and Sequence Grade 12](#) (College and Career Readiness Seminar and equivalents)

High School and Beyond Plan Scope and Sequence		EVERETT PUBLIC SCHOOLS
Middle School Lessons & Tasks	Social Emotional Competencies	
<b>6</b> Lesson 1 – <a href="#">Making Goals Specific</a> Lesson Task - Create 6th Gr. SMART Goal Lesson 2 – <a href="#">What is a G.P.A?</a> Lesson Task – Complete SuperMatch Search Reflection Lesson 3 – <a href="#">Reflecting on My Progress</a> Lesson Task – Complete 6 <sup>th</sup> Grade Goal Reflection Survey	<ul style="list-style-type: none"> <li>Grit</li> <li>Growth Mindset</li> <li>Responsible decision-making</li> <li>Self-awareness</li> <li>Self-efficacy</li> <li>Self-management</li> </ul>	
<b>7</b> Lesson 1 – <a href="#">Identifying Roadblocks to Goals</a> Lesson Task - Create 7th Gr. SMART Goal Lesson 2 – <a href="#">Exploring Careers</a> Lesson Task – Career Cluster Finder Survey Lesson 3 – <a href="#">Know Before You Go</a> Lesson Task – Complete 7 <sup>th</sup> Grade Advice to Future Self	<ul style="list-style-type: none"> <li>Grit</li> <li>Growth Mindset</li> <li>Self-efficacy</li> <li>Self-management</li> </ul>	
<b>8</b> Lesson 1 – <a href="#">Charting Your Course</a> Lesson Task - Create 8th Gr. SMART Goal Lesson 2 – <a href="#">My Many Intelligences &amp; My Future</a> Lesson Task – Complete Intelligences Survey Lesson 3 – <a href="#">Affording My Future</a> Lesson Task – Complete High School & Beyond Plan 8 <sup>th</sup> Gr Year	<ul style="list-style-type: none"> <li>Grit</li> <li>Growth Mindset</li> <li>Responsible decision-making</li> <li>Self-awareness</li> <li>Self-efficacy</li> <li>Self-management</li> </ul>	

**Approved for Distribution:**

**Shelley Boten**

### **Universal HSBP Platform**

Last school year, OSPI selected SchooLinks as the statewide or “universal” [High School and Beyond Plan \(HSBP\) platform](#). The timeline and resources available to implement the statewide tool will be dependent on 2025-27 appropriated state funding. PowerSchool’s Naviance platform, which has been the district’s HSBP platform for the past ten years, will be phased out when the new statewide tool is rolled out. Naviance will continue to be our HSBP tool until the universal platform is fully available.

### **HSBP Support**

If you need support implementing the HSBP lessons, please contact [Sarah Pewitt](#).

**Approved for Distribution:**



**Shelley Boten**



November 8, 2024

To: School Administrators  
From: Kelley Clevenger, Executive Director, Special Services  
Regarding: **Special Services Newsletters**

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The Special Services Department is excited to introduce a monthly newsletter designed to enhance communication, provide key information, and foster a stronger sense of community.

Each issue will include important and timely news, valuable resources, staff spotlights, and more, serving as a vital tool to keep everyone informed and aligned with ongoing efforts that support the district's strategic plan and department initiatives. This newsletter will ensure that all staff are up to date on the latest developments, helping us work together toward our shared goals.

To ensure consistent and clear communication across the system, we will be including each month's newsletter in the principal's packet.

September Newsletter [link](#)

October Newsletter [link](#)

November Newsletter [Link](#)

**Approved for Distribution**

**Peter Scott**