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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:

Approved for Distribution: _____



Shelley Boten

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

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

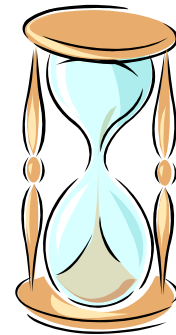
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should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

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



RESPONSE/ACTION REQUIRED

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





Response/Action Required

May 2, 2025

To: All Principals
 From: Michele Waddel, Director of Assessment and Research
 Quiana Hennigan, Student Assessment Coordinator
 Regarding: **Assessment Outlook for May and June**

Below, please find important assessment dates for May and June along with brief updates and reminders.

May		
Elementary	Middle	High
<ul style="list-style-type: none"> • Early Literacy Intervention Data Entry Para information due to Rola Bachour by 5/5 • Early Literacy “at risk” student letters to parents by 5/23 		<ul style="list-style-type: none"> • AP Testing 5/5-16 • AP Late Testing 5/19-23 • 3-hour late start SBA ELA 5/20 • 3-hour late start SBA math 5/22 • Order Seal of Biliteracy commencement materials by 5/23
Coming in June		
<ul style="list-style-type: none"> • i-Ready and ORF window closes 6/6 • Early literacy intervention data entry due 6/6 • SBA/WCAS window closes 6/6 • SBA/WCAS/WIDA Screener Final Paperwork due 6/9 	<ul style="list-style-type: none"> • Optional i-Ready window closes 6/6 • SBA/WCAS window closes 6/6 • SBA/WCAS/ WIDA Screener Final Paperwork due 6/9 	<ul style="list-style-type: none"> • SBA/WCAS window closes 6/6 • SBA/WCAS/WIDA Screener Final Paperwork due 6/9

Important Information:

- **WA-AIM paperwork and late data entry is due Friday, May 2.** For more details, see the April 24-25 email to principals and school coordinators.
- **Seal of Biliteracy commencement materials orders are due May 23.** See April 24 packet item “[World Language Assessment and the Seal of Biliteracy](#)” for instructions. Contact [Amritha Imandi](#) with questions.

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Smarter Balanced Assessment/Washington Comprehensive Assessment of Science:

- School Coordinators should continue to use the resources available on the Assessment & Research Portal for the latest updates on documentation and supports.
- Send test schedule updates to the Assessment & Research Department to ensure good support coverage and to ensure that your tests are open and ready.
- Reminder: As indicated in the May 2 item “Preliminary SBA Scores Release”, administrators must not release any preliminary scores as they arrive in the Centralized Reporting System. Instructions on official score release and accessing CRS are available in that item.
- As new students arrive in your school, their TIDE accounts should populate their current test records and settings from their previous school/district (for in-state transfers).
 - There is no out-of-state transfer exemption. However, students who enroll on or after June 2, 2025 do not have to test. It may be in your student’s best interest to test:
 - to complete a partially complete test so they receive a score, or
 - to get up-to-date information about the student for instructional use
- RAEL-Recently Arrived English Learners (formally NNEP)
 - All ML students must participate in all state testing scheduled for their grades regardless of the number of years they have been in the U.S., **except** Recently Arrived English Learners or RAELs (formerly NNEP): these students have a first date enrolled in a US school that falls within 365 days of the start of the testing window.
 - WCAS and SBA state testing windows open on March 3, 2025.
 - RAEL students may waive participation in one English Language Arts assessment during that first year but must participate in math and science (SBA/WCAS or WA-AIM).
 - Students enrolled for more than 365 days after March 4, 2025, must participate in the ELA assessment.
- Assessment Office Hours: Thursdays at 8:00 am: [Join on Teams](#)
 - Notify relevant staff including TIDE Managers.

College Board:

- AP Reminder: Retiring teachers should be invited to join the AP Proctor Pool if you think they would be a good proctor. Send interested party’s contact information to your school’s AP Coordinator right away. We have increased proctor scarcity and increased need for proctors.
- AP Reminder: Students must complete updates and restart their devices regularly to prevent test interruptions. Ensure student devices are updated ahead of AP and state testing. [Update instructions](#).
- PSAT Accommodations are due to Lindsey de Carteret preferably by June 2, but absolutely before the end of school for current students in grade 9. More information is available on the [A&R Portal](#).

Approved for Distribution:



Shelley Boten

i-Ready and Early Literacy:

- The spring diagnostic window is open through June 6.
 - [Instructions on assigning diagnostics](#)
 - [Teacher Instructions: How to hide a diagnostic](#)
 - [Instructions on monitoring progress](#)
 - Teacher ORF instructions are available on the [ELA Portal](#) by grade.
 - Optional grade levels and subjects: students who test after the window will still be included in most reports. Students with access to personal learning paths also benefit from spring diagnostics by having the most up-to-date paths for summer use.
- i-Ready Personal Learning Paths will be available to students into the summer until August 14.
 - Parent resources and contact information for summer support are available on the [Assessment and Research website](#).
- Principals received Early Literacy Intervention Data spreadsheets on April 22. Principals should use the instructions provided in the April 18 item, “[2025 Early Literacy Screening Reporting Process](#)” to ensure the action items are completed by their due dates in compliance with state law. Contact [Anne Fox](#) with questions.

Required Action:

Please share with the appropriate staff.

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Shelley Boten



Response/Action Required

May 2, 2025

To: Administrators and Directors
From: Joi Odom Grant, Diversity, Equity, and Inclusion Director
Regarding: **PRIDE LGBTQIA+ Advocacy District Events**

In honor of the upcoming Pride Month, the Diversity, Equity, and Inclusion Department is excited to host two district-wide events in support of our LGBTQIA+ community to reaffirm our commitment to ensuring every student, staff member, family, and community member feels a sense of safety and belonging within our district. We understand that this may be a time where our EPS community may have feelings of discomfort or division and we must remind our community the importance of ensuring that all students, families, and staff have a right to feel safe, supported, and seen. Any hate-driven violence, bigotry, or acts of exclusion will not be tolerated within our communities, especially in our schools.

Upcoming District Events of 2025

1. PRIDE Day at the CRC - Friday, May 30, 2025

Fourth Annual District Event

Everett Public Schools will host two informational sessions and raise the flag for the entire month of June as a symbol of our district commitment to inclusive belonging for all. For more information see the attached [flyer](#).


2. PRIDE Night at the Ballpark – Saturday, May 31, 2025

Second Annual Community Event

In partnership with Everett AquaSox, our department will be hosting our second PRIDE Night at the Ballpark as an extension to our PRIDE Day at the CRC and commitment to inclusive belonging for all. Tickets are available for purchasing and \$2 from each ticket sold will be donated to the Everett Public School’s Foundation. For more information see the attached [flyer](#).

Required Action:

Please share both event flyers with your building or department staff and post on your school’s Diversity, Equity, and Inclusion bulletin board.

Approved for Distribution 
Peter Scott



Response/Action Required

May 2, 2025

To: School Administrators
From: Dave Peters, Director of Student Support Services
Regarding: **Mental Health Awareness Month Resources**

May is **Mental Health Awareness Month**. The Crisis Text Line (<https://www.crisistextline.org>) has created free downloadable toolkits for teachers, counselors, and other staff to help promote self-care practices for students while destigmatizing and fostering a safe environment for open dialogue about mental health.



[Download](#)



[Download](#)



[Download](#)

A focus on [empathy](#) is encouraged during this time of the school year, and schools may consider opportunities to revisit Second Step and/or RULER lessons that reinforce the importance of empathy in our interactions and relationships with others.

Second Step | Elementary – [all grade levels](#)

Unit 3: Empathy & Kindness

RULER | Middle School – [6th](#) | [7th](#) | [8th](#)

Unit 5: Empathy, Perspective-Taking, and Community Restoration

RULER | High School

Year 1, Unit 5, Lesson 17: [Exploring Empathy](#)

Required Action:

Share this information with your teachers, counselor(s), and other student support staff.

Approved for Distribution

Peter Scott



Response/Action Required

May 2, 2025

To: All Directors and Administrators
From: Joi Odom Grant, Diversity, Equity, and Inclusion Director
Regarding: **May National Observances: AAPI/DESI Heritage Month & Jewish American Heritage Month**

“The power of visibility can never be underestimated,” – Margaret Cho

As we enter the month of May, we have the opportunity to celebrate and reflect on the rich histories and invaluable contributions of two vibrant communities: the Asian American, Native Hawaiian, Pacific Islander, and Desi (South Asian) American (AAPI/DESI) community, and the Jewish American community.

AAPI/DESI Heritage Month reminds us of the contributions and resilience of Asian Americans, Native Hawaiians, Pacific Islanders, and Desi Americans throughout history. AAPI/DESI Heritage Month it is a time to celebrate the diverse cultures, histories, and achievements of these communities. From groundbreaking accomplishments in science, arts, and activism to the deep-rooted traditions that enrich our society, the AAPI/DESI community has played an integral role in shaping the United States.

At the same time, **Jewish American Heritage Month** offers a moment to recognize and honor the remarkable contributions of Jewish Americans to our nation’s story. Jewish Americans have played a vital role in shaping the United States, from advancements in science, law, and civil rights to enriching the arts, literature, and philanthropy. Their influence has been profound and continues to resonate across various sectors of American life.

To support this effort, our DEI website offers resources designed to raise personal awareness of our indigenous communities and classroom integration resources teachers may consider as they plan to engage students in meaningful learning experiences regarding AAPI/DESI and Jewish American Heritage Month. Resources can be found under National Observances and Additional Resources. Below is a sample of the resources highlighted:

AAPI/DESI Heritage Month Resources:

[Asian American Episode Guide](#) by PBS is a curated list of different stories of the Asian American community. The episodes invite you to explore the impact of the community through individual lives and personal histories.

[Humanizing Asian Americans in The Classroom Through Children’s Literature](#) by Monisha Bajaj explains in this article why Asian American stories are often absent from classroom libraries, why it’s harmful, and recommends ways to fix it.

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Jewish American Heritage Month Resources:

[Recommendations for Jewish American Heritage Month](#) by the Jewish Federation of Greater Seattle is a PDF document with various resources, ranging from how to engage with Jewish American Heritage Month at the district and in-school levels.

[Book and Author Recommendations for Jewish American Heritage Month](#) by the Jewish Federation of Greater Seattle is a PDF document with many book and author recommendations for all different school levels.

Additional Resources:

[The Diversity, Equity, and Inclusion Department's Diverse Literature Initiative](#)

In the 2021-2022 school year, the Diversity, Equity, and Inclusion (DEI) department launched the diverse literature initiative to provide our district with a vetted list of literature that was representative of the diversity of our community. In 2023-2024 school year, the DEI department sponsored a new diverse title that complimented the national observances identified in our Cultural and Religious Calendar Guide.

To authentically integrate national observances into our daily practices, please keep the following tips in mind.

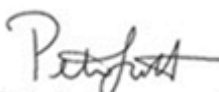
1. Be accurate and sensitive – This is an excellent opportunity to incorporate the culture, religion, and the historical importance of the identified national observance(s) of the month.
2. Be inclusive and expand national observances to reflect the demographics of your classroom.
3. Collaborate and get feedback - Examine what you are doing and ask others to help you critique your practices to work out imbalances and to effectively present national observances equally.

As school leaders, let us take this month to uplift and celebrate the voices, histories, and cultures of these two communities—helping ensure our schools are places of inclusion, belonging, and respect for all.

Required Action:

Please share this information with your teachers and other staff.

Approved for Distribution



Peter Scott



Response/Action Required

May 2, 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” Information**

An Elementary Science Curriculum Adoption Committee has been meeting throughout this school year to select and recommend a new K-5 science instructional resource to the Superintendent and School Board. The committee’s recommendation will be presented to the Superintendent and School Board on May 13, 2025.

In anticipation of the Superintendent and School Board’s approval to adopt the recommended science resource for use starting this next school year, please have teachers “Save the Dates” for **one** of the summer initial use options. Sessions are for pay and STEM clock hours. More specific information about the committee’s recommendation and the initial use training experience will be shared in the coming weeks.

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

Required Action:

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

Approved for Distribution:

Shelley Boten



Response/Action Required

May 2, 2025

To: All Principals and Office Managers
From: Chris Fulford, Director of Categorical Programs
Regarding: **Kids in Transition**

Students who meet the McKinney-Vento “more inclusive” definition of homelessness and those who are in foster care are supported through our Kids in Transition (KIT) program.

KIT students who have moved into stable housing or are no longer in foster care, will be removed from the KIT program at the end of this school year and if they are outside of the regular school service area, must either enroll in their neighborhood school or may apply for a choice transfer for the fall.

Preliminary End of Year KIT Lists

Administrators and [KIT BPPs](#) (Building Point People) have received lists from the KIT office via email the week of April 21. Now is the time to review these lists, contact students and caregivers for updates and make sure changes are being communicated to the KIT office in order to help determine fall enrollment rights, plans, and transportation needs for summer school and for fall. The final lists will be shared with office staff who are coding students with next year buildings.

More information about KIT support and eligibility (i.e. no proof of address, difficulty obtaining documents, overcrowded living, indication on housing questionnaire, or proof of temporary eligible housing situation): Refer to the [Office Staff Quick Guide](#) and [KIT FLOWCHARTS](#) for quick information.

Your KIT BPP can also be called upon to help pre-screen housing situations and coordinate support.

Required Action:

- Administrators, office staff, and KIT BPPs review KIT identification and support processes in your building.
- Review your Preliminary End of Year KIT list, make updates in the shared spreadsheet, and contact the KIT office with any questions.
- If needed, contact the KIT office to schedule a time to review the list together.

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Response/Action Required

May 2, 2025

To: Middle School Principals and Assistant Principals
From: Dr. Shelley Boten, Chief Academic Officer
Dr. Jeanne Willard, Executive Director of College and Career Readiness
and Extended Learning Options
Kalle Spear, Director of Secondary Instruction
Regarding: **Middle School Math Acceleration Options**

Throughout middle school registration, we received a variety of questions about math acceleration. While we believe in the importance of a student taking our standards aligned math progression, we know there are some families who seek additional challenges outside of our offerings. We created the following document as a guide to help support discussions with families who wish to accelerate or double accelerate their math courses: [MS Math Acceleration Options.docx](#)

Please note, this guide is not for distribution. This document should help to guide counselors and administrators in conversations with families regarding acceleration. If a student is interested in acceleration, a conversation with the student and family about their goals in relation to math is required.

Required Action:

- Please share this information with middle school counselors.
- Email questions to Kathy Trosvig – ktrosvig@everettsd.org and/or Dr. Jeanne Willard – jwillard@everettsd.org

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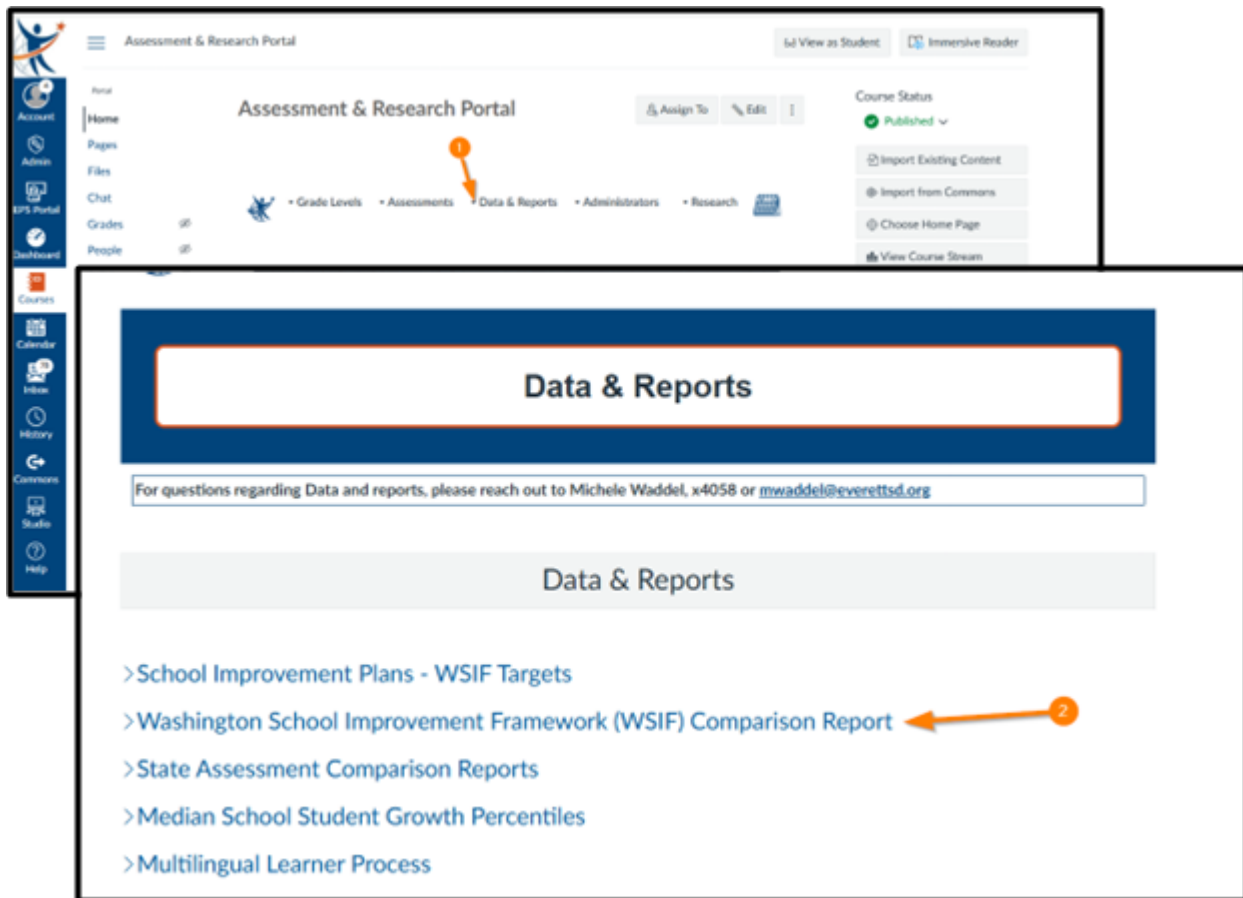


Response/Action Required

May 2, 2025

To: All Principals
From: Michele Waddel, Director of Assessment and Research
Regarding: **WSIF Comparison Schools in Canvas**

Please be informed that OSPI’s systems experienced a hardware failure which caused the site to be down last week. Currently, Educational Data System Administration (EDS) is only allowing intermittent access. Despite this issue, you can still access your WSIF comparison school results by visiting the Assessment and Research Canvas page.



We appreciate your understanding and patience during this time. If you have any questions or need further assistance, please do not hesitate to reach out to [Michele Waddel](mailto:mwaddel@everettsd.org).

Required Action:

- Review your WSIF comparison report.
- Contact [Michele Waddel](mailto:mwaddel@everettsd.org) with any questions.

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Shelley Boten



Response/Action Required

May 2, 2025

To: All Principals and Assistant Principals
From: Dave Peters, Director of Student Support Services
Regarding: **Spring Panorama Stakeholder Survey Results**

Together, the Spring Stakeholder Surveys align to create a 360-degree view of the learning environment — gathering voices from **staff, families, and students** — to drive **continuous improvement, equity, and engagement** across Everett Public Schools. They are formative assessments to help shape school improvement planning in the continuous improvement cycle.



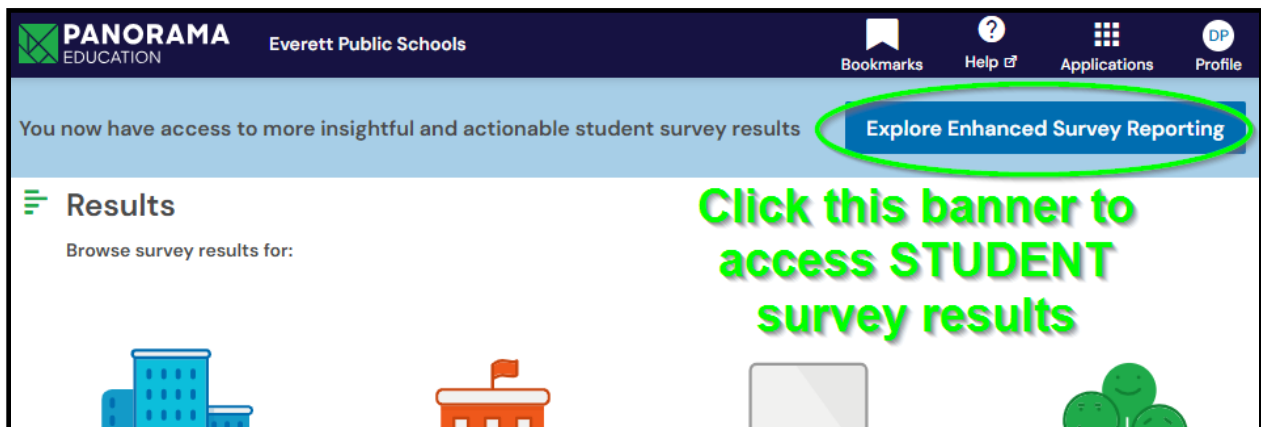
The spring Panorama Stakeholder survey results will be available for viewing on **Friday, May 2 for principals and district leaders**, and **Wednesday, May 7 for all staff**. This interim time will provide you space to analyze your stakeholder data, explore Panorama's new score reporting visuals for the student stakeholder survey, and initially plan for and practice communicating results using this new methodology that Panorama will be making available for all stakeholder surveys next year.

STUDENTS

As part of the Spring Stakeholder Survey suite, students took two parts:

1. **SEL Survey** | Identical to the SEL survey students took in the fall.
2. **Stakeholder Survey** | Gather students' perspectives on their learning environment, relationships, safety, engagement, and sense of belonging to help schools better support their academic and social-emotional needs.

You can access the student survey results using the following screenshots for reference



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Peter Scott

Stakeholder 2025 - **Student Survey** Copy link Share feedback

Everett Public Schools

Survey Summary
How are these topics scored? [?](#)

Climate → Stakeholder 2025 - Student Survey
SEL → Spring 2025 - Student Survey

Stakeholder 2025 - Student Survey
Spring 2025 - Student Survey
Fall 2024 - Student Survey

FILTERS

Grade Level ▾

Cohort ▾

Gender ▾

Home Language ▾

Race Ethnicity ▾

Environment

Topic	Topic score and distribution	Change since last survey
Teacher-Student Relationships	88%	↗ 2
Sense of Belonging	86%	↗ 1

- **Explore the new [Enhanced Survey Reporting](#):** This new scoring approach and filterable data will help recontextualize your data.
 - **Note: Panorama continues to develop this new scoring methodology.** **Currently**, the Enhanced Survey Reporting is available for all student surveys. Starting in the **fall of 2025**, it will also be available for **family & staff** surveys.
- **Reflect on goals and trends:** Consider how your team’s progress aligns with the goals you set earlier in the school year.

PANORAMA EDUCATION

Help Applications

Switch to

Student Success

Surveys

Playbook

Accsss FAMILY & STAFF survey results here

Results

Browse survey results for:

Everett Public Schools

North Middle School

101 Course Sections

School Summary

Choose STAKEHOLDER 2025, and select the STAFF or FAMILY tab

Students Teachers & Staff Family Members All

Select a survey to view

Stakeholder 2025

Stakeholder 2025
Spring 2025
Fall 2024

Approved for Distribution Peter Scott
Peter Scott

EPS STAFF

As part of the Spring Stakeholder Survey, **Certificated** and **Classified** staff took two parts:

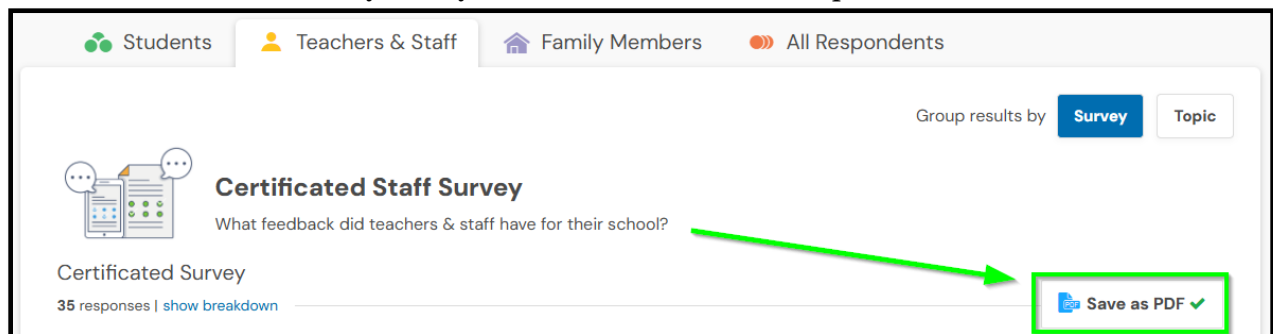
1. **School Stakeholder Survey** | Gathers feedback on district leadership, communication, resources, culture, and professional relationships to support continuous improvement.
2. **District Stakeholder Survey** | Collects staff feedback on district leadership, communication, resources, culture, and professional learning to support continuous improvement and strengthen staff engagement.

FAMILIES

The **Family Climate Survey** gathers families' feedback on communication, school environment, student support, and engagement to help schools better meet the needs of students and their families.

HOW TO INTERPRET the STAFF & FAMILY survey results

1. For each Staff and Family survey, click the “**Save as PDF**” option.

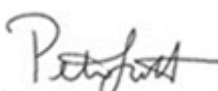


2. Scroll to the individual question summary pages.
3. As part of their enhanced score reporting, Panorama is shifting to a new visual analysis that essentially combines the top two responses (i.e., Strength), the third response (On-Track) and the last two responses (Opportunity). We encourage you to analyze your staff and family data through these lenses and using these new terms. Panorama believes (and we agree) new analytical tools will help shift from a binary view of “favorability” (e.g., favorable vs. unfavorable) to a more inclusive way to approach opportunities for growth.
4. To interpret your results from the “**Strength, On-Track, and Opportunity**” lens:
 - a. [See this example](#).
 - b. Note: The Enhanced Survey Reporting is currently available for all student surveys. Starting in the **fall of 2025**, it will also be available for **family & staff** surveys.

Required Action:

- Review your data, keeping in mind that Panorama will shift to these new visuals for all stakeholder surveys in the fall.
- Consider how your team’s progress aligns with the goals you have set, using the data insights this year as a new baseline.
- Consider making adjustments to your schoolwide goals based on new opportunities using the new scoring approach and expanded filtering options.

Approved for Distribution



Peter Scott



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.





May 2, 2025

To: School Administrators
From: Cathy Woods, Regional Superintendent
Regarding: **2024-25 Everett PTSA Council Award Celebration Nominations**

Please Help Nominate for Council Awards!

Each year, Everett PTSA Council recognizes volunteers and educators who have given outstanding, continued, and dedicated service to our children. These deserving recipients go “above and beyond”, and their efforts reach beyond the usual school boundaries. This is your opportunity to participate in the selection of PTSA Council's award recipients by nominating candidates for consideration to our award committee. Nominations can come from PTAs, parents, staff members, students, or community members.

The Everett PTSA Council Awards are presented at the annual council-hosted Award Ceremony in May. Nominations are accepted for all awards, though each award may not be presented annually. The Awards Committee is appointed by the President and typically consists of past recipients. Award recipients will receive a certificate and pin, and a contribution in the name of the recipient is made by the Everett PTSA Council to the Washington State PTA Scholarship Program. From these contributions, WSPTA is able to provide grants to freshman students entering post-secondary education.

The 2024-25 Everett PTSA Council Awards available nominations are: Golden Acorn, Outstanding Educator, Outstanding Advocate, Outstanding Student Advocate, and Honorary Life Membership.

The Everett PTSA Council Awards Celebration is:

DATE: Wednesday, May 28, 2025
TIME: 6 – 6:45 p.m. – Social time
6:45 p.m. – Celebration begins
LOCATION: Jackson High School, 1508 136th Street SE, Everett 98012

Arrive early and participate in the Raffle to benefit Everett PTSA Council programs.

- **Raffle is cash only (\$5 per ticket or \$20 for 5)**

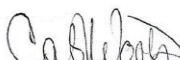
NOMINATE TODAY! – Nominations Due May 5, 2025
[Everett Council PTSA Award Nomination Form 2024-25](#)

For any questions, please email: president@everettptsacouncil.org

Action Requested:

Please share with staff. Thank you!

Approved for Distribution:


Cathy Woods



INFORMATION ONLY

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





May 2, 2025

To: Directors, Principals, & Building/Department SIS users
From: Karen Hickenbottom, Director of Learning Management Services
Tavis Miller, Director of Instructional Technology
Regarding: **Synergy Training Reminders – For SIS Users Only**

Reminder

Teachers are not being trained until the August LID Day and do NOT need to attend any training this spring. There are some teachers at the secondary level that have limited SIS access and may have been included in the SIS communication because they will need Basic Navigation training. There will be training in the Fall for them, or they can complete the online module.

In-Person Training Schedule

Monday, May 5 is the last official day to sign up for in-person Synergy training options. We will be canceling any sessions without enrollment so we can finalize trainer assignments.

If staff find that trying to do asynchronous training amidst other work in the building is too distracting, they can sign up for any in-person training sessions that are still open on the calendar. We will post a final schedule in the Canvas course by May 5.

Getting Started for ALL SIS Staff

All SIS users (anyone who currently has eSchool access as a regular part of their job role) should start with the Asynchronous Synergy Training Orientation module regardless of whether they are taking some or all training in-person. The module is short but will give users all the information they need about schedules, the badging process, and Scribe videos/slides/GuideMe documentation in the online modules.

The Canvas course will become our open online documentation hub in the Fall and all staff will be encouraged to look for step-by-step directions for all things Synergy there. It will be updated as changes occur and will be the best location for the most current directions.

Getting Help

In the first Welcome page of each module there is a link to a Q&A discussion course. There are discussion spaces for all modules where you can post questions and get help. We encourage you to post your questions there because the answer to your questions may benefit others.

Approved for Distribution: _____


Brian Beckley



May 2, 2025

To: School Administrators
From: Dave Peters, Director of Student Support Services
Kari Johnson, Health Services Supervisor
Regarding: **National School Nurse Appreciation Day**

The National Association of School Nurses (NASN) has designated **May 7, 2025** as National School Nurse Day. This day of recognition highlights the tremendous impact school nurses have in helping students achieve health and academic success by bridging health care and education.

Shortly, you will receive **Nurse Appreciation certificate(s)** through the inter-district mail. Please present this to your school Registered Nurse(s) in conjunction with your school-based recognition.

Here is a link to the [NASN School Nurse Day Tool Kit](#). It contains images and photo frames that you may use in any related communications highlighting the day.

Thank you for letting the nurses know the difference they make every day!!



Approved for Distribution _____

Peter Scott



May 2, 2025

To: All Principals and Assistant Principals
From: Sarah Mack, General Counsel
Regarding: **Consent to Recording of Conversations**

As technology evolves, students, parents/guardians, and other members of the public are using an increasing number of electronic communication devices that have the capability to record and transmit conversations taking place in the school setting. Accordingly, I am providing the following guidance and speaking points to be used when confronted with a recording situation.

- Under Washington State law, it is unlawful for any individual to intercept or record a private telephone call (or other types of transmitted communication) by using a device to record and/or transmit such communication, without first obtaining the consent of all the participants in the communication.
- Likewise, it is unlawful for any individual to intercept or record a private conversation, by any device without first obtaining the consent of all the persons engaged in the conversation.
- A communication is private when a party subjectively intends it to be private, and the expectation of privacy is reasonable. A conversation between two parties is presumed to be private.
- Meetings between students, parents, and administrators to discuss confidential student matters are private communications when they occur in a private meeting space, such as an office or meeting room.
- Meetings with students, parents, and administrators or other District staff to discuss confidential student matters are also private communications.
- If the district or any other party wishes to record a private communication, all parties involved in the private communication must consent to the recording. An announcement that the conversation will be recorded must also be on the recording.
- These guidelines apply to all members of the Everett School District community equally. A person's status as a journalist, or member of the press, does not alter the above-stated requirements.
- Sensitive and private student information discussed during any meetings may also fall under the additional privacy protections set forth in the Family Educational Rights and Privacy Act ("FERPA").
- Any person who violates Washington's laws governing recorded conversations should be aware that such person may be subject to a legal action for damages, and should also be aware that any information gathered in violation of the governing law is inadmissible in any civil or criminal action in the Washington State courts.

In addition, to these talking points, I have attached a template letter to parents and guardians and/or members of the public that can be edited to address the pertinent party and distributed if necessary. *Please note that only bracketed text should be edited.

Approved for Distribution: 
Sarah Mack

[to be placed on school letterhead]

Dear [Parent/Guardian/Community Member]:

As technology evolves, an increasing number of electronic communication devices are available from cell phones to tablets to watches that have the capability to record conversations and transmit those conversations outside the school setting. Accordingly, we would like to remind you [and your student(s)] that we expect all members of the Everett School District community to be aware of and follow the laws in Washington State governing recorded conversations.

Under Washington State law, it is unlawful for any individual to intercept or record a private telephone call (or other types of transmitted communication) by using a device to record and/or transmit such communication, without first obtaining the consent of all the participants in the communication. Likewise, it is unlawful for any individual to intercept or record a private conversation, by any device without first obtaining the consent of all the persons engaged in the conversation.

A communication is private when a party subjectively intends it to be private, and the expectation of privacy is reasonable. A conversation between two parties is presumed to be private.

Meetings between students, parents, and administrators to discuss confidential student matters are private communications when they occur in a private meeting space, such as an office or meeting room.

Meetings with students, parents, and administrators or other district staff to discuss confidential student matters are also private communications.

If the district or any other party wishes to record a private communication, all parties involved in the private communication must consent to the recording. An announcement that the conversation will be recorded must also be on the recording.

These guidelines apply to all members of the Everett School District community equally. A person's status as a journalist, or member of the press, does not alter the above-stated requirements.

Please also note that sensitive and private student information discussed during any meetings may also fall under the additional privacy protections set forth in the Family Educational Rights and Privacy Act ("FERPA").

Finally, it is our understanding that any person who violates Washington's laws governing recorded conversations may be subject to a legal action for damages, and that any information gathered in violation of the governing law is inadmissible in any civil or criminal action in the Washington State courts.

This letter is not intended as legal advice, and specific legal questions should be directed to an attorney familiar with the State's recording laws.

Sincerely,

[Principal or Assistant Principal]