

Response/Action Required

Important Chromebook Updates.....	1
Lynx Lab: Learning Opportunities	2
Additional Required Vector Training	3
Assessment Outlook for November	4
i-Ready Family Reports for Conferences.....	6
Opioid Related Overdose Reversal Medication & Training..	8
November Core Value Champions.....	9

Response/Action Optional

ParentSquare Enhanced Features	10
--------------------------------------	----

Information Only

Required IEP Team Members & Other Best Practice	11
Smarter Balanced Assessment Program Delays	13
WA Comprehensive Assessment of Science Scores in PM ..	14
25-26 New College in High School Teachers/Courses Application	15
After-action Reports for Unusual School Emergencies	16
Long-Term Substitute Badge Access Request Form Update	17
PLU Principal Certification Opportunity	18

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 A
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:

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***

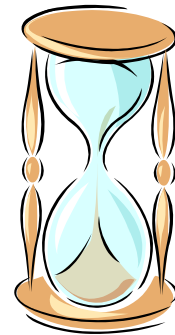
Please use templates that have been provided to cabinet members and their support staff. The to/from/date section needs to be in number 12 Georgia Font. The line before the body needs to be 8 font. The body of the memo needs to be in number 11 Georgia Font. The top section and body of the memo should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

October 25, 2024

To: Elementary and Middle School Principals
From: Dr. Brian Beckley, Chief Information Officer
Todd Koren, Director Customer & Technology Services
Regarding: **Important Chromebook Updates**

To ensure that our student devices are up-to-date and compatible with our assessment platforms (WIDA, SBA, iReady, Performance Matters, CogAT), the LITS department pushed out an automatic update for all Chromebooks. This update will bring the operating system up to version 127. At this point, all Chromebooks will have downloaded the update, but need a next step for them to install.

For the Chromebooks to install the updates, they need to restart. Please note, just opening and closing the device does not restart a Chromebook. Students must either click the Wi-Fi/battery icon in the lower right corner of the screen and then click the power icon or hold in the physical power button on the machine to shut down.

To check what version of ChromeOS is on a device, teachers can follow these steps:

1. Open a Chrome Browser window on the Chromebook and click the three vertical dots in the top right corner.
2. Hover over "Help" at the bottom of the menu and click "About Google Chrome."
3. This will show the OS version. If the update command is available, students or teachers can click the Check for Updates button to update.

Required Action:

Please share this information with your teachers & classroom support. Ask them to encourage students to shut down and then restart their devices, especially if they will be using the devices for WIDA, CogAT, or other testing/screeners.

Approved for Distribution:


Brian Beckley



Response/Action Required

October 25, 2024

To: Principals and Certificated Staff
From: Dr. Brian Beckley, Chief Information Officer
Karen Hickenbottom, Learning Management Services Director
Regarding: **Lynx Lab: Learning Opportunities**

The LMS Team is focusing on aligning technology professional development with TPEP to support teacher growth towards individual goals. This Fall we are focusing on Domain 1 and how technology can support and enhance planning and preparation.

In these sessions, participants will learn to use Lynx to create engaging and interactive lessons on the panel. Educators will leave each technology session with practical skills and resources to create more engaging and effective lesson plans and leverage Lynx to improve student learning experiences.

Session Title: Lynx Lab: Elevate Your Domain One Skills Planning and Preparation by Crafting Interactive Lessons

Session Objectives:

1. Explore the features and functionalities of Lynx.
2. Learn how to integrate Lynx tools into lesson planning to enhance student engagement and learning outcomes.
3. Develop practical skills for creating interactive and multimedia-rich lesson plans.

Thursday, November 7	Thursday, November 14	Wednesday, November 13
High School Session	Elementary Session	Middle School Session
Jackson High School - Library 2:30 – 4:00 pm	Forest View Elementary – Library 4:00 – 5:30 pm	Eisenhower Middle School – Library 3:15 – 4:45 pm

All participants can register in Frontline and will receive 2 clock hours for attending. Participants can attend the session that works best for their schedule and specific grade band.

Required Action:

Please [share this flyer](#) with staff.

Approved for Distribution:


Brian Beckley



Response/Action Required

October 25, 2024

To: All School and Department Administration
From: Dr. Brian Beckley, Chief Information Officer
Regarding: **Additional Required Vector Training**

Last year we transitioned the Technology Acceptable Use acknowledgement to be included in the Vector training rather than a separate approval form. This was inadvertently left off the training modules this year. Staff will need to complete this additional 5-minute training to acknowledge their acceptance of technology use and student data privacy.

The training will be available in Vector as of Tuesday, October 29 for staff to log in and complete with an extended deadline of completion.

Required Action:

Please share this with your staff.

Approved for Distribution:


Brian Beckley



Response/Action Required

October 25, 2024

To: All Principals
 From: Michele Waddel, Director of Assessment and Research
 Regarding: **Assessment Outlook for November**

Below are important assessment dates for November and December and brief updates and reminders.

November		
Elementary	Middle	High
<ul style="list-style-type: none"> • WaKIDS data entry deadline 11/15 	<ul style="list-style-type: none"> • WLA training 11/4 • WLA testing window 11/27 – 12/20 	<ul style="list-style-type: none"> • WLA training 11/4 • AP tests order deadline 11/15 • PSAT School Day scores available • WLA testing window 11/27 – 12/20
Coming in December		
<ul style="list-style-type: none"> • WIDA ACCESS Building Plan due 12/20 • WIDA Alternate ACCESS Building Plan due 12/20 • WA-AIM Building Plan due 12/20 	<ul style="list-style-type: none"> • WIDA ACCESS Building Plan due 12/20 • WIDA Alternate ACCESS Building Plan due 12/20 • WA-AIM Building Plan due 12/20 • WLA testing window closes 12/20 	<ul style="list-style-type: none"> • WIDA ACCESS Building Plan due 12/20 • WIDA Alternate ACCESS Building Plan due 12/20 • WA-AIM Building Plan due 12/20 • SAT Building Plan due 12/20 • AP and SAT accommodations due 12/20 • WLA testing window closes 12/20

Brief Notes and Reminders:

- **Spring 2024 Smarter Balanced Assessment, Washington Comprehensive Assessment of Science paper family reports** (Individual Score Reports) are coming but are delayed due to technical concerns. We have no further details at this time.
- **Smarter Balanced Practice and Training Tests** are open for use. Guidance on practicing multilingual learner supports is forthcoming.
- **Interim Assessments** are expected to open November 5. Look for more information in the November 7 Communications to Principals.

Approved for Distribution: _____


 Shelley Boten

- **WA-AIM for transfer students:** Don't forget that new WA-AIM qualifying students' information must be sent to [Penny Bravo](#) as we approach the WA-AIM data entry window.
- **SAT Accommodations due from Counselors and Case Managers by Winter break.**
 - [Forms](#) are due to [Lindsey de Carteret](#) by December 20.
 - [College Board accommodations manual](#)
 - [SAT coordinator accommodations information](#)
- **Winter Building Plans and Winter Administrator Assessment Training** will be available in the November 22 Communications to Principals.
- Contact [Justine Palabrica](#) if you would like to schedule assessment support appointments. Assessment and Research staff are available to meet with schools on a variety of topics including:
 - administrator assessment training and planning/building plans
 - i-Ready
 - interim assessment training
 - accommodations and supports
 - TIDE management
 - data analysis and review

Advanced Placement

- Proctors are in high demand, but low availability. Each school is responsible for retaining and recruiting reliable and qualified proctors. There is no central pool of AP test proctors. Speak to retiring and former staff who might make good proctors about joining the sub list now so that they can serve as proctors later.
- **November 15 ordering deadline:** schools are responsible for collecting or paying late fees for unapproved late orders.
- **Accommodations are due from Counselors and Case Managers by Winter Break.**
 - [Forms](#) are due to [Lindsey de Carteret](#) by December 20
 - [College Board accommodations manual](#)

World Language Assessment

- World Language Assessment training is scheduled for November 4 at 3:30pm at the CRC in Port Gardner B.
 - New school coordinators and anyone listed as onsite school support staff has been signed up to attend
 - Contact [Justine Palabrica](#) to add another staff member or check registration
- **Remind your office manager** that your shipment of secure testing materials and headphones will be mailed to them just ahead of your building's test date and should be securely stored until test day.

Required Action:

Please share with appropriate staff.

Approved for Distribution:



Shelley Boten



Response/Action Required

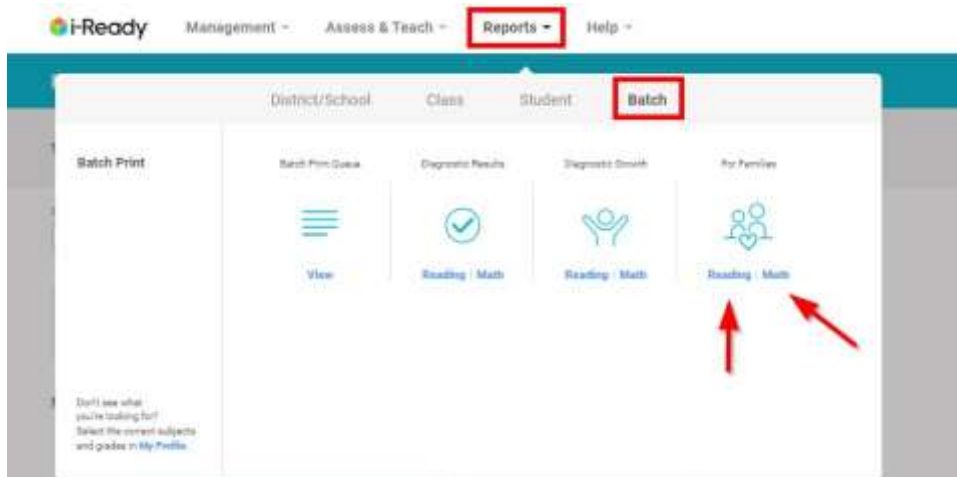
October 25, 2024

To: Elementary and Middle School Principals
From: Michele Waddel, Director of Assessment and Research
Quiana Hennigan, Student Assessment Coordinator
Regarding: **i-Ready Family Reports for Conferences**

i-Ready provides two family-friendly options for teachers to talk about the diagnostic overall, but more significantly, the skills that students have and those they will be working on. Teachers may want to use these tools to help them during conferences. Administrators can access a [slide deck](#) to highlight these resources with staff at the [Assessment and Research Portal](#).

1. Family Reports in English or Spanish available for Batch Printing

This report can be printed for your entire roster in English and/or Spanish and covers overall performance and domain performance from the perspective of what students know and what they need to work on. The report can help teachers talk about what parents can do to support student learning. View an English [elementary sample report](#) and a [middle school sample report](#) at the [Assessment and Research Portal](#).

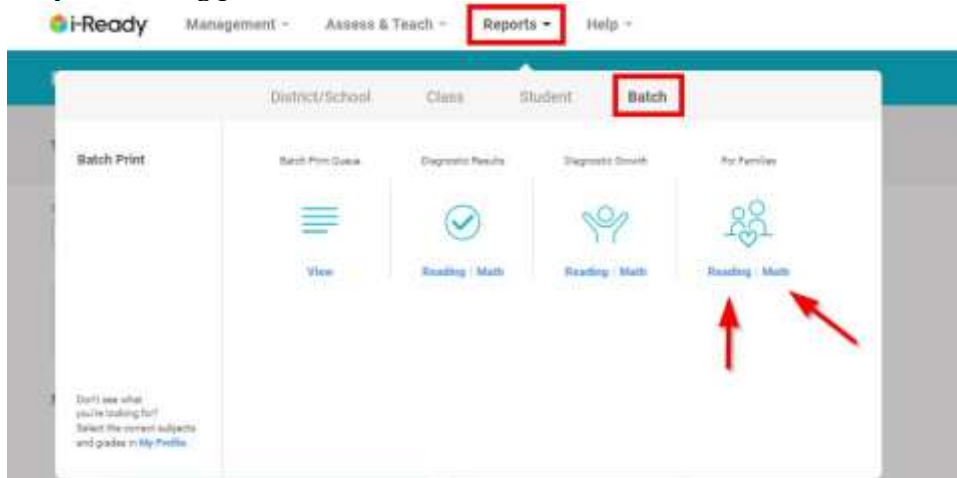


Approved for Distribution: _____


Shelley Boten

2. Diagnostic Results by Student Domain Developmental Analysis

If teachers prefer, they can use a more familiar tool, the Domain Developmental Analysis, from the regular Student Diagnostic Results report. To see the Domain Developmental Analysis, first navigate to a Student Diagnostic Results report then scroll down to Placement by Domain. Click on the domain to see the relevant information that you can use to develop your talking points with families.



Overall placement statement

Placement by Domain

Test results indicate that Aashik has strong math skills in all the tested domains. Aashik would benefit from opportunities to develop these strengths through assigned or that provide connecting concepts across domains to solve challenging non-routine problems. This recommendation places Aashik in Individual Grouping Profile 2.

Number and Operations
Grade 5
524

Algebra and Algebraic Thinking
Grade 5
514

Measurement and Data
Grade 5
514

Geometry
Grade 5
470

Developmental Analysis

At placement level 2 in this domain, Aashik has four assessment skills with emphasis on mathematical and domain, as well as understanding of and comparison with decimals and fractions. Test result indicates that Aashik demonstrates whole number operations as well as foundational fraction concepts. Aashik may be ready to develop fluency with fraction comparison and decimal addition and subtraction.

Can Do 5

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Represent multi-digit numbers.

Standards

Compare multi-digit numbers.

Standards

Round up or down multi-digit numbers by one-digit whole numbers.

Standards

Next Steps & Resources for Instruction 1

Base Ten

+ Add and subtract decimals through hundredths.

+ Multiply two-digit whole numbers by two-digit whole numbers.

Fractions

+ Understand a fraction as a sum of unit fractions (e.g., $\frac{3}{4}$ is the sum of three $\frac{1}{4}$'s).

+ Add and subtract mixed numbers with like denominators.

Descriptions of what the student can do and the related standards

Concepts that the student should work on next and some resources to help.

Required Action:

- Share with relevant staff.
- Contact [Michele Waddel](#) with questions.

Approved for Distribution:

Shelley Boten



Response/Action Required

October 25, 2024

To: All Principals and Assistant Principals
From: Dave Peters, Director of Student Support Services
Kari Johnson, Health Services Supervisor
Regarding: **Opioid Related Overdose Reversal Medication & Training**

Both [Policy 3425](#) | [3425P](#) (Opioid Related Overdose Reversal) and [RCW 28A.210.390](#) have allowed us to maintain at least one dose of opioid overdose reversal medication in each of our schools. This school year, every school building is now equipped with multiple doses of this life-saving medication, which is available in every health room for use in suspected opioid overdose events. Secondary schools are now equipped with wall-mounted Overdose Kits containing 4 boxes (8 doses) each, while primary schools have 2 boxes (4 doses) stored in red Naloxone bags.



In alignment with the district policy, each building's Safety Administrator must identify at least two personnel to serve as a Designated Trained Responder (DTR). Identified DTRs will receive additional training on the identification of a suspected overdose, medication administration, and how to respond to suspected opioid overdoses. When selecting the DTRs, choose staff members who are consistently present in your building during school hours. Once identified, the staff will be assigned the online DTR Frontline training, with the option for additional hands-on support from the building registered nurse as needed. All supporting documents for this program can be found [here](#).

Required Action:

- Please review [Policy 3425](#) and [Procedure 3425P](#).
- Each building must identify at least two staff members to be trained as DTRs.
- Each building's Safety Administrator will complete and return the [Emergency Response Plan Checklist for Naloxone](#) to [Kari Johnson RN](#), Health Services Supervisor, by December 13, 2024.

Approved for Distribution

Peter Scott



Response/Action Required

October 25, 2024

To: Principals and Assistant Principals
From: Harmony Weinberg, Director of Communications
Regarding: **November Core Value Champions**

Thank you for your monthly nomination of the October Core Value Champions.

November's Core Value is Equity. Please nominate your student by November 25.

[Nominate via this link.](#)

Board Meeting Recognitions Schedule:

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

Required Action:

Nominate one student from your school every month. All nominations are due by the 25th of each month. The November Core Value is Equity. For November, [please use this form](#).

Approved for Distribution:


Harmony Weinberg



RESPONSE/ACTION OPTIONAL

Items in this section are requested but not required.

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





Response/Action Optional

October 25, 2024

To: Building Administrators and Office Managers
From: Tavis Miller, Director of Learning and Instructional Technology Services
Dan Hansen, Director of Digital Resources
Regarding: **ParentSquare Enhanced Features**

Our LITS team is excited to support building staff in their use of ParentSquare to communicate with families. Now that the district has fully implemented ParentSquare, staff can utilize several new tools.

1. **Appointment Sign Ups:** ParentSquare simplifies the process of scheduling appointments, including parent-teacher conferences and other events.
 - Read more from the ParentSquare resources [here](#)
2. **Polls:** Polls are a great way to request anonymous feedback on a particular issue such as preferred dates/times for events, schedules, activities, themes and more.
 - Read more from the ParentSquare resources [here](#)
3. **Calendar Entry/RSVPs:** Calendar Entry/RSVP makes it easy to invite parents to your class or school events and easy for them to RSVP so you can gauge the number of participants.
 - Read more from the ParentSquare resources [here](#)

Building Principals interested in enabling any of the tools above should [contact Dan Hansen](#) to request access.

Additionally, StudentSquare is already enabled and available at all middle and high schools. To promote the use of StudentSquare in your building, you may share the included information and resources with your teachers, coaches, club advisors, and other staff who regularly communicate with students.

4. **StudentSquare:** For efficient, secure communication and interaction with school staff and school events, students in **grades 6-12** can use StudentSquare.
 - Students access their account via the web, www.mystudentsquare.com, or the app ("StudentSquare") found in the App Store and Google Play Store.
 - Students log in using Microsoft, just like EPS staff.
 - Principals can send automated invitation emails to students [following these directions](#). Scroll to the School Admin section of the help article.
 - Read more from the ParentSquare resources [here](#)

Approved for Distribution:


Brian Beckley



INFORMATION ONLY

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





October 25, 2024

To: Principals and Assistant Principals
From: Kelley Clevenger, Executive Director, Special Services
Regarding: **Required IEP Team Members & Other Best Practices**

Per the [OSPI website](#), please see the list below for clarification on who should be in attendance at IEP meetings:

- The student's **parent(s)** or guardian(s)
- At least one of the student's **general education teachers** (if s/he is participating or could possibly participate in general education)
- At least one **special education teacher**
- A representative of the school district who is (1) qualified to provide, or supervises the provision of, specially designed instruction to meet the unique needs of students with disabilities, and (2) is knowledgeable about the general curriculum and the availability of resources within the district; (**i.e., an administrator or designee**)
- Other individuals, *at the discretion of the parent or the district*, who have knowledge or special expertise regarding your student, including related services personnel, if appropriate (**SLP/OT/PT/DHH/Vision**); and
- **The student**, if appropriate.

IEP meetings are scheduled by mutual agreement by all required members. If the meeting is before school and is not completed by the time school starts, the general education teacher should be excused or their class should be covered until the meeting is over.

Reminder that if any of the above team members cannot attend the meeting, there must be an excusal form signed by the family. If the family does not agree to excuse someone, the meeting must be rescheduled. If the meeting is held via Zoom, the IEP facilitator should enter the date and time.

If the special education teacher or administrator is not in attendance, the meeting cannot move forward and must be rescheduled.

Section 9.14.A of the new EEA/EPS collective bargaining agreement also outlines participation details for general education teachers at IEP meetings. If the meeting extends over the general education teacher's contracted day by 30 minutes or more, the general education staff can submit a timesheet to the building administrator for pay using the budget code sent in the Oct. 4 Principal Packet: *A new account code has been created: 11-21-27-LLL-082005 (replace the LLL with your location number) for these time sheets.* Special educators and related service

Approved for Distribution _____

Peter Scott

providers receive additional compensation for IEP hours and planning. They should not be paid using the above budget code.

Although it is best practice to have team members attend an evaluation meeting, the only required member would be the psychologist. If a general education teacher is attending an evaluation meeting, they should be excused at the end of their contracted day.

Please refer to Section 9:14.A - Special Education Support:

A. Serving Students with Disabilities

1. The general education teacher is a member of the IEP team and will collaborate as needed with the IEP team in order to meet the diverse needs of students with disabilities. In order to participate in all aspects of IEP development, including but not limited to goals, accommodations, modifications, and placement, there must be general education representation during the entirety of the IEP team meeting. General education teachers shall be responsible for attending a reasonable and equitable number of IEP meetings during the course fo the year.
2. Scheduling of IEP meetings shall be done in collaboration with the general education teacher(s). For IEP meetings that extend thirty (30) minutes or more beyond the scheduled on-site work day, general education teachers shall be compensated at their per diem rate for the portion of the meeting falling after the end of the scheduled on-site work day. No general education teacher shall be required to stay more than two and one-half (2.5) hours for any single IEP meeting. If a general education teacher is not able to attend for the entire IEP meeting, excusal by the parent is required. The IEP team shall follow required steps for proper excusal.
3. General education teachers shall be responsible for attending a reasonable and equitable number of evaluation, MTSS, and Section 504 meetings during the course of the year. For those meetings, general education teachers shall provide their input first and attendance for the entire meeting shall not be expected. When such meetings are scheduled, the general education teacher shall be notified of the nature of, and their responsibilities at, such meeting. Once their input and feedback has been provided during the meeting, participation and attendance shall be at the general education teacher's discretion or they can be dismissed by the District representative.



October 25, 2024

To: All Principals
From: Michele Waddel, Director of Assessment and Research
Quiana Hennigan, Student Assessment Coordinator
Regarding: **Smarter Balanced Assessment Program Delays**

Individual Student Reports Delayed at State

The state has announced that Smarter Balanced Assessment (SBA) and Washington Comprehensive Assessment of Science Individual Score Reports are delayed due to a technical issue at the state level. The state is not sure when printed reports will arrive. Further information will be provided as soon as possible.

The following message will be published on school and district websites by Communications:

Spring Score Reports Delayed
Technical issues at the state have delayed Spring 2024 Smarter Balanced Assessment and Washington Comprehensive Assessment of Science individual score reports. It is not yet clear when printed individual score reports will be available, but families may review final scores in [Home Access Center](#) at any time. A communication will be sent to families, from your school when score reports are available.

Test Administrator Certification Unavailable in Fall

Schools planning to use the Test Administrator Certification (TA) application to train new teachers in the administration of interim assessments should instead plan to use other resources including the [Interim TAM and TA Script of Student Directions](#), which includes step by step instructions on the administration of interim assessments. For those who need more instruction, there are training modules available at [Prepare for Interim Testing](#).

The TA Certification application will be available as a supplement in the spring for teachers to optionally use as practice for the summative assessments.

Interim Assessments Anticipated to Open November 5

Our anticipated opening of interim assessments has been pushed back two days to Tuesday, November 5. Schools should continue to prepare for testing by ensuring that staff are loaded to TIDE and rosters are updated. The state has updated [Interim SBA resources](#) available now for review. Complete district information and resources will be published the week Interim SBAs

Approved for Distribution:

Shelley Boten



October 25, 2024

To: All Principals
From: Michele Waddel, Director of Assessment and Research
Regarding: **WA Comprehensive Assessment of Science Scores in PM**

Teachers can view their classes 23-24 Washington Comprehensive Assessment of Science (WCAS) Scores in Performance Matters

- The 2023-24 WCAS scores are available in Performance Matters (PM). Teachers will be able to view their current rosters. Those with administrative access can see the results schoolwide.

Data availability broken down:

- **Fifth grade teachers** will have access to their previous fifth grade roster (change school year to WA_Everettsd2 2024)
- **Sixth grade teachers** will have access to students who tested in fifth grade.
- **Eighth grade teachers** will have access to their previous eighth grade roster (change school year to WA_Everettsd2 2024)
- **Ninth grade teachers** will have access to students who tested in eighth grade.

How to guide for running the report:

View this report in Scoreboard or Baseball Card in PM. Please view the [WCAS in Performance Matters](#) instructions sheet to access this report.

- Page 1 shows accessing the report through Scoreboard
- Page 2 shows accessing the report through Baseball Card

Staff can use this report to assist them in future lesson planning to recognize where we excel and where we can recognize learning gaps.

Approved for Distribution:

Shelley Boten



Information Only

October 25, 2024

To: High School Principals and Academic Directors
From: Dr. Jeanne Willard, Executive Director of College & Career Readiness and Extended Learning Options
Regarding: **25-26 New College in High School Teachers/Courses Application**

Everett Public Schools has established interlocal agreements with Everett Community College, Edmonds College, and the University of Washington to offer College in the High School (CiHS) for some courses taught by qualified high school teaching staff.

For the 2025-26 school year, all new CiHS teachers must apply using the [Everett Public Schools CiHS Application](#). The window for applications varies based on the postsecondary institution as listed below.

Deadline is around the corner!

- [University of Washington in the High School](#) Application Window: November 4 – 18

Application window starts January 2025

- [Edmonds College](#) CiHS Application Window: January 6 – May 30
- **Tentative** [Everett Community College](#) CiHS Application Window: January 6 – May 30 (Program is currently closed to new applicants until further notice)
- **NEW!** [Central Washington University](#) and [Eastern Washington University](#) CiHS programs will also be available for the 2025-26 school year, information will be released in January

To review teachers and courses already approved for CiHS, please review the [CiHS Approved Teacher List](#). A teacher must be approved for each CiHS course. Currently approved teachers and courses do not need to be re-approved for the upcoming school year unless the postsecondary institution has a renewal process. When in doubt about CiHS status, please contact cihs@everettsd.org.

Please share this information with staff who would like to apply to teach CiHS for the 2025-26 school year.

For more information, please contact cihs@everettsd.org.

Approved for Distribution:

Shelley Boten



Information Only

October 25, 2024

To: School Administrators
From: Christopher Ferreira, Director of Safety & Security
Regarding: **After-action Reports for Unusual School Emergencies**

Beginning in the school year 2021-22, a system was developed to review unusual school emergencies to determine what went well and identify areas of growth. The incidents are debriefed by building staff, district safety, and first responders with their findings noted on an after-action or lessons learned document. The document is then made available to administrators, regional superintendents, and the deputy superintendent for review. In this way, schools across the district can apply the lessons learned in the event they experience a similar incident.

All the incidents reviewed thus far can be found [here](#).

Approved for Distribution _____

Peter Scott



Information Only

October 25, 2024

To: All Building Administrations and Office Staff
From: Christopher Ferreira, Director of Safety and Security
Regarding: **Long-Term Substitute Badge Access Request Form Update**

This memorandum serves as notification of an update to the Long-Term Substitute badge access request process published earlier this year. In response to numerous requests from school staff, the process has been revised and can now be initiated by Principals and Office Managers.

The "**Long-Term Substitute Badge Access Request Form for Principals**" is in **Frontline Central**.

Use your web browser to navigate to the Frontline Central home page. Look for the **Navigation** column on the left side of the page. Select and click **Form Templates**. In Form Templates, find the "Long-Term Substitute Badge Access Request Form for Principals" and **press SEND**.

A **new screen** will open, allowing you to enter the name of the long-term substitute employee. Look for the **Distribution** section heading on the page. Type the employee's name into the "**Add a Staff Member by Name**" Box. Select the correct name from the options provided and press the blue **Send Form** button in the upper right-hand corner.

Frontline Central will send the form to the long-term substitute employee for information entry and a consent signature. After the employee completes their section, the form will be returned to the school's Principal for approval. Once the Principal approves and signs the form, it will be routed to the district's Safety & Security staff for final approval and processing of the badge.

An illustrated version of these instructions can be found [here](#).

Approved for Distribution

Peter Scott



October 25, 2024

To: Administrators & Supervisors
From: Dr. Chad Golden, Assistant Superintendent, Human Resources
Mimi Brown, Director of Professional Learning
Regarding: **PLU Principal Certification Opportunity**



Exciting Opportunity: Pacific Lutheran University is thrilled to offer a Principal Certification Cohort in Lynnwood, Washington beginning in June 2025!

Pacific Lutheran University is now offering a one-year Principal Certification cohort in Lynnwood, Washington! This comprehensive program includes both coursework and an internship, leading to Washington State principal certification.

Program Highlights:

- High Quality Preparation: In-person, cohort-based instruction delivered by expert practitioners.
- Instructional Leadership Focus: Develop the skills necessary to become a strong instructional leader in your school community.
- Equity-Minded Leadership: Be prepared to lead with a commitment to equity and inclusion in diverse school settings.
- Cohort Model and Strong Support: Benefit from a high-touch experience, including a supportive cohort model, extensive field supervision, and personalized support from application to program completion.
- High Job Placement Rates: With strong partnerships across Pierce, Thurston, and King County School Districts, graduates experience high job placement success.
- Affordability: Among the most affordable in-person principal certification programs.
- Certification Options: Offers both principal and program administration certifications.

For more information or to apply, visit [Pacific Lutheran University](https://www.plu.edu) or contact drago@plu.edu.

Please share with interested staff.

Approved for Distribution:

Chad Golden