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Response/Action Optional

None.

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Important Resources

Teaching & Learning Folder

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

Administrative Outlook Calendar Instructions

1. Click on the “file folder” icon, upper left. Scroll down
2. Open “Public Folders”
3. Open “All Public Folders”
4. Open “Administrative Team”
5. Click on “Administrative Calendar” to open

Substitute Outlook Calendar Instructions

1. Open Outlook in the Calendar view
2. From the “Home” menu bar Select “Add Calendar”
3. Select “Open Shared Calendar” – type in **Calendar Professional Learning**
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 Professional Learning Department.

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

May 13: School Board Meeting, 4:30 p.m., Board room A & B
May 27: School Board Meeting, 4:30 p.m., Board room A & B
June 10: School Board Meeting, 4:30 p.m., Board room A & B
June 24: School Board Meeting, 4:30 p.m., Board room A & B
June 25: Administrators and Supervisors Meeting, 9:00 a.m. – 4:00 p.m. Port Gardner A & B, and BBQ at Aqua Sox picnic area

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:

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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***

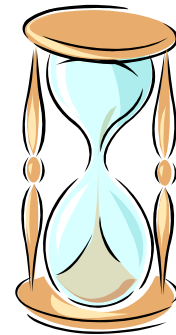
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should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

May 9, 2025

To: All Principals
From: Michele Waddel, Director of Assessment and Research
Quiana Hennigan, Student Assessment Coordinator
Regarding: **Preliminary SBA Scores Release**

While the spring 2025 Washington Comprehensive Assessment of Science (WCAS) will not have scores available until the fall, Smarter Balanced Assessment (SBA) student scores will appear in the Central Reporting System (CRS) as early as 10 days after completion of both the Computer Adaptive Test (CAT) and Performance Task (PT).

Please review the information below about what can and cannot be done with preliminary score information.

Can we release preliminary scores right now? Do not release individual scores to families immediately, as preliminary scores are not stable. Although very rare, scores might change if it is determined that a question is invalid or if there are scoring errors.

You also cannot release aggregate school or district data. In addition to being unstable, the aggregate data that you find in CRS does not include scores for students who did not test, but for whom you are still accountable (invalidations, refusals, etc.).

How could I use Preliminary scores? Use assessment scores to:

- guide learning experiences or
- guide course selection

When will district and school aggregate preliminary data be released? After the test window closes, district and school aggregate preliminary data will be released by the Assessment and Research Department. Guidelines on appropriate use for that data release will be included at that time.

When will Individual Student Preliminary Scores be released? Due to the transition into our new student information system, Synergy, HAC will be down in the summer, and scores will not be available until Synergy goes LIVE. Further information will be released once we know more about ParentVUE, where parents will be able to access their students' scores.

How do I access Central Reporting System (CRS)?

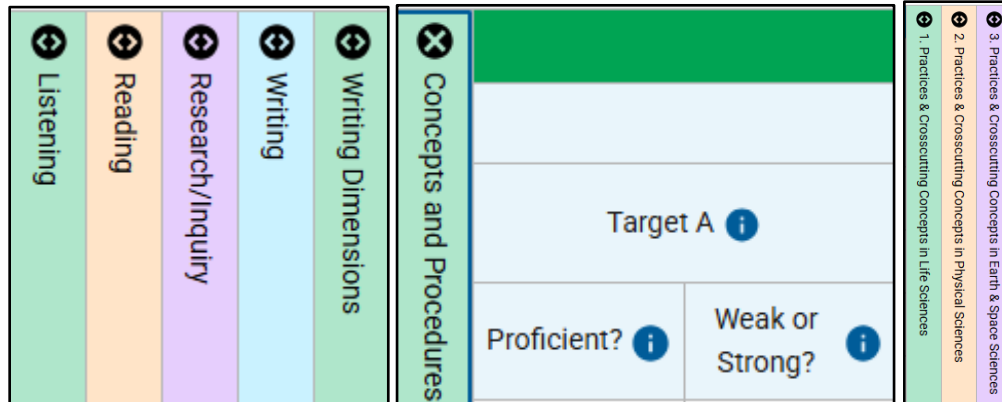
1. **Access CRS:** Go to the WCAP testing portal webpage, scroll to the bottom, and select the Central Reporting System (CRS) card. The login screen will appear.
2. **Login:** Use the same email and password combination used for the TA Interface.

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How do I view scores on CRS?

- Instructions are available in the [EPS CRS Administrator's Basic Guide](#) for how to access the following on CRS:
 - Scale scores and achievement levels (met or not met)
 - Reminder: shortened blueprints = no claim scores
 - Target level performance –
 - Staff can reflect upon instruction and possible shifts for the upcoming year in the fall.



- Staff can look at their grade level strengths and opportunities.

Required Action:

- Remind families that HAC will be down as we transition to Synergy and scores will not be available until ParentVUE goes LIVE.
- Remind staff that scores are unofficial and that they are not to share them until they are officially released to families.
- Familiarize yourself with CRS and use scores appropriately to guide learning and plan schedules.
- Remind staff not to release preliminary aggregate data.

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Response/Action Required

May 9, 2025

To: Building Administrators
From: Regional Superintendents & Mimi Brown, Director of Professional Learning
Regarding: **Benchmarks of Implementation Spring Reflection 2025**

Benchmarks of Implementation (BOI)

The BOI is Everett's fidelity tool measuring 10 elements of Tier 1 PBIS implementation. This tool incorporated the scientifically and nationally normed, Culturally Responsive Field Guide, PBIS's School-Wide Tiered Fidelity Inventory (SWTFI) and the Benchmarks of Quality (BoQ).

The BOI is aligned with and represents Everett Public School's commitment to the [Five Core Principles of PBIS](#). The goal is for teams to use this data as a tool to action plan for your launch of the 2025-26 school year. This data can also be helpful for developing action items in your School Improvement Plan.



New: *Knowing buildings have set goals in specific areas, the annual process has been adapted to support your focus. Much like the TPEP concept of 'focused' and 'comprehensive' analyses of practice, building teams will reflect with all questions on the **BOI every three years**. On the two in between years, you will identify your focus area (such as: PBIS/Tier 1 Team Composition or Faculty Commitment) and complete the BOI in that focus area for the subsequent two years. If you achieve your goals in a focus area, you could adjust to a new focus area. This year will be a "Focus Area" year. You will reflect with your team in one of the Key Element areas. See the [BOI - Action Plan Protocol - Focused Year \(2025\).docx](#) for more info.*

Materials and Preparations

- BoI spreadsheets are in: [2024-25 Regional School Folders](#)
- Each school has a Benchmark of Implementation folder in their individual school folder containing this year's scoring spreadsheet entitled "BoI Scoring Guide School Name 2025"
 - There are five tabs on the "BoI Scoring Guide" spreadsheet
 - Tab One: The rubric to aid you in reflection and scoring. Recommendation: print this page to reference as you enter scores on tab two.
 - Tab Two: The scoring sheet. You may choose to highlight your score in columns D-H, you MUST enter a score in column I for the entire critical element, in order for the next two columns to auto populate.
 - Tab Three: Scoring Graphs-Charts auto populate from your ratings on tab two.
 - Tab Four: The Action Plan Page is provided for you to reflect on your rating and next steps.

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Peter Scott

- Tab Five: This is a cover page and original directions from the source. You will likely simplify this process. You may use the Action Planning Protocol below.

Benchmarks of Implementation Process:

1. Determine the date that you'll gather your MTSS or PBIS team to complete the BoI survey. Communicate the scheduled date here: [Benchmarks of Implementation Building Refection Date 2025.docx](#)

- ☐ On your set date, complete the Benchmark of Implementation with your team.



Reflect on your 23-24 BOI (located here: ☐ [2023-24 Regional School Folders](#)) and current year's efforts, determine a focus area to complete the BOI prompts in this section by the end of the school year. Step 2 in the [BOI - Action Plan Protocol - Focused Year \(2025\).docx](#) will aid you in determining a focus area as the categories build upon each other.

Each building's spreadsheet can be found in their school folder here: ☐ [2024-25 Regional School Folders](#)

Spreadsheet Directions & Action Planning Protocol: [BOI - Action Plan Protocol - Focused Year \(2025\).docx](#)

Benchmarks of Implementation Timeline: complete by the end of the school year

Please let us know if you have any questions.

If you have questions or would like any support throughout this process, please let your regional or Mimi Brown know.

Required Action:

- Communicate the scheduled date here: [Benchmarks of Implementation Building Refection Date 2025.docx](#)
- Ensure you complete the Benchmarks of Implementation Survey, in your focus area, with your MTSS or PBIS Team by the end of the school year.



Response/Action Required

May 9, 2025

To: Administrators & Supervisors
From: Dr. Chad Golden, Assistant Superintendent, Human Resources
Regarding: **Holiday – Juneteenth, Thursday, June 19**

As a reminder, Juneteenth is Thursday, June 19 and is a non-school student day and non-workday for the following staff:

School Term Staff (teachers, paras, food services, campus security, nurses, drivers)
Administrators
EAEOP – elementary general office & middle school/CRC office assistants
Professional Technical Staff
SEIU – non-260-day staff

The following will report to work as usual:

EAEOP – all with the exception of elementary general office & MS/CRC office assistants
SEIU – 260-day staff
Trades

For reference, all employee calendars can be viewed in [DocuShare](#).

Required Action:

Please post in high-traffic staff areas, publish in communications, newsletters to staff.

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Chad Golden



Response/Action Required

May 9, 2025

To: Elementary School Administrators
 From: Anne Arnold, Director of P-5 Instruction and Early Learning Programs
 Andrea Cartwright, Director of Science and Engineering
 Regarding: **Science Summer Initial Use “Save the Dates” Update**

In anticipation of the School Board’s approval to adopt the recommended elementary science resource for use starting the 2025-26 school year, please have teachers “Save the Dates” for **one** of the summer initial use options.

Grade Level Teaching Assignment for 2025-26	Summer Initial Use Option 1	Summer Initial Use Option 2
Kindergarten	June 23-24, 2025	August 4-5, 2025
First Grade	June 23-24, 2025	August 4-5, 2025
Second Grade	June 23-24, 2025	August 11-12, 2025
Third Grade	June 26-27, 2025	August 11-12, 2025
Fourth Grade	June 26-27, 2025	August 6-7, 2025
Fifth Grade	June 26-27, 2025	August 6-7, 2025

- Sessions are for **pay** and **STEM clock hours**.
- **Split grade level classroom teachers** should plan on attending the session for the lowest grade level in their assignment (ex. A 2/3 split classroom teacher should attend Second Grade training).
- More specific information will continue to be shared in the coming weeks regarding:
 - an introduction to and explanation of the committee’s recommendation
 - location of trainings
 - training start and end times
 - general structure/agenda for these initial use trainings

Required Action:

- Please share this information and important dates with elementary staff.
- If teachers/staff have questions, please contact Andrea Cartwright at acartwright@everettsd.org.

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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.





May 9, 2025

To: School Administrators
From: Peter Scott, Deputy Superintendent
Regarding: **OSPI News Release**

The U.S. Department of Education has announced that they intend to investigate OSPI's enforcement of Washington state's nondiscrimination law and protections for transgender and gender-expansive youth. State Superintendent Chris Reykdal's statement from April 30 is below.

Two weeks ago, the Trump Administration (Administration) announced that they intend to take aim at Washington's nondiscrimination laws through an investigation of the Office of Superintendent of Public Instruction (OSPI). Today, the U.S. Department of Education (Department) formally opened the investigation.

This investigation, which alleges that OSPI is out of compliance with Title IX, the Family Educational Rights and Privacy Act (FERPA), and the Protection of Pupil Rights Amendment (PPRA), is the latest target in the Administration's dangerous war against individuals who are transgender or gender-expansive. Maine and California are already subject to investigations—and a federal lawsuit, in Maine's case—related to state civil rights protections based on student gender identity.

Washington public schools have a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and gender-expansive students, so that all students can thrive. Since 2006, Washington state law has prohibited discrimination on the basis of gender identity, and the state has allowed students to participate in school-based athletics in alignment with their gender identity since 2007. These protections fit within the scope of what is allowed by federal law and have been successfully established and implemented for nearly two decades.

Transgender and gender-expansive students are not the only students affected by gender and gender stereotypes at school. When schools affirmatively support gender diversity, all students are empowered to live more authentically and to take advantage of different opportunities that might not have otherwise been available.

A student's school should be a safe place where they can learn, thrive, and be their authentic self, and family involvement and acceptance are extremely beneficial to all students. Unfortunately, it is not safe for all individuals to open up to their family regarding gender identity, and family rejection related to an individual's gender identity results in increased odds of a suicide attempt and/or misusing drugs or alcohol. It is not the role of the school

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Peter Scott

system to facilitate private conversations that should be happening between students and their parents or guardians, and the federal government should not force schools to play the role of parents when it comes to gender identity.

Additionally, students deserve privacy, even if they are enrolled in public school. Washington state law requires schools to provide any student, transgender or not, who needs or desires increased privacy with access to an alternative restroom or changing room option.

In this alarming attempt to infringe on the rights of our transgender and gender-expansive students, the Department is trying to co-opt laws enacted to protect students from discrimination and distort them into mandated discrimination. The Department also attempts to twist FERPA and PPRA into tools designed to undermine the health, safety, and wellbeing of students. The interpretations taken by the Department are not supported by these laws.

My job as the leader of this constitutional office is to communicate, uphold, and enforce the law. My office will enforce our current laws as we are required to do until Congress changes the law and/or federal courts invalidate Washington state's laws. Unless, and until that happens, we will be following Washington state's laws, not a president's political leanings expressed through unlawful orders.



May 9, 2025

To: Directors & Building Administrators
From: Karen Hickenbottom, Director of Learning Management Services
Tavis Miller, Director of Instructional Technology & Learning Services
Regarding: **Important Synergy Training Dates for Building Administrators**

Your Building Synergy Leads have probably come back to your buildings excited, and/or concerned, about what they learned in the TeacherVUE training which included Attendance, Gradebook, Majors/Minors and Assessment.

We are offering two optional training dates for administrators to attend in-person and get all your training done at once.

- **Thursday, June 26, 8:00 – 2:00pm, Board Rooms A&B**
- **Monday, July 28, 8:00 – 2:00pm, Port Gardner A**

The focus of the training will be two-fold:

- 1) Synergy training on all the modules and tools you'll need as an Administrator to work within the Synergy environment.
- 2) Time to think about, and collaborate with other administrators, on how you might approach or guide decision making on items like:
 - a. Procedures or standards for staff regarding discipline majors and minors
 - b. Secondary gradebook choices and grading best practices

Important updates for you to know for the LID Day Teacher Training:

- It's up to you to choose the 4-hour window during your LID Day to have your building leads conduct your training. We will assign additional LITS staff to the secondary schools to help support the Gradebook portion of the training.
- We are in the process of developing resources to help Secondary teachers understand the gradebook options that Synergy provides so they can be better prepared to make a choice before the LID Day training. We are hoping to have that available within the next couple of weeks.
- We are pushing pause on adding Synergy Assessment training during the LID Day to not overwhelm staff. We will be looking for staff who are interested in working with Assessment to learn more and test out the system. Assessment will share a timeline for training teachers with you once those decisions have been made.
- Your building Synergy Leads should be signing up for one of the paid August refresher trainings. If it's possible to get your whole team to a refresher on the same day that would give them time to work together. You are welcome to attend as well:

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Brian Beckley

- [August 13th 8:00 - noon Monte Cristo](#)
 - [Augst 13th 12:30 - 4:30 CRC -Port Gardner A](#)
 - [August 20th 8:00 - noon CRC -Port Gardner A](#)
 - [August 20th 12:30 - 4:30 CRC - Port Gardner A](#)
- We will be creating an Asynchronous course that will mirror the content of the LID Day training. This could be used for staff who miss training or as how to reference guides after training. We will try to release this in June for those that would like early access to training over the summer.



May 9, 2025

To: Administrators and Office Staff
From: Dr. Chad Golden, Assistant Superintendent, Human Resources
Regarding: **Summer Alternate Work Hours**

Alternate Work Schedule

- Full-year, 260-day office personnel, non-represented, and non-administrative 260-day employees have the option to work four ten-hour days beginning, Monday, June 23, 2025. Administrators who are interested should discuss 4/10 opportunities with their Regional/supervisor. Reminder: there is a June 25 school improvement series meeting.
- Please talk with affected employees in your area as soon as possible to allow you and the employees adequate time to determine your department's work schedule.
- The alternate work schedule will begin no earlier than June 23 and end no later than August 1, 2025.
- ***The 4/10 option is not available the week of the 4th of July holiday (June 30 – July 4).***
- This schedule is strictly voluntary, and an employee may choose to work the alternate schedule for all or only part of the designated time.
- Employees wishing to participate in the alternate 4/10 work schedule need to obtain the approval of their immediate supervisor.
- Supervisor's approval is subject to workload demands and the office's ability to provide adequate phone coverage.
- If an employee elects to work a 4/10 schedule, sick leave or vacation must be reported as 10 hours per day.

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Chad Golden



May 9, 2025

To: All Administrators
From: Chris Fulford, Director of Categorical Programs
Regarding: **Pocketalk Devices and Data Renewal Plans**

Many schools have purchased Pocketalk devices over the last few years. These small devices are very helpful in school offices, recess or in the lunchroom for simple, quick conversations with students or families. The data plan that comes with these devices when purchased lasts for two years. We are now finding that some of the Pocketalks have data plans that have expired or will be expiring soon. Your device might say “global sim is expired.” You can renew the data plan for \$44 per device per year. This [Pocketalk link](#) provides the information you will need. To get the IMEI number from each device for renewal follow the steps below:

From the home screen:

1. Press the menu button
2. Select settings
3. Scroll to Device / License info and select
4. Select Device Info - the IMEI's will be present on the screen - document and send both IMEI (SIM Slot) and IMEI (Embedded SIM)
5. Exit to Home Screen

You may be able to use your LAP funds for this cost. If you would like to do so, please add it to your school plan and submit it to Chris Fulford for review and approval. Please work with Tami Koenen to complete this purchase if using LAP funds.

This [page](#) has some very helpful hints and troubleshooting tips for using the Pocketalk.

Please contact Megan Rude, Language Access Coordinator with any questions at ext. 4247 or email MRude@everettsd.org.

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Shelley Boten



May 9, 2025

To: Certificated EASA Administrators
From: Chad Golden, Assistant Superintendent, Human Resources
Regarding: **EASA Tuition Assistant for Professional Certification & Advanced Coursework**

Tuition assistant is available to EASA members pursuing professional certifications and advanced degrees. If you wish to take advantage of this benefit for the 2025-26 school year, please complete the linked [Tuition Request Form](#) and submit it to Jean Hanson no later than June 30, 2025.

Once all tuition requests have been received, a determination will be made by a panel of cabinet level administrators regarding the reimbursement amounts for each applicant. Administrators working on their professional certification will be given first priority, followed by administrators seeking advanced degrees. Notification of approved requests are sent to recipients no later than the beginning of August.

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A handwritten signature in blue ink that reads "Chad Golden".

Chad Golden