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No Items

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**Important Resources**

**Teaching & Learning Folder**

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

**January 28:** School Board Meeting, 4:30 p.m., Port Gardner 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  
**March 11:** School Board Meeting, 4:30 p.m., Board room A & B  
**March 20:** Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B  
**March 25:** School Board Meeting, 4:30 p.m., Board room A & B  
**April 17:** Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B  
**April 22** School Board Meeting, 4:30 p.m., Board room A & B  
**April 29:** Quarterly Regional Principals Meeting, 9:00 – 11:00 a.m. Region One, Lowell, Region Two, Heatherwood

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***

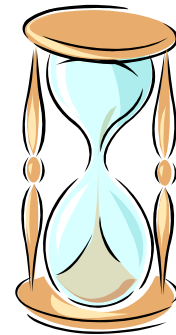
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should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

January 24, 2025

To: All Administrators & Supervisors  
From: Peter Scott, Deputy Superintendent  
Regarding: **Immigration Enforcement Policies & Procedures**

*The information below and action required was published in the December 13 Principals Packet. Please refer to the action required at the end of this memo.*

**Update:** On January 23, Chris Reykdal, Superintendent of Public Instruction, released [Guidance on Protections for Immigrant Students in Washington’s K-12 Public Schools](#). The guidance provides school districts with a roadmap of requirements related to student privacy, access to educational services, and immigration enforcement on school campuses. The guidance also complements our existing policy and procedure related to these issues.

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**Introduction**

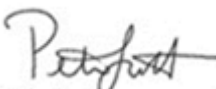
This memo summarizes the provisions related to immigration enforcement as outlined in [Policy 4300](#) (Community Relations; Limiting Immigration Enforcement in Schools) and [Procedure 4411P](#) (Working Relationships with Law Enforcement, et al) within Everett Public Schools (EPS). These policies and procedures reflect the district's commitment to ensuring a safe and inclusive environment for all students regardless of immigration status.

**Policy 4300: Community Relations and Immigration Enforcement**

Policy 4300 focuses on fostering positive relationships between EPS and the broader community. It ensures that the district upholds principles of equity, inclusion, and protection for all students and their families, regardless of immigration status.

**Key Points Related to Immigration Enforcement:**

1. **Equal Access to Education**  
Policy 4300 emphasizes that all students, regardless of immigration status, are entitled to a public education. The district ensures that immigration status will not be a barrier to enrollment, participation in school activities, or access to educational services. EPS adheres to federal and state laws that guarantee students' rights to a free and appropriate public education, irrespective of their or their family's immigration status.
2. **Limitations on Immigration Enforcement in Schools**  
EPS complies with state law, which places stringent requirements on agents from immigration enforcement agencies (such as U.S. Immigration and Customs Enforcement (ICE) before they can access our students. Immigration enforcement officers will not be allowed to conduct enforcement actions (e.g., arrests or questioning) on school grounds

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**Peter Scott**

or at school events without proper legal authorization, such as a valid warrant or court order. This policy ensures that the school environment remains focused on education, not immigration enforcement.

If anyone attempts to engage in immigration enforcement on or near school grounds, school staff shall immediately alert and direct the person to the school principal or authorized designee. School staff shall request that any person desiring to communicate with a student, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant. The principal will forward the request to the district superintendent and/or legal counsel who shall review the court order or judicial warrant for signature by a judge and validity. Additionally, schools shall not permit access to information, records, or areas beyond that specified in the court order, judicial warrant, or other legal requirement.

**3. Protection of Student Data**

EPS safeguards the privacy of student information. The district will not disclose information about a student's immigration status to immigration authorities unless legally required to do so. This ensures that students and their families can trust that their personal information is protected and will not be used for purposes unrelated to their education.

**4. Parental and Family Engagement**

The district encourages families, regardless of immigration status, to be actively involved in their children's education. Family participation in school activities, conferences, and decisions will not be hindered by concerns about immigration enforcement.

**5. Providing a Safe and Welcoming Environment**

The district is committed to creating a safe and welcoming school environment for all students. Policy 4300 promotes inclusivity and cultural respect, making it clear that students and families from immigrant backgrounds are valued members of the school community.

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**Procedure 4411P: Working Relationships with Law Enforcement**

Procedure 4411P provides guidance on how immigration enforcement matters are handled within the district. All administrators and staff are required to follow the procedures in 4411P, with increased familiarity on Section VI (Interview of Student Sought by Immigration Agents). Key points of emphasis include:

1. Everett Public Schools' obligation to educate does not consider immigration status. Therefore, the district will not ask for, or record, a student's or family member's immigration status. If a student or family member self-discloses their immigration status, no record shall be kept of the disclosure.
2. If an immigration agent requests access to a student or a school site, staff shall deny immediate access, alert the principal or designee, and forward the request to the superintendent and/or general counsel for review.
3. The superintendent and/or general counsel shall ask for the immigration agent's credentials, ask the agent why the agent is requesting access, and ask to see a warrant.
4. To be valid, the warrant must state the purpose of the interview, identify the search location, reference a specific person, include an accurate date, and be signed by a federal or state judge.
5. Immigration agents must also provide written authority, instructing them to enter district property, and stating the purpose of the entry from one of the following:

Immigration and Customs Enforcement (ICE), the Assistant Director of Operations, Homeland Security Investigation (HIS), the Executive Associate Director (EAD) of HIS, the Assistant Director for Field Operations, Enforcement and Removal Operations (ERO), or the EAD of ERO.

6. Upon receipt and examination of the required information, the superintendent and/or general counsel will determine whether immigration agents will be allowed to contact or question the individual named on the warrant and will communicate that decision to the principal or designee.
7. The superintendent and/or general counsel or designee will make a reasonable effort to notify the parent/guardian of the interview.
8. The superintendent and/or general counsel, principal or designee will ask to be present during the interview and ensure the agents are not given access to information, records, or areas beyond that specified in the warrant.

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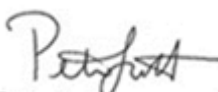
## Conclusion

Everett Public Schools is committed to protecting the rights and well-being of all students, and on this topic in particular by limiting immigration enforcement on school grounds in compliance with the law. The relevant policy and procedure ensure that immigration status will not interfere with a student's access to public education and that the district will not voluntarily cooperate with immigration authorities without proper legal authorization. The overarching goal is to provide a safe, welcoming, and inclusive environment where all students can learn and thrive.

<b>Required Action:</b>
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- **Closely review** Policy [4300](#), Procedure [4411P](#), and OSPI's [Guidance on Protections for Immigrant Students in Washington's K-12 Public Schools](#).
- Ensure members of your **office professionals team** and your **counselors** have read and understand Policy 4300, Procedure 4411P, and OSPI's recent guidance.
- In your school newsletters, summarize for **all staff** what they need to know about the legal limitations on immigration enforcement on campus and their respective roles in complying with Policy 4300, Procedure 4411P, and OSPI's guidance.

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**Peter Scott**



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

January 24, 2025

To: Secondary Assistant Principals  
From: Dani Mundell, Activities and Athletic Director  
Karen Buchmann, Budget Director  
Regarding: **ASB Budget Process and Presentations**

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Everett Public Schools has established ASB budget development guidelines and timelines for assistant principals who oversee activities to create consistency in the process among our schools. Further, these guidelines and timelines help high school students to better prepare for their budget presentation to the school board on May 13, 2025.

### **Duties and responsibilities of assistant principals overseeing activities**

1. The assistant principal, ASB advisor, ASB treasurer, and ASB officers will attend an ASB budgeting workshop hosted by the budget office in early February.
2. The assistant principal, in collaboration with the ASB advisor and ASB student leadership, will coordinate the ASB budgeting process each winter. The specific budgeting process for each high school will be a collaborative and inclusive process determined by each school's adult and student leadership. It is strongly encouraged that each school includes their school treasurer in all budget planning meetings.
3. The assistant principal will be an active participant in all budget planning meetings.
4. The assistant principal will oversee the fundraising and expenditure of funds by all clubs, including ASB.
5. The assistant principal will approve or deny activities and events proposed by each club.

### ***Steps 6 & 7 apply to high school assistant principals only***

6. The assistant principal will review and approve their school's ASB budget presentation to the school board. The assistant principal will reasonably ensure that the district's presentation template is utilized, and revenue/expenditure information is reasonable based upon historical data and finance department information.
7. The assistant principal will ensure that the ASB student leaders are prepared for the school board presentation. Students will understand how to make professional presentations that include proper speaking skills and proper attire.

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**Peter Scott**



## Budget Development and Presentation Timeline

Early February	High school ASB budget workshop presented at each school by activities and athletics and budget departments ✓ Excel budget workbooks sent following each meeting
February 24, 2025	Middle school ASB budget workshop presented by activities and athletics and budget departments ✓ Excel budget workbooks sent following meeting
February, 2025	ASB budget requests from clubs and teams submitted to school's ASB treasurer (date TBD by each school's process)
March, 2025	ASB budgets developed
March 28, 2025	ASB budget worksheets submitted to Budget Department for review <b>after approval by principals and regional superintendents</b>

### Dates below apply to high schools only

February 10, 2025	Budget office provides PowerPoint template to schools
March 21, 2025	ASB presentations submitted to the school's assistant principal for review and approval
March 28, 2025	ASB presentations submitted to regional superintendents and budget office for review
March 28-April 18, 2025	Regional superintendents and budget office work with ASB teams to fine tune presentations
April 21, 2025	FINAL ASB presentations submitted to budget office for school board agenda preparation
May 13, 2025	High school ASB leaders present ASB budget to the school board

These guidelines will provide a streamlined process for all schools while helping to improve communication among all members and create a collaborative learning experience for your students. Your time and energy contributed to the process is appreciated. Please do not hesitate to reach out for guidance and support.

Contacts: Dani Mundell, Activities and Athletic Director (x4269)  
Karen Buchmann, Budget Director (x4154)

### **Required Action:**

- Ensure Middle School office managers accept MS Teams calendar invitation for the ASB Budget Meeting/Training.
- Ensure Assistant Principal overseeing Activities schedules a time with Karen and Dani to present to your ASB Budget team at your site no later than February 21, 2025.





## **Response/Action Required**

January 24, 2025

To: All Principals  
From: Dr. Shelley Boten, Chief Academic Officer  
Kay Fantin, Director of Everett Public Schools Foundation  
Regarding: **Everett Public Schools Foundation Annual Benefit Event**

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We are so excited to announce the Everett Public Schools Foundation's Annual Benefit Event is coming to you soon! The Everett Public Schools Foundation (EPSF) is excited for our Annual Benefit Event – A Movie Premiere of "Iliana Jones and the Lost Donation!" Our event will have **two** showings of our movie premiere. Our "Opening Night Premiere" will be **Wednesday evening, March 19**; we would love for you and your team to attend this evening event with your staff! We know how important it is for you to be on site with your students, and we hold this evening event so that we don't pull your staff out of the building.

Our second showing is a "Matinee Showing" on **Friday, March 21**. This showing is designed specifically for our business community partners, and parents/guardians that are not able to attend the evening event and not available for staff due to limited seating.

The links to register for both showings are provided below.

**We need your help to make this a HUGE success and reach our goal of \$100,000 and 500 people in attendance!**

**Register TODAY!**

### **Opening Night Premiere**

**March 19, 2025, at the Everett Civic Auditorium  
Doors will open at 6:30 pm. Movie will start at 7:00 pm**

### **Matinee Showing**

**March 21, 2025, at the EPS Community Resource Center  
Doors will open at 9:30 am. Movie will start at 10:00 am**

- 1. Invite your school communities!** We are counting on all principals to have at least 10 guests in attendance. Invite your staff, volunteers, PTA, families, and community members!
- 2. Register your Guests!** You can now reserve a seat for your guests. (Up to 10 people at a time) Please include their name and email so that they will get an email confirmation and select yourself as their Team Captain. If guests register themselves, be sure to tell them to select you as their Team Captain.
- 3. Check In table:** Once registered, each guest will get an email confirmation with a ticket. Guests should check in at the reception table when they arrive.

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**Shelley Boten**

- 4. Email Invitation!** The Foundation will send you an email invitation on Friday, January 24, for you to send out to your guests. It will have a scripted message that you can edit to your liking.

We look forward to seeing you at our Movie Premiere- “Iliana Jones and the Lost Donation.” If you have any questions about this event, or how to register please email [Kirsten Hansen](#) or call 425-385-4695.

<b>Required Action:</b>
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- Please tailor the scripted message to your school community and include it in your communications.
- If you have classrooms who have received classroom grants in the past years, please share those projects so families know how the Foundation helps their students.
- Please invite your staff to register as your guests for the opening night, and any business or community partners for either the opening night or the matinee.



**Response/Action Required**

January 24, 2025

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

**Please note that there are some changes to practice this year. Master schedules will be completed by June 27 and therefore secondary administrators need to have riser data to inform how many co-taught classes are needed. This requires that the 5th to 6th risers follow the same timeline as the 8th to 9th risers and have meetings completed before the end of March.**


**Principals** – please require that riser data spreadsheets are shared with you and note which students will receive SDI in general education. This will be important data to inform secondary master schedule development and co-taught classes.

**School Psychologists** – please ensure that riser meetings are scheduled and completed before the end of March.

**Case Managers** – co-taught classes and other inclusive service delivery models are noted in an IEP by labeling the location of SDI in the Summary of Services Matrix as “general education.” *Please do not write “co-taught” into IEP because the provision of SDI in general education may be co-taught or another inclusive option.*

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

Date	Event	Purpose/Outcome
Early February	Special Services sends full special education caseload and 5th grade data spreadsheet to elementary school and middle school teams	<ul style="list-style-type: none"> <li>- Provide data on incoming students to support master schedule development.</li> <li>- Prepare for riser meetings</li> </ul>
February	<p>Special education riser meetings days are scheduled by middle school psychologists and held at elementary school sites or virtually.</p> <p>Elementary school teams work with families to schedule riser time slots with the IEP team.</p> <p>School psychologists lead this work unless determined otherwise at the building level</p>	<ul style="list-style-type: none"> <li>- Coordinate and prepare for a successful riser meeting with family and team</li> </ul>

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February to Early March	<p>Elementary case managers gather important information regarding each riser and share it with the middle school team at the Riser meeting.</p> <p>MS teachers create a spreadsheet of all students receiving special services. A spreadsheet is required. SDI in general education must be noted to support the development of master schedules and co-taught classes.</p> <p>Please see the <a href="#">Canvas Riser Page</a> for additional guidance and samples.</p> <p>Access to the spreadsheet should be shared with all building admin, all special ed teachers, and any others that need this information (e.g. counselors).</p>	<ul style="list-style-type: none"> <li>- Special Services Canvas Portal, Riser page, see #2 and #3</li> <li>- Gathering Data about Current and Rising Student Needs</li> <li>- MS should identify information that will be helpful for ES to have ready at riser meetings. School psych's can share this list when scheduling riser days with the ES.</li> <li>- MS teachers should share their anticipated service model with ES psych's prior to the Riser meetings.</li> <li>- MS teachers should have a spreadsheet that indicates student specific information that supports the creation of the master schedule.</li> <li>- Please see the Canvas Riser Page for additional guidance and samples.</li> </ul>
March	<p>Middle school riser meetings held in person or virtually.</p> <p>IEP members to include student, family, MS representatives, related service providers, district rep.</p>	<ul style="list-style-type: none"> <li>- Review student data with family.</li> <li>- Finalize class schedule.</li> <li>- Complete riser amendment</li> </ul>
Late March to Early April	<p>ES submit all riser paperwork to Special Services.</p> <p>For IEPs that are due after riser meetings are held, send to Special Services when a new IEP is written.</p>	<ul style="list-style-type: none"> <li>- Finalize the riser process</li> </ul>

**Riser Documentation**

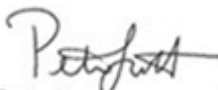
**Student Data**

Special Services creates data spreadsheets for each school of all rising students. This data should be used to make recommendations for master scheduling and individual schedule building before riser meetings. This will be sent out by February 10.

**Information included on the Special Services Spreadsheet:**

- Current 5th-7th grade students served through Achieve, Extended Resource, Life Skills and Resource programs
- Current case manager
- Service areas and minutes
- Past state and local testing data (SBA, WIDA, iReady, etc.)

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**Peter Scott**

**Riser Paperwork**

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

**School Placement**

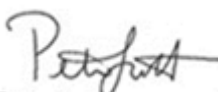
We work hard to have tentative school placements made for students rising into the Middle School Achieve, Extended Resource, and Life Skills programs prior to conferences. This supports teams being able to use this time for riser conversations. However, we know that changes to enrollment will occur between now and the start of the 25-26 school year, that will result in some students' school building location changing after riser meetings are held. Please be sensitive to this by communicating to families that the building location is the student's tentative placement and will be confirmed over the summer.

**Required Action:**

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

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

Approved for Distribution



**Peter Scott**



**Response/Action Required**

January 24, 2025

To: Secondary Administrators  
 From: Kelley Clevenger, Executive Director of Special Services  
 Regarding: **8th to 9th Grade Special Education Riser Information**


**Principals** – please require that riser data spreadsheets are shared with you and note which students will receive SDI in general education. This will be important data to inform master schedule development and co-taught classes.

**School Psychologists** – please ensure that riser meetings are scheduled and completed before the end of March.

**Case Managers** – co-taught classes and other inclusive service delivery models are noted in an IEP by labeling the location of SDI in the Summary of Services Matrix as “general education.” *Please do not write “co-taught” into IEP because the provision of SDI in general education may be co-taught or another inclusive option.*

Below is the outline of the special education riser process for the 8th to 9th grade transition for students receiving special education services. To the greatest extent possible, the process for students with IEPs should mirror that of all students.

Date	Event	Purpose/Outcome
Early February	Special Services sends full special education caseload and 8TH grade data spreadsheet to middle school and high school teams	<ul style="list-style-type: none"> <li>- Provide data on incoming and current students to support master schedule development.</li> <li>- Prepare for riser meetings.</li> </ul>
February to Early March	<p>Middle school case managers gather important information regarding each riser and share it with the high school team at the Riser meeting.</p> <p>HS teachers create a spreadsheet of all students receiving special services. A spreadsheet is required. SDI in general education must be noted to support the development of master schedules and co-taught classes.</p> <p>Please see the <a href="#">Canvas Riser Page</a> for additional guidance and samples.</p>	<ul style="list-style-type: none"> <li>- Special Services Canvas Portal, Riser page, see #2 and #3 Gathering Data about Current and Rising Student Needs</li> <li>- HS should identify information that will be helpful for MS to have ready at riser meetings. School psych’s can share this list when scheduling riser days with the MS.</li> <li>- HS should share their anticipated service model with MS psych’s prior to the Riser meeting.</li> <li>- HS teachers should have a spreadsheet that indicates student specific information that supports the creation of the master schedule.</li> </ul>

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	Access to the spreadsheet should be shared with all building administrators, all special ed teachers, and any others that need this information (e.g. counselors).	<ul style="list-style-type: none"> <li>- Please see the Canvas Riser Page for additional guidance and samples.</li> </ul>
February	<p>Special education riser meetings days are scheduled by high school psychologists and held at middle school sites or virtually.</p> <p>Middle school teams work with families to schedule riser time slots with the IEP team.</p> <p>School psychologists lead this work unless determined otherwise at the building level.</p>	<ul style="list-style-type: none"> <li>- Coordinate and prepare for a successful riser meeting with family and team.</li> </ul>
March	<p>High school riser meetings held in person or virtually.</p> <p>IEP members to include student, family, MS and HS representatives, related service providers.</p>	<ul style="list-style-type: none"> <li>- Review student data with family.</li> <li>- Finalize class schedule.</li> <li>- Complete riser amendment</li> <li>- Complete College Board consent and accommodation paperwork</li> </ul>
Late March to Early April	<p>Submit all riser paperwork to Special Services.</p> <p>For IEPs that are due after riser meetings are held, send to Special Services when a new IEP is written.</p>	<ul style="list-style-type: none"> <li>- Finalize the riser process</li> </ul>

## **Riser Documentation**

### **Student Data**

Special Services creates data spreadsheets for each school of all rising students. This data should be used to make recommendations for master scheduling prior to the March riser meetings. This will be sent out by February 10.

### **Information included on the Special Services spreadsheet:**

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

### **Riser Paperwork**

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

### **College Board Accommodation Paperwork**

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



## High School Course Codes

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

## School Placement

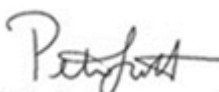
We work hard to have tentative school placements made for students rising into the Middle School Achieve, Extended Resource, and Life Skills programs prior to conferences. This supports teams being able to use this time for riser conversations. However, we know that changes to enrollment will occur between now and the start of the 25-26 school year, that will result in some students' school building location changing after riser meetings are held. Please be sensitive to this by communicating to families that the building location is the student's tentative placement and will be confirmed over the summer.

<b>Required Action:</b>
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Please share this information with your entire special education team, counselor, office manager, and registrar.

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

Approved for Distribution



**Peter Scott**



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

January 24, 2025

To: High School Administrators  
From: Anthony Anderson, Director of CTE, Choice Programs, Health, and Fitness Programs  
Jodi Jacobs, CTE Facilitator  
Regarding: **Cisco Networking Academy now included in Signature STEM Program**

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The Cisco Networking Academy is now included in the Signature STEM program.

**Signature STEM program:** Cisco Networking Academy  
**Location:** HM Jackson High School  
**Grade Level:** 10 - 12

### **Program Details:**

- Courses will be 3-courses taught in the two-period block.
- Registration survey (link found in the course catalog) is required for admittance to program; found on the CTE website.

### **2025 – 26 Courses Include:**

- **Cisco Networking Academy I**
  - Year long
  - TBD credit CTE
- **Cisco Networking Academy II**
  - Year long
  - TBD credit CTE
- **Cisco Networking Academy III**
  - Year long
  - TBD credit CTE

### **Certifications:**

- Eligible to sit for CCST and/or CCNA

### **Considerations:**

- Courses for traveling students are offered during periods 5 and 6.
- Traveling students enrolled in this program would need a second lunch at their home high school.
- Students from JHS enrolled in this program will take the course during periods 1 and 2.
- Exploring articulations with EvCC and Bellevue College.

**Required Action:**

Please share this information with your staff.

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

**Shelley Boten**



**Response/Action Required**

January 24, 2025

To: Principals and Assistant Principals  
From: Harmony Weinberg, Director of Communications  
Regarding: **February Core Value Champion Submissions**

Thank you for submitting your January Core Value Champions nomination for Passion, which is due by January 25– [January’s link](#).

February’s Core Value is Integrity. Please nominate your student by Tuesday, February 25. [Nominate February via this link](#).

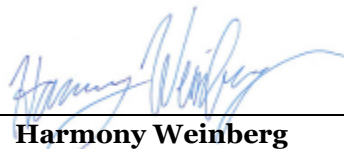
**Board Meeting Recognitions Schedule:**

Month	Core Value	Board meeting recognition	Schools assigned to this meeting
September	Respect	October 8, 2024	Lowell, Garfield, North
October	Learning	November 12, 2024	Penny Creek, Hawthorne, Heatherwood
November	Equity	December 10, 2024	Jackson Elem, Eisenhower, Silver Lake
December	Collaboration	January 28, 2025	Tambark Creek, Port Gardner, Gateway
January	Passion	March 11, 2025	Mill Creek, Jackson High, Silver Firs
February	Integrity	March 25, 2025	Everett, Cedar Wood, Sequoia, Woodside
March	Diversity	April 22, 2025	Madison, Evergreen, Monroe
April	Learning	May 27, 2025	Emerson, Cascade, View Ridge
May	Collaboration	June 10, 2025	Jefferson, Whittier, Forest View

**Required Action:**

Nominate one student from your school every month. All nominations are due by Tuesday, February 25. The February Core Value is Integrity. [Please use this form](#).

**Approved for Distribution:**

  
Harmony Weinberg



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

January 24, 2025

To: Administrators and Supervisors  
From: Peter Scott, Deputy Superintendent  
Regarding: **District Guidelines for Safe Family Home Visits**

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There may be times during the school year when a home visit is necessary. We want to share the district guidelines for home visits below. Any district employee considering making a home visit should:

- Notify the designated person (administrator, colleague, office manager, etc.) prior to leaving for home visit, providing address of visit and approximate expected time of return
- Provide cell phone number to office manager and/or administrator
- Carry cell phone to home visit
- Record every visit in designated program/school system according to protocol
- Wear district ID badge at all times
- When possible, travel in pairs to home visit
- Complete visit within scheduled work hours except by prior arrangement with administrator
- Notify designated person when you return from visit
- Report any personal safety concerns you may have to administrator
- Reminder: All school employees are mandatory reporters for observed or suspected child abuse and neglect
- During visits, follow safety precautions and relationship-building practices:
  - Park your vehicle in a position where you are able to leave quickly if necessary
  - Leave valuables at school or lock them in your trunk
  - Be aware of your surroundings
  - Trust your instincts; if you do not feel comfortable with surroundings, do not approach or enter home
  - If inside home, place yourself near an exit where you can see around you
  - Respect person's privacy; you are a guest in their home
  - Communicate purpose of your visit
  - Remember you are there to build a more positive relationship as much as you are to accomplish a specific goal

**Required Action:**

Please share this information with your Graduation Success Coordinators, Family Specialists, Administrator Support, ECEAP, Nursing staff, Counselors, Social Workers, and any other staff member who may consider visiting a family in their home.

**Approved for Distribution**

**Peter Scott**



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

January 24, 2025

To: Administrators & Supervisors  
From: Mimi Brown, Director of Professional Learning  
Regarding: **Revised Danielson Framework Module**

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Below are the links to the resources shared at the January 16 A&S meeting regarding the revised Danielson Framework.

[Module Planner & Notes](#)

New: the directions for the activity in section two have been updated for context.

[PowerPoint](#)

Logistics:

- Handouts for the modules were distributed at the A&S meeting.
- Module sections one and two must be implemented before May 2.
- CRC facilitators will experience this learning at the April Facilitator's meeting.

Please reach out with any questions or needed support.

<b>Required Action:</b>
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Please deliver module sections one and two before May 2.

Approved for Distribution \_\_\_\_\_

**Peter Scott**



## **INFORMATION ONLY**

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





January 24, 2025

To: Middle School and High School Administrators  
From: Anthony Anderson, Director of CTE, Choice Programs, Health, and Fitness Programs  
Jodi Jacobs, CTE Facilitator  
Regarding: **Celebration of Career and Technical Education this February**

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As part of our celebration of Career and Technical Education (CTE) Month this February, the CTE Team is excited to recognize our CTE teachers. To show our appreciation, we will be visiting your campuses to personally present each CTE teacher with a treat.

During our visit, we plan to go into each classroom to honor the teachers in front of their students, highlighting the role they play in preparing students for successful futures. We will have more details, including dates, in the coming weeks.

Please let us know if there are any considerations, we should be aware of when we plan our visits.

Thank you for your support in celebrating the hard work and dedication of your CTE teachers.

**Approved for Distribution:**

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**Shelley Boten**





January 24, 2025

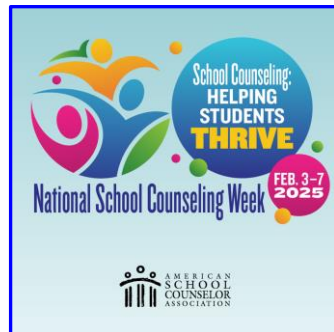
To: All Building Administrators  
From: Dave Peters, Director of Student Support Services  
Regarding: **National School Counselor Appreciation Week**

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National School Counselor Appreciation Week is February 3-7 this year. Sponsored by the American School Counselors Association (ASCA), this week of recognition highlights the tremendous impact school counselors have in helping students achieve school success and plan for a career. The theme this year is “**School Counseling: Helping Students Thrive**”.

By 1/29, you will receive **counseling appreciation certificates** through the district mail. Please present them to your counselors in conjunction with your school-based recognition.

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



Instagram, Facebook, or BlueSky graphics



X graphic



Zoom background



**Approved for Distribution**