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Response/Action Optional

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Information Only

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Important Resources

Teaching & Learning Folder

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

Administrative Outlook Calendar Instructions

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

Substitute Outlook Calendar Instructions

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

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

Accessing Student Emergency Information in Insight

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

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

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

Step Four: Click on the Student Details button

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

Step Six: View Contacts

November 5: E.S. Principals & Assistant Principals Meeting, 4:00 – 6:00 p.m., Port Gardner A
November 6: M.S. Principals & Assistant Principals Meeting, 3:30 – 5:30 p.m., Board Room A
November 7: H.S. Principals & Assistant Principals Meeting, 3:00 – 5:00 p.m., Board Room B
November 12: School Board Meeting, 4:30 p.m., Board room A & B
November 14: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B
December 10: School Board Meeting, 4:30 p.m., Board room A & B
January 14: School Board Meeting, 4:30 p.m., Board room A & B

January 16: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B
January 22: M.S. Principals & Assistant Principals Meeting, 3:30 – 5:30 p.m., Board Room A
January 23: H.S. Principals & Assistant Principals Meeting, 3:00 – 5:00 p.m., Port Gardner B
January 28: School Board Meeting, 4:30 p.m., Board room A & B
January 30: E.S. Principals & Assistant Principals Meeting, 4:00 – 6:00 p.m., Port Gardner A
February 11: School Board Meeting, 4:30 p.m., Board room A & B
February 11: Quarterly Regional Principals Meeting, 9:00 – 11:00 a.m. Region One, Everett HS, Region Two, Penny Creek
February 13: Administrators and Supervisors Meeting, 3:30 – 5:30 p.m., Port Gardner A & B

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***

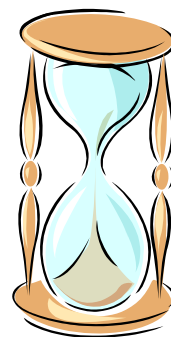
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should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





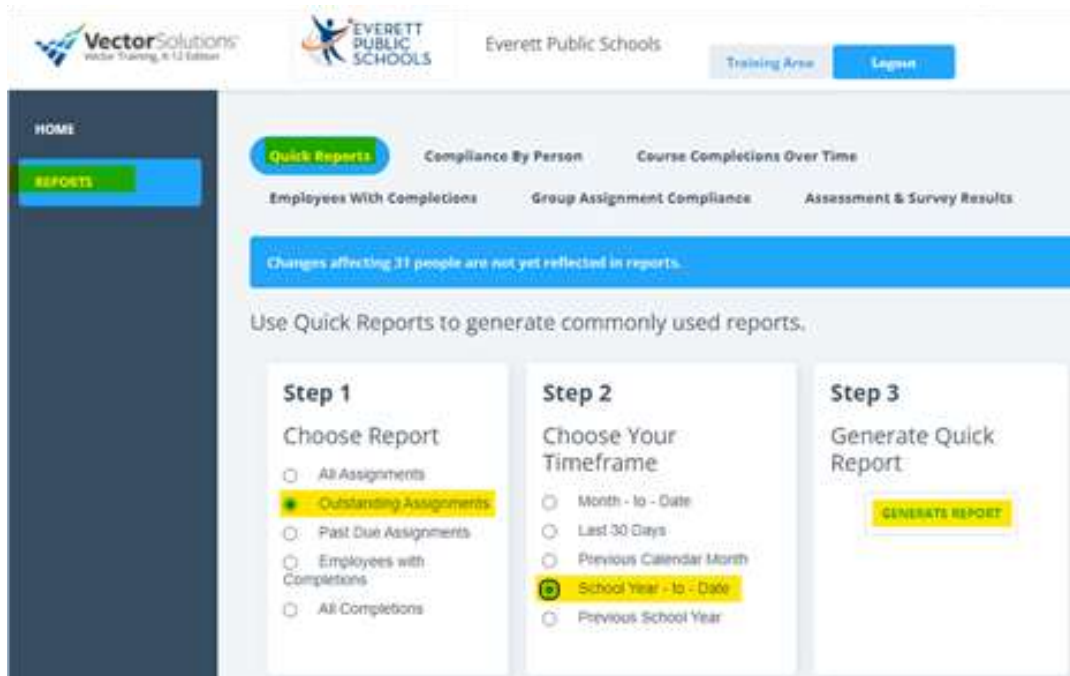
Response/Action Required

November 1, 2024

To: All Administrators
From: Chad Golden, Assistant Superintendent, Human Resources
Regarding: **REMINDER: Vector Training Completion Status Report**

Required Action:

Vector training due date is fast approaching, and several staff have not completed their training. Please coordinate with your staff to finish up **as soon as possible**. Below is a reminder for how to pull completion status for your school or department. If you have access issues or questions, please reach out to Carol Parris cparris@everettsd.org x4127.



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Chad Golden



Response/Action Required

November 1, 2024

To: All Directors and Administrators
From: Joi Odom Grant, Diversity, Equity, and Inclusion Director
Regarding: **November National Observances: Native American Heritage Month**

As we approach Native American Heritage Month, we are reminded of the importance of recognizing the Native American identities throughout the year. Scholar Debbie Reese said, *"Our children are Native every day. But in far too many places, books by Native writers are only brought into the classroom in November [during Native American Heritage month]. We are who we are, all year long. Use the books, all year round. Bring those possible selves into the classroom as a matter of course so that Native children's identities are affirmed, every day."* We encourage you to incorporate Native literature and perspectives into your classrooms as a regular practice.

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 Native American Heritage month. Resources can be found under *National Observances and Additional Resources*. Below is a sample of the resources highlighted:

[Indigenous Peoples' History](#) by Smithsonian National Museum of the American Indian

Cohosted by experts from the Smithsonian National Museum of the American Indian, this webinar delves into the ways American history instruction often fails to acknowledge—and contributes to—the erasure of Indigenous stories and perspectives.

[Native Knowledge 360](#) by the National Museum of the American Indian
Native Knowledge 360° (NK360°) offers educators and students perspectives on Native American history and cultures. The program provides educational materials, virtual programs and educator training.

[Hibulb Cultural Center and Natural History Preserve](#)

The Hibulb Cultural Center offers Teaching Resources in continuing their mission to share the values of our cultures, communities, and environment. They hope to provide opportunities for students to learn from elders and artists within the community online, and to promote increased understanding of our ancestral knowledge and achievements.

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[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. Check out the available titles for Native American Heritage Month!

[American Indians in Children's Literature](#)

This website, established by scholar Debbie Reese of Nambé Pueblo, offers book reviews and analyses of representation of Native peoples in books for children and young adults.

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

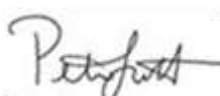
1. Be accurate and sensitive – This is an excellent opportunity to incorporate the culture, religion, and the historical importance of the identified national observance(s) of the month.
2. Be inclusive and expand national observances to reflect the demographics of your classroom.
3. Collaborate and 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.

We hope these resources help you honor and teach the truth about Native peoples, ensuring that learning about this heritage occurs throughout the year.

Require Action:

Please share this information with your teachers and other staff.

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Peter Scott



Response/Action Required

November 1, 2024

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

Licenses for the Typing Club program were discontinued in Elementary Schools, district-wide, beginning in the 2024-25 school year, due to lack of use. If schools choose to continue using this tool for specific grade levels, they can purchase a per student/grade level license with their own budgets. LITS can help facilitate that process. Please submit a help desk ticket with the request.

Required Action:

- Please share this information on Typing Club with staff and have them submit a Help Desk Ticket if you are interested in purchasing Typing Club licenses for any of your grade levels or student groups.
- Contact Tavis Miller ext. 4274 or tmiller@everettsd.org if you have any questions.

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Response/Action Required

November 1, 2024

To: Elementary and Middle School Principals and Assistant Principals
From: Dani Mundell, Director of Athletics & Activities
Regarding: **Soccer Club**

Everett Public Schools provides elementary and middle level soccer programs for its students. The purpose of the program is to provide students an opportunity to participate in a program they may otherwise be unable to participate. The following are guidelines for the program.

- ✓ The club program shall be 6-weeks in length. Start and end dates shall be determined by the school leadership.
- ✓ The program will be held 2-days per week. Preferably the days of participation will be Monday-Wednesday or Tuesday-Thursday. School leadership shall notify Community Services about the dates of the club so that fields can be reserved.
- ✓ Elementary schools may run the program in the fall and spring.
- ✓ Middle schools may run the program in the spring only.
- ✓ Each school running the program shall be allocated two (2) stipends. Stipends are listed in the ECEA contract. Stipends are paid by the district, not the building.
- ✓ Adults who run the club must be district employees. If the club organizer is not a current employee, they must apply for coaching positions through Human Resources. All employees, including club advisors, must clear a background check.
- ✓ Principals shall notify Human Resources as to who is organizing the club, just as is done for other club advisor positions.
- ✓ Parents/Guardians must grant permission for students to participate.
- ✓ Athletic physicals are NOT required for participation in the program.
- ✓ Transportation home will NOT be provided.

Sample Permission forms can be found [here](#).

Questions? the Department of Athletics 425-385-4269.

Required Action:

Elementary Administrators: Run a fall and/or spring soccer club as outlined above.

Middle School Administrators: Run a spring soccer club as outlined above.

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Peter Scott



Response/Action Required

November 1, 2024

To: All Administrators
From: Dr. Chad Golden, Assistant Superintendent, Human Resources
Regarding: **2025-26 Administrative Internship Program**

The application period for the district's administrative internship program (principal and superintendent) is now open – applications and supporting documentation are due in Human Resources by end of business day Monday, January 20, 2025.

Note that principal intern applicants are also required to apply for the 2025-26 State-funded Education Leadership Intern Grant. Information regarding the grant is accessed through the [AWSWP Website/Intern Grant Page](#), available the first week of December. A list of PESB-approved university principal preparation programs is noted on the grant page and [linked](#) here.

If you have staff who are interested in applying for an administrative internship for the 2025-26 school year, encourage them to submit an application by January 20, 2025. Application materials are available from Jean Hanson in Human Resources jhanson@everettsd.org.

Prior to applying to the district's administrative intern program, applicants will need to have their regional superintendent's written permission.

Also, the Human Resources department handbook, *Pathways to Leadership*, is an additional resource tool for those considering a leadership role in Everett Public Schools as a peer coach or instructional team leader in a school, school administrator, or district support. Please share this information with staff who you feel would be a great leadership candidate and/or those who have expressed interest in preparing and seeking a leadership role.

The handbook is located on the district's website under Human Resources and is also located in [docushare](#).

Required Action:

Please share and post the linked internship [flyer](#) with your staff.

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Chad Golden



Response/Action Required

November 1, 2024

To: Elementary School Leaders and Office Managers
From: Anne Arnold, Director of P-5 Instruction/Early Learning Programs
Mimi Brown, Director of Professional Learning
Regarding: **Optional Professional Learning for Instructional Paraeducators, K-5**

To support instructional paraeducators in the work they do with students in reading and math, the P-5 team is offering optional professional learning during the November 5 conference day. The opportunity is on Tuesday, November 5, 12:30 pm to 3:30 pm, at the Community Resource Center in Port Gardner Room B.

Part 1: The content will focus on foundational reading skills including phonological awareness, blending, spelling and fluency, as well as multi-sensory strategies to support all students.

Part 2: Based on paraeducator feedback, we will learn about mathematics supports aligned to Illustrative Mathematics in grades 4 and 5.

Clock hours offered. Sign up is on Frontline. Space is limited to 44 participants.

Please contact Anne Arnold aarnold@everettsd.org , ext.4089, if you have questions.

Required Action:

Please share the information about this professional learning opportunity with the instructional paraeducators in your school. Registration is on Frontline.

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INFORMATION ONLY

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





Information Only

November 1, 2024

To: All Building Administrators & School Psychologists
From: Kelley Clevenger, Executive Director, Special Services
Regarding: **National School Psychologist Appreciation Week, Nov. 11-15**

Please join us in celebrating School Psychologists during the week of November 11-15. In Everett Public Schools, we are proud to have 31 exceptional School Psychologists and 7 School Psychologist interns!

From [National Association of School Psychologists](#) (NASP):

During the week of November 11-15th, the National Association of School Psychologists (NASP) and schools across the United States will mark National School Psychology Week (NSPW). This week celebrates the contributions of school psychologists and the important role they play in schools and communities. NSPW is an annual opportunity to recognize school psychologists' work to help children thrive in school, at home, and in life. This year's theme, "Spark Discovery," recognizes the work that school psychologists do to help their communities seek out new ideas, effect change, and expand horizons for children and youth.

Some ways to celebrate School Psychologists could include:

- Display the poster (below) by clicking [NASP](#), downloading the poster, and printing it out.
- Give a shoutout to your school psychologist(s) in the school newsletter.
- Have staff sign a card for your school psychologist(s).



Please reach out to Katy Ramón (kramon@everettsd.org) with any questions.

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Peter Scott



November 1, 2024

To: Administrators & Supervisors
From: Dr. Chad Golden, Assistant Superintendent, Human Resources
Regarding: **Inclement Weather**

The following information is provided as a reminder on policies and procedures in the likelihood of inclement weather.

Summarized below are the leave options for each employee group. Remember to electronically record your absence when you are unable to report to work due to inclement weather.

Administrators – Certificated and Classified

In the case of inclement weather or school closure, EASA members are expected to report to their work sites. If unable to get to your work site, contact your supervisor and report emergency leave per Board Policy #5320.2 or with the approval of their supervisor, EASA members may work remotely in place of reporting emergency leave. This time will be logged and submitted to your supervisor for their records.

Prof Tech

On snow or school closure days, full-year professional-technical staff are expected to report to their work sites. If unable to report to work, contact your supervisor and report emergency leave per Board Policy #5320.2. Professional-technical staff with work calendars of less than 260 days whose work site is closed, will have a calendar adjustment.

With approval from their supervisor, professional-technical staff members, may work remotely in place of reporting emergency leave. The time worked remotely will be logged and submitted to the supervisor for their records.

Everett Association of Paraeducators and Paraeducator/Specialists

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

In the event school(s) have a late start time due to weather conditions, employees with an annual assignment of **fewer than 260 days** will be expected to arrive at school as close to the regular workday start time as is safe. These employees must use personal leave or leave without pay if they do not report to work or work fewer than their scheduled hours because of inclement weather. Employees may use compensatory time in accordance with normal district policies and procedures.

Everett Association of Educational Office Personnel (Office Professionals) – Revised Language in ‘red’

260-Day Employees:

In the event an **employee’s worksite is** closed or **has** a late start time due to weather conditions, employees with an **annual assignment of 260 days** will be expected to arrive at a worksite as close to the regular workday start time as is safe. Such employees may use vacation days,

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personal leave, **emergency leave**, or leave without pay if they do not report to work or work less than their scheduled hours because of inclement weather. Employees may use compensatory time in accordance with normal district policies and procedures. **If unable to report to work, contact your supervisor and report leave.**

With supervisor approval, two hundred sixty (260) day employees may work remotely in place of reporting leave. The time worked remotely will be logged and submitted to the supervisor and Human Resources for their records.

Fewer than 260 Day Employees:

In the event school(s) are closed due to inclement weather, employees assigned **fewer than 260 days** shall not report to school/worksites and shall make-up the day later in the school year. In the event school(s) have a late start time due to weather conditions, employees with an annual assignment of **fewer than 260 days** will be expected to arrive at school/worksites as close to the regular workday start time as is safe. Such employees may use personal leave or leave without pay if they do not report to work or work less than their scheduled hours because of inclement weather. Employees also may use compensatory time in accordance with normal District policies and procedures.

Everett Education Association (Teachers, Counselors, OT/PT, etc.)

If school(s) are open, employees who do not report to work or work fewer than scheduled hours because of inclement weather must use emergency leave or leave without pay. Absences must be taken in half-day or full-day increments.

Additionally, in the event school(s) have a late start time due to weather conditions or other emergency closure circumstance, employees will be expected to arrive at school as close to the regular workday start time as is safe. Employees will not need to use Emergency Leave unless they arrive after the start of the student day.

In the event school(s) have an early student dismissal due to weather conditions or other emergency closure circumstance, employees will be expected to remain on site until the supervisory and safety concerns of students have been met. In such situations, there will be no reduction of the employee's pay or deduction of leave benefits.

Everett Licensed Nurses' Association (RNs & LPNs)

If school(s) are open, employees who do not report to work or work fewer than scheduled hours because of inclement weather must report the absence as personal leave, leave without pay, or discuss how to make up the missing time with the nurse supervisor.

Emergency leave may only be used to address weather conditions when students are not present. In the event school(s) have a late start time due to weather conditions or other emergency closure circumstance, employees will be expected to arrive at school as close to the regular workday start time as is safe. In the event school(s) have any early student dismissal due to weather conditions or other emergency closure circumstance, employees will be expected to remain on-site until the supervisory and safety concerns of students have been met.

Service Employees International Union

Employees who are assigned to work **fewer than 260 days** will not report to school, and will make-up the day later in the school year.

Employees who work a full year (**260 days**) who do not report to work or work fewer than scheduled hours because of inclement weather must use vacation days or leave without pay.

In the event school(s) have a late start time due to weather conditions, employees with an annual assignment of **fewer than 260 days** will be expected to arrive at school as close to the regular workday start time as is safe. These employees must use personal leave or leave without pay if they do not report to work or work fewer than their scheduled hours because of inclement

weather. Employees also may use compensatory time in accordance with normal district policies and procedures.

Custodians: Because of the importance of having a custodian onsite during inclement weather, it is expected that custodians will make every attempt to report to work as close to the regular workday start time as is safe. If a custodian is unable to report, they will use one of above options as appropriate.

Food and Nutrition: In the event school(s) are closed due to inclement weather, employees assigned fewer than 260 days will not report to school and will make-up the day later in the school year.

Technicians: Technicians assigned to work **fewer than 260 days** may work or exchange the day for another non-workday in their calendar.

Full year (260 day) technicians who do not report to work or work fewer than scheduled hours because of inclement weather must use vacation days, personal leave or leave without pay. Employees may also use compensatory time in accordance with normal district policies and procedures.

Pacific Northwest Regional Council of Carpenters

Employees who do not report to work or work fewer than scheduled hours because of inclement weather must use vacation days or leave without pay.

Teamsters

In the event school(s) are closed due to inclement weather, employees will not report to school, and will make-up the day later in the school year.

Unrepresented Employees

Employees assigned to work fewer than 260 days who do not report to work or work fewer than their scheduled hours because of inclement weather will report the absence as leave without pay.

Full year (260 day) employees who do not report to work or work fewer than scheduled hours because of inclement weather must use vacation days or leave without pay. Employees also may use compensatory time in accordance with normal district policies and procedures.

Should you have any questions, please contact your HR Partner – Regions 1 & 2 [Mary O'Brien](#); Departments [Mandy Shinn](#).



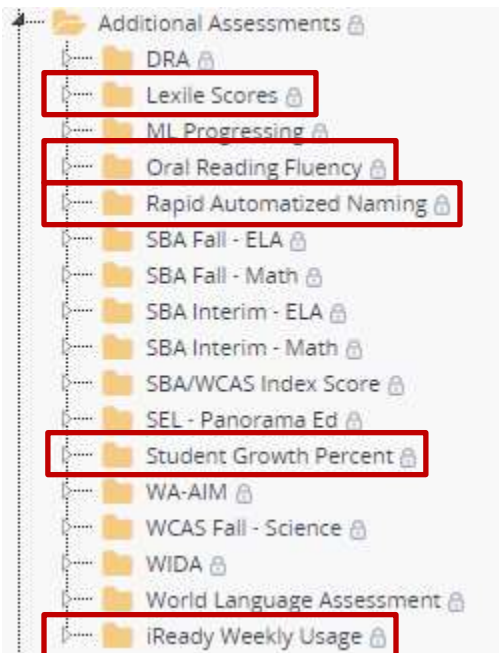
Information Only

November 1, 2024

To: All Principals
From: Michele Waddel, Director of Assessment & Research
Regarding: **Available data in Performance Matters (PM)**

The following assessment data have been added to the Additional Assessments folders in Performance Matters and can be accessed in the Baseball Card Report and Scoreboard Report:

- Fall 2024 Lexile Scores
- Fall 2024 Oral Reading Fluency
- Fall 2024 Rapid Automatized Naming
- 2024 Student Growth Percentiles
- 2024-2025 Weekly Instructional Usage i-Ready information (updated every Tuesday)



If you are interested in learning more about creating reports from Baseball Card Report, email [Justine Palabrica](#) to set up a time with Michele Waddel or attend one of the following 30-min Quick Connects.

Date	Day	Time	Click on the topic to join in Teams on the designated time and day, or email Justine Palabrica for a calendar invite.
11/21	Thursday	3:30 PM	Student Item Analysis of EOU 1 Common Assessments
12/3	Tuesday	2:30 PM	Student Item Analysis of EOU 1 Common Assessments
12/9	Monday	3:00 PM	Standards Mastery Assessments in i-Ready

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Shelley Boten



Information Only

November 1, 2024

To: Principals, Department Directors, Office Managers, and eSchoolPlus Users
From: Dr. Brian Beckley, Chief Information Officer
Tavis Miller, Director, Instructional Technology & Learning Services
Senja Yakovleff, Student Data Systems Supervisor
Regarding: **Summer SIS Blackout due to Transition from eSchoolPlus to Synergy**

Due to the district's transition from eSchoolPlus to Synergy, the last day that eSchoolPlus will be available for use will be **June 27, 2025**.

Blackout Period: There will be a **blackout period** for all Student Information System (SIS) products from **June 30, 2025**, through **July 17, 2025**. During this time, no SIS products will be accessible.

System Transitions: Several systems are being retired at the same time, including **Cognos and Insight**. Other systems are being transitioned to Synergy counterparts:

- **Synergy SIS** will replace **eSchoolPlus**
- **Synergy OLR** will replace **PowerSchool Enrollment**
- **Synergy SE** will replace **PowerSchool Special Programs**
- **Synergy Assessment** will replace **Performance Matters**
- **TeacherVUE** will replace **Teacher Access Center** and the **LMS Gradebook**
- **ParentVUE** will replace **Home Access Center** and the **Parent Portal**
- **Analytics** will replace **Insight**

Timeline: The Synergy SIS portion is expected to be available to users after **July 18, 2025**, based on training and role. Other portions of the system will come online in the days and weeks following as soon as they are available.

We will provide more information and training as we approach the transition date. Thank you for your understanding and cooperation during this important change.

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Brian Beckley



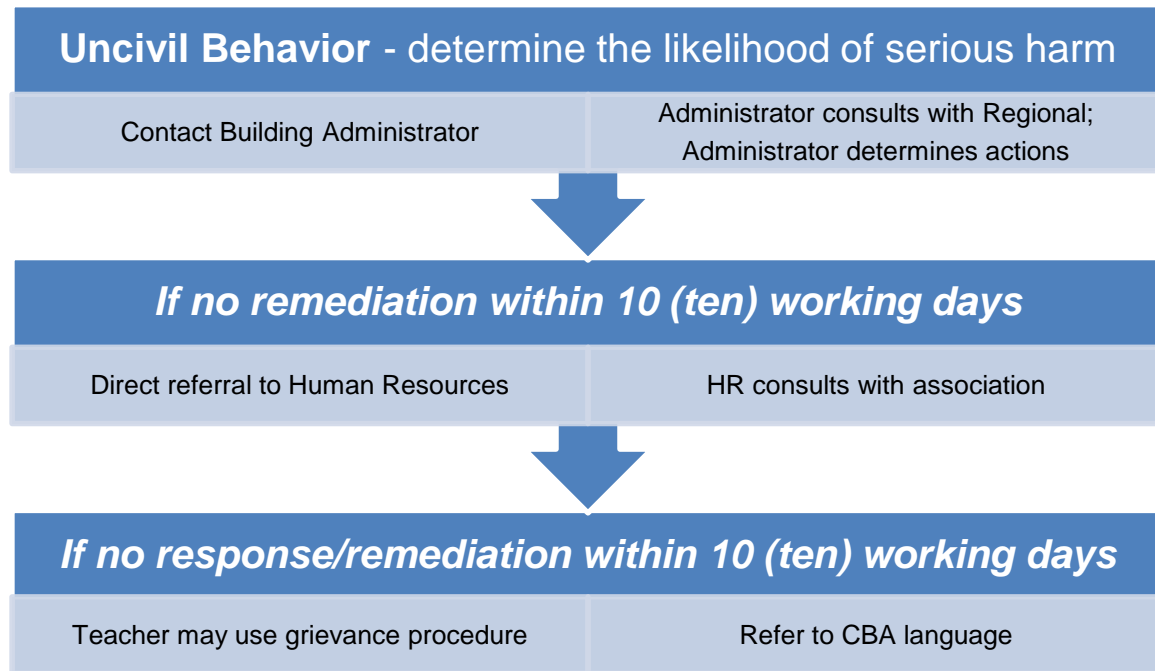
November 1, 2024

To: Administrators & Supervisors
From: Dr. Chad Golden, Assistant Superintendent, Human Resources
Regarding: **Staff Reporting Uncivil Behavior**

New language in the 2024-26 EEA CBA 5.07.D.9, states “..recognize the importance of civil behavior from all stakeholders in the District. The District shall provide a process and protection for employees who have been subject to uncivil behaviors from students and/or family including harassment, intimidation, and bullying.”

Board [Policy 5161](#) Civility in the Workplace, along with the following flow chart provide the content to the “process.”

This information can be located by staff on the Human Resources [webpage](#).



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November 1, 2024

To: All Building Administrators & School Psychologists
From: Kelley Clevenger, Executive Director, Special Services
Regarding: **Professional Learning for School Psychologists**

Did you know that nearly 26% of students receiving special education services, are eligible under the category Specific Learning Disability? OSPI has created new guidelines for determining eligibility for this category and we need to ensure that all school psychologists are trained in the new approach.

Currently, Everett Public Schools uses the Discrepancy Model to determine initial eligibility under the category of Specific Learning Disability. However, national research supports sunseting the Discrepancy Model in favor of a more equitable approach to evaluate students. Washington State started the process of developing new practice guidelines to be implemented by 2028 which include the use of Response to Intervention (RTI) within Multi-Tiered System of Supports (MTSS) and supplemental data consideration such as a pattern of strengths and weaknesses (PSW).

As such, Special Services is supporting the professional learning of all school psychologists on RTI and PSW approaches to evaluation. This is in alignment with the state multi-year implementation timeline.

This year, we will continue this professional learning on the dates listed below from 11:30-1:30 pm using the book, *The RTI Approach to Evaluating Learning Disability*. School psychologists will attend this training virtually from their school buildings.

- **November 20**
- **February 12**
- **April 23**

Please reach out to Katy Ramón (kramon@everettsd.org) with any questions.

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