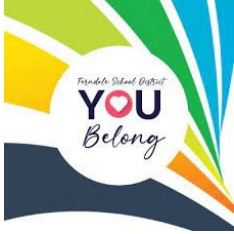




**Cascadia Elementary School
Student and Family Handbook
2026-2027**



Office Team

Head Secretary: Jane Hoffman		Bilingual Secretary (Spanish): Patty Padilla-Gonzalez
Principal: Dawn Christiana		Dean of Students: Jordan Radke
Counselor: Sarah Linn	Nurse: Chelsey Amundson	Nurse for Life Skills: Lisa Robinson

**6175 Cascadia Elementary School
Ferndale, WA 98248
360-383-2300
www.cascadia.ferndalesd.org**

Arrival Information

**9:05 Building opens for breakfast
9:15 Classrooms open for all students
9:25 Classes begin**

Dismissal Information

**3:25 Dismissal process begins
3:30 School Ends
1:00 Early release end of day**



WELCOME TO CASCADIA ELEMENTARY!

Our school opened in 2008 and was designed around four learning pods (A, B, D, and E), each includes six classrooms and a shared common area. This layout supports small group activities and cross-classroom collaboration. This year Cascadia has 19 general education classrooms and specialized programs such as the Elementary Life Skills Program, Highly Capable (formerly TAG), Structured Learning Environment (SLE), Transitional Kindergarten, and general education classes spanning Transitional Kindergarten through 5th grade. Currently serving approximately 430 students and families, we embrace our community's diversity, with students from various backgrounds, languages, and cultures. Cascadia proudly supports a significant portion of families facing economic challenges, with about 65% of our students coming from households with limited income. We believe our diverse learners are one of our greatest strengths.

A Note from the Principal

Hello Cascadia Families,

We are so glad to have your child or children at our school. Each day we strive to make sure everyone feels a sense of belonging and is growing too. The 2026-2027 school year we are focusing on "Believe to Achieve" helping our students know their future is limitless and if they believe it, they can achieve it! We will use our four Gryphon expectations:

- RESPECTFUL
- RESPONSIBLE
- SAFE and
- KIND

to create the best learning environment possible. Each month we will focus on a specific expectation and character trait. You can help by encouraging your child to show the Gryphon expectations or our trait of the month at home and at school.

We are proud to partner with you and honor you as your child's first and most impactful teacher. It is our privilege to be a part of their education and elementary years.

With gratitude,

Sawn Christaria

Table of Contents

<u>Attendance</u>	<u>3-5</u>
<u>Cascadia Behavior Expectations</u>	<u>6-12</u>
<u>Technology for Learning</u>	<u>13</u>
<u>Food and Lost and Found</u>	<u>13-14</u>
<u>Nurse, immunization and medications</u>	<u>14</u>
<u>Transportation (Bus, Bike, Walk, Car)</u>	<u>15-16</u>
<u>E-BIKES, BICYCLES, HOVERBOARDS, UNICYCLES...</u>	<u>18</u>
<u>Walkers and Car Transportation</u>	<u>18-19</u>
<u>Volunteering and visiting Cascadia</u>	<u>20</u>
<u>Communication and partnership at Cascadia</u>	<u>21</u>
<u>Learning at Cascadia (Academic and Social Emotional Learning)</u>	<u>22-23</u>
<u>Important District Policy and Procedures</u>	<u>24-34</u>

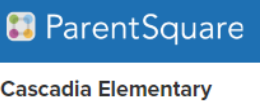
Attendance

Every day at Cascadia, we are building friendships, learning new skills and growing in many ways. When your child misses school, even one day, those opportunities are impacted. **Attending school regularly is very important.** To help students to have a strong start each day, they may **start with breakfast at 9:05am** or may enter their **classroom at 9:15am**.

Our district policies support the importance of attendance too:

Per FSD School Board [Policy #3122](#): Regular, consistent, timely attendance is essential to school success, student learning and future employment habits. Life-long attendance behaviors begin with entry into school at the preschool or kindergarten level, and continue through high school until the student graduates. When students arrive in the classroom, it is expected that they will immediately begin to prepare for the start of the day or the period and be ready to engage in the learning process when the school day or period officially begins. We start class promptly at 9:25am.

***If your child has to be absent, please notify the office right away or within 48 hours. Teachers cannot excuse absences. After 2 days, absences can no longer be excused. You can report absences by:**

Call 	Call our office at 360-383-2300 and choose #1 (attendance line) to report the absence.
	Send a message to: Patty Padilla-Gonzalez in the office.
E-mail 	E-mails excusing absences can be sent to Patricia.padilla-Gonzalez@ferndalesd.org

Excused Absences=illness, health condition, school approved activity, family emergency, religious observation, or disciplinary actions.

Approach to attendance partnership:



Tardies

If your child arrives after 9:25am, they must check-in at the office before going to class and will be marked tardy for the school day. To get the most out of the day, it is important that our students arrive on time.

If your child has **unexcused absences**, excessive absences, is regularly tardy or leaves school early frequently, you will receive communication from the school to notify you of the concern. We will want to collaborate with you on how to improve your child's attendance.

Continued unexcused absences may result in a more formal attendance conference, referral to the Community Engagement Board or a petition with the Juvenile Courts aligned to the state laws for compulsory education and student attendance.

School Matters!



Attendance Continued



Help Your Child Succeed in School: Build the Habit of Good Attendance Early

DID YOU KNOW?

- Starting in preschool and kindergarten, too many absences can cause children to fall behind in school.
- Missing 10%, or about 2 days each month over the course of a school year, can make it harder to learn to read.
- Students can still fall behind if they miss just 1 or 2 days every few weeks.
- Being late to school may lead to poor attendance.
- Absences and tardiness can affect the whole classroom if the teacher has to slow down learning to help children catch up.

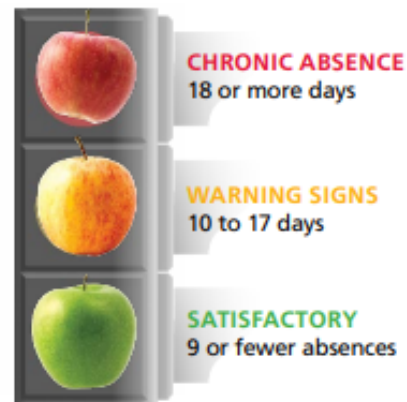
Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Eventually good attendance will be a skill that will help them succeed in high school and college.

WHAT YOU CAN DO

- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- Keep your child healthy and make sure your child has the required shots.
- Introduce your children to their teachers and classmates before school starts.
- Develop backup plans for getting to school if something comes up. Call on a family member, a neighbor or another parent.
- Try to schedule non-Covid-19 related medical appointments and extended trips when school isn't in session.
- If your child seems anxious about going to school, talk to teachers, school counselors and other parents for advice on how to make your child feel comfortable and excited about learning.
- If you are concerned that your child may have Covid-19, call your school for advice.
- If your child must stay home due to illness or quarantine, ask the teacher for resources and ideas to continue learning at home.

Revised October 2021

When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

Visit Attendance Works at www.attendanceworks.org for free downloadable resources and tools!

[*Document location](#)

Cascadia Behavioral Expectations

Our Positive Behavior Intervention System (PBIS), Conscious Discipline and Ferndale School District policies guide our work to support students with making positive behavior choices. We value fostering positive relationships with every student, Cascadia families and among staff. At Cascadia, we share four Gryphon Expectations:

Cascadia Gryphon Expectations

	Be Safe 	Be Respectful 	Be Responsible 	Be Kind 
Common Areas (Halls and foyer)	• Walk facing forward • Keep body and objects to yourself • Get an adult for accidents and spills • Use equipment and materials as designed	• Be honest • Wait your turn • Quiet or zero level voices • Follow directions the first time • Give others space	• Follow expectations • Take proper care of personal belongings and school equipment • Clean up after yourself • Report challenges to adults	• Use kind words and actions with all adults and students • Help others to follow expectations • Treat our school building with care • Help others who have a challenge
Playground	• Stay within boundaries • Use the stairs with walking feet • Keep body and objects to yourself	• Follow directions the first time • Use equipment appropriately • Ask to join games or	• Wait patiently to use equipment • Last person with equipment is responsible for clean up	• Use kind words and actions with all adults and students • Help others to follow expectations or who need help

	● If needed ask adults for help	wait your turn in line	● Stairs are for coming and going	● Invite others to play (check the Buddy Benches)
	Be Safe 	Be Respectful 	Be Responsible 	Be Kind 
Lunchroom	● Eat your own food ● Walk while moving around the cafeteria (entering, getting food, dumping tray, going back to class)	● Look and listen when adults speak ● Use quiet voices ● Raise your hand for help	● Clean your lunch area with soap and water ● Inform an adult if you spill ● Stay seated	● Use kind words and actions with all adults and students ● Help others to follow expectations or who need help ● Invite others to sit with you
Bathrooms	● Using urinals, toilets, doors and sinks as designed. ● Toilet paper is put in the toilet and paper towels go in the trash. ● Privacy is expected.	● Taking care of the space. ● Voice level 1 ● Privacy is expected.	● Go in, do your business and back to class quickly. ● See a mess report it to an adult	● If talking, speak kindly to others in the bathroom ● Keep the bathroom clean for others
Stairs	● Walk facing forward. ● Use handrail for balance if needed. ● Step on each step going up or down. ● Give space between each person	● Wait for your turn ● Use your words to get space ● Keep the pace of the line ● Be patient with others	● Follow expectations ● Walk on the right side ● Pick up items that have been dropped or left on the stairs ● Use stairs and railing as they were designed	● Use kind words and actions with all adults and students ● Help others to follow expectations ● Treat our school building with care ● Help others who have a

	Keep body and objects to yourself			challenge
	Be Safe 	Be Respectful 	Be Responsible 	Be Kind 
Elevator	- Use to help carry school materials when asked - Keep hands, feet, and belongings to ourselves. - Use the stairs during a fire alarm.	- Use with staff permission - Give priority to people with mobility needs (i.e. wheelchairs, crutches)	- Use the elevator for mobility, medical or injury needs. - Push buttons only when needed. - Ride only with the people needed. - Go directly to your destination.	- Use kind words and actions with all adults and students - Help others to follow expectations - Treat our school building with care - Help others who have a challenge
Office	- Enter quietly and calmly. - Keep body and objects to yourself - Use your words or a note to explain what you need	- Be honest - Wait until staff are available unless it is an emergency - Quiet voices - Only go behind secretary desks with permission.	- Follow expectations - Use button to open the door - Use table and chairs as designed. - Interrupt for emergencies or urgent needs.	- Use kind words and actions with all adults and students - Help others to follow expectations - Treat our school building with care - Help others who have a challenge

Behavioral Expectations at Cascadia Continued...

At Cascadia we take a proactive approach focused on positivity and opportunities to repair and learn from mistakes. Behaviors are an opportunity for “teachable moments.” Consequences are part of students’ learning.

Managing behaviors at our school includes:

1. **Relationships** are a top priority at Cascadia and we begin each day with staff welcoming and greeting all students. Classrooms start with a morning meeting to foster strong learning communities.
2. **All students are explicitly taught the expectations and rules** for each space. After the initial lesson(s) students are given the opportunity to practice with adult prompting and reinforcement to be sure they know, understand and can follow expectations.
3. **Reinforcement and Consequences** are part of our students’ learning. We provide specific praise and may reward students for following the expectations. When a student does not follow the expectations we will provide:
 - a. non-verbal reminder(s)
 - b. verbal reminder(s) or redirection(s)*
 - c. reteach at an appropriate time
 - d. Calls to families or office referrals for the student to get added guidance and support.

***Difficulty Meeting the Behavior Expectations...**

At times students struggle to meet the expectations and may need a bit more time or space to regulate their emotions and return to learning. We will work to support them and reinforce our expectations. Some of our supports include:

- **Calm Corner/Safe Space:** All learning areas have a place for students experiencing “big feelings” to remove themselves and practice self-regulating (reset) to return to the learning.

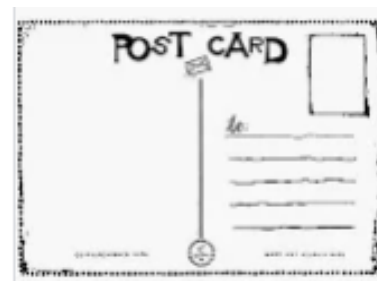
- **Movement room and Gryphon's Nest:** Students unable to reset in the classroom may be offered time with a staff member to use the movement room, other movement options or our Gryphon's Nest or office for a quiet reset.

Office involvement: When the office is notified for student behavior we make every effort to call families before students come home. This gives families time to prepare for any discussion or consequences at home. Thank you for partnering with us to help your child learn the expected behaviors for school success which often leads to greater success in the community as well.

Positive reinforcement at Cascadia:

Gryphon Tickets: Staff periodically recognize students for their positive behaviors with a special "Gryphon Ticket" celebrating our Gryphon Expectation or focus character trait of the month.

Proud Postcards and calls/notes: When staff feel a student has truly been exceptional they may contact home or send a proud postcard to let families know what their child has done. If you get a postcard home it is a BIG DEAL and we'd love for you to celebrate with your child. This partnership to reward positive behaviors can go a long way in helping maintain and grow the positive behavior.



Expectations for a Safe Learning Environment:

Dress Code

Students' choices in matters of dress should be made in consultation with their parent/guardian. Clothing should be school appropriate for playing at recess, doing PE and focusing on learning.



Student dress will only be regulated when, in the judgment of school principal, there is a reasonable expectation that:

- A. A health or safety hazard will be presented by the student's dress or appearance, including possible membership in a gang or hate groups;
- B. Damage to school property will result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes, but is not limited to, lewd, sexual, drug, tobacco or alcohol-related messages, weapons, hate-related, or gang-related items.

**The uniforms of nationally recognized youth organizations and clothing worn in observance of a student's religion are not subject to this policy 3224.*

P.E. For safety, students need to wear comfortable clothing & athletic shoes.

ENFORCING POLICY for FSD and Cascadia

Personal Electronics, Devices, Toys and Trading Cards

Personal electronic devices (i.e. cell phones, tablets, handheld video games, digital watches, etc.), toys and trading cards are best kept at home. Our district policy continues to emphasize the focus on learning without distraction:

Student and Telecommunication Devices Policy 3245

Students in possession of telecommunications devices, including, but not limited to, cell phones, smartwatches, non-medical listening devices, and headsets while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

*A) Students in our Pre(school)–8th grade school programs may turn on and operate their telecommunication devices **before and after the regular school day**, except in cases of emergency situations, imminent physical danger, or for medical needs that are previously documented with school administration.*

Cell phones are required to be turned off and kept in backpacks before entering the building. While we prefer that smart watches also remain in backpacks during the school day, students may wear them if necessary. However, they should not be used for texting, playing games, or any other distracting activities. If a device, toy or trading card is out at school the item may be sent to the office until the end of the school day. If a student repeatedly brings personal items, families will be contacted to problem solve the difficulty and to get the items.



Technology for Learning:

All students at Cascadia use technology for a variety of purposes. We recognize that recent information about the impact of technology is cause for additional considerations of when and how technology is used. In our TK, Kindergarten and 1st grade classrooms i-Pads are shared and can be used to listen to stories, practice their literacy and math skills, document their learning and more. Technology time is limited in these grade levels.

In our 2nd, 3rd, 4th and 5th grade classrooms students are issued a Chromebook laptop. This laptop is used for i-Ready, ARC Bookshelf for reading, online research, student projects, accessing assignments and more. We are also being mindful of how much students are on devices.

Students are responsible for caring for the devices as school property. All families can purchase insurance to cover the cost of any accidental damage. If a device is **intentionally damaged**, the student and family are responsible for repair or replacement costs- purchased insurance will not cover intentional damages.

Payment for technology insurance can be made in our office for \$25.00 or \$10.00 if you qualify for free/reduced meals.

Food at School

All students are able to have **breakfast and lunch at school (FREE)**.

To support our youngest learners in Transitional Kindergarten, Kindergarten and 1st Grade, students will have a designated healthy snack time. Snack times in 2nd-5th grade are at teacher discretion. Any snack brought from home must be healthy, not shared with others and adhere to any food allergy restrictions that may exist for a specific classroom (information will be shared by the classroom teacher).

**Gum is not permitted in our shared spaces (bathrooms, halls, cafeteria, playground). Specific classroom teachers may allow gum with the expectations that gum be properly thrown away before a student enters a common area. If a class struggles to comply with these expectations, that privilege may be discontinued.*

Lost and Found

Please put your child's name or initials w/grade on their coat and other personal items. The lost and found is along the hall before entering Pod B. Students and families may check the lost and found for any missing items. We donate all lost and found items to a local charity on a quarterly basis. Families will be notified before the donation is made.

LOST & FOUND

Please Check Often and Take What is Yours.



Nurse Information

Cascadia has a full time nurse to help with medical needs of students. When students become ill at school and are unable to stay at school, the office will notify you and arrange for your child to go home. In case no one is home during the day, an emergency phone number should be listed for us to call. The office will first call the parents/guardians, then use emergency numbers we have been given.



Immunization

Washington State law states all children must be immunized to attend school. The law does make exceptions for religious or personal reasons. Immunization Forms and Immunization Exemption Forms are available in our office or on our website at <http://ferndalesd.org/> (Parents, Enrollment Forms).

Medications

It is our policy to administer medicine only at a doctor's request. For example, if failure to receive the medicine might result in the student being unable to attend school or unable to be well enough to participate in learning activities, you may request the school administer oral medication. We define medication as both prescription and over-the-counter. Please note: *Students may not bring throat lozenges or cough drops to school.*

Students requiring medication during the school day must have a form on file completed and signed by the doctor and family prior to dispensing medication. Medicine must be brought to school by the parent/guardian only. The medication must be in its original container with the:

- student's name
- amount and frequency of dosage
- doctor's name
- name of the medication on it

We are only allowed to have only enough medication for thirty (30) days at a time. The medication must be stored in a locked cupboard in the office. We do not give aspirin or other such remedies to students unless the above procedure has been completed. Guidelines for Medication at School and Medication at School forms are available in our school's office or on our website at <http://ferndalesd.org/> (Parent, Health & Nursing Services).

Transportation



Bus

Transportation Department: 360-383-9236

District transportation to and from school is provided for students beyond the walking area. In addition to school behavior expectations, we have important Bus Rules too. Riding the bus is a privilege, and we expect that students will follow the rules. For safety reasons, glass items, pets, and items larger than lap size are not allowed on school buses. Children should be extremely careful at bus stops and when crossing streets. Students should understand bus stops become dangerous when pushing and shoving occur. Families can support student safety by monitoring your child at bus stops.

Bus Rules (Be safe, responsible, respectful)

BE SAFE

1. Back to back — seat to seat — feet on floor facing forward

2. Food free zone
3. Silence at and during a railroad crossing
4. Cross only in front of the bus
5. Keep skateboards, glass, and any oversized objects off the bus

BE RESPONSIBLE

1. Be at the bus stop 5 minutes early and wait 5 big steps or 5 feet back from the road.
2. Go directly to your seat
3. Get on and off the bus at your designated stop
4. Keep all items inside your backpack and keep yourself inside your seat space
5. If you miss the bus to school (AM), return home right away. If you miss the bus leaving school to go home (PM), go to the school office for help right away.

Note 1: If you want your child to ride a different bus or get off at a different stop than their regular stop, we must have written permission or a phone call by the parent/guardian by 3:20pm on the day of the change to issue a special bus pass.

Your child will give the pass to the bus driver.

Note 2: Parent/Guardian or designee must be present to receive preschool, Transitional Kindergarten (TK) and Kindergarten students returning home and departing the bus.

BE RESPECTFUL

1. Follow driver's directions at ALL times
2. Use quiet voice
3. Use polite words, treat each other with kindness
4. Keep hands and feet to yourself
5. Respect each other's space

Note 1: Procedures for infractions—A Bus Conduct Report will be written for a student who does not follow the rules. The driver will communicate with the family and a report will be given to the school principal.

***Please note:** Bus dismissal of hundreds of students requires organization and supervision. To maintain safety, we ask that all families remain in student pick-up areas, and **we do not permit families in the bus dismissal area.**

E-BIKES, BICYCLES, HOVERBOARDS,



UNICYCLES, SKATEBOARDS, AND SCOOTERS (includes other electric, motorized, & non-motorized personal transportation devices)

Students are encouraged to ride bicycles and other personal transportation devices to school when families determine they are ready and are in compliance with local laws.

Please make sure your child has a helmet as helmets are required whenever your child is riding a personal transportation device to and from school.

Use of a bicycle rack is required for the storage of bikes and other personal transportation devices on school property.

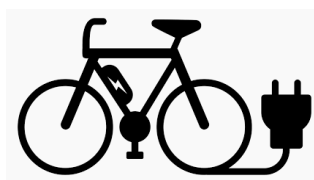
Bikes, e-bikes, scooters, and other personal transportation devices must be walked on school property during school hours and may not be ridden on the sidewalks, athletic fields, grass, and plazas.

Bikes and other personal transportation are not allowed inside school buildings.

No e-motorcycles, go-carts, skateboards, roller blades, motorized scooters, or roller shoes are permitted to be used on school property.

The district is not responsible for the loss, theft, or damage of personal transportation devices.

Detached vehicle batteries are not allowed in school buildings at any time.



Walkers and Car Transportation

Cascadia staff are prepared to supervise students at 9:05. Safety is our first priority, please **do not arrive before 9:05** or drop children off to wait.

1. Students eating breakfast at school will be allowed in the building at 9:05.
2. All students not eating breakfast can enter the building at 9:15.
3. Walkers should take care to always use sidewalks and crosswalks.

Car Transportation

AM: Students may be dropped off at 9:05am for breakfast. All students may enter their classroom at 9:15am.

For safety and efficiency, it is best for students to be dropped off at the main crosswalk in front of the building and for parents/guardians to remain in their vehicle. Families driving to school can enter the parking lot from the north (off Pacific Highlands Drive) and loop around to exit.

Cars may **idle on the south side of Pacific Highlands drive until pulling into the parking lot.*

Cars needing to **park may do so in the parking lot or on the north side of Pacific Highlands drive. Please help your child cross the street safely.*

PM: Safety is our first priority and we need your help to make our end of day calm, efficient and SAFE.

1. Please remain in your car and wait along Pacific Highlands Ave closest to the school and staff will ask you to pull forward.
2. If you must park, please do so across the street. You will need to get out of your car and walk to the front of the school meeting your child in the “Family Pick up Area.” **Please follow our crossing guards guidance and only cross where they are directing traffic.**
3. We will have staff outside to help each afternoon and we appreciate your kindness as we do our best to have a safe, efficient and calm end of day car pick up.



End of Day (Going Home) Plans:

If you are changing the way your child is going home from school, please call the office by 3:00pm, email the office early in the day or even days ahead of time, or send a note to school in our communication folder with your child. **We cannot change the means your child is getting home without permission.** If another adult is being sent to pick up a child, that adult needs to be authorized to pick up the student.

Example of a bus note:

FERNDALE SCHOOL DISTRICT
BUS PASS

DATE: 6/16/23 BUS NO. 30

SCHOOL: CASCADIA TEACHER: Mrs. Larson

STUDENT NAME: Patricia Padilla A-1

DROP OFF ADDRESS: 123 Happy RD WITH Home

Today Only X (or) Dates: _____

Sara Green
Office Staff Signature



At 3:00 each day notes
are delivered to all class
rooms for staff and

students to be prepared for any change of plans. **To maintain a safe and orderly dismissal we are not able to change our students' end of day plans after 3:20pm.** Thank you for helping us keep all students safe by honoring this time and letting us know earlier if there is a change to your child's going home routine.

Example of notes sent to classrooms
at 3:00 if end of day plans change:

PHONE CALL

FOR: 6/16/23 DATE: _____ TIME: _____ A.M. / P.M.

M OF: Patricia Padilla

PHONE: _____ CELL: _____

MESSAGE: Grandma will pick you up after school today.

SIGNED: Mrs. Larson (A-1)

☒ TELEPHONED
☐ RETURNED YOUR CALL
☐ PLEASE CALL
☐ WILL CALL AGAIN
☐ CAME TO SEE YOU
☐ WANTS TO SEE YOU

*Please note: Our office is closed from 3:25-3:30 allowing our office team to support our gradual dismissal process for a safe and calm end of the day.

VOLUNTEERING: We love having volunteers!

Visitors/Volunteers

Some of the ways you can help at Cascadia include reading with students, tutoring in math, helping with copying, stapling, hanging student work, playing with kids at recess, helping open milk cartons and supporting our youngest students at lunch and so much more!

Ferndale School District (FSD) is committed to promoting a welcoming and inclusive environment for all visitors, a safe and orderly learning environment for students, and a safe and harmonious workplace for staff.

The volunteer/visitor application consists of a basic information form and a background questionnaire. Please read the information thoroughly. To volunteer in our district, complete the online volunteer application. For the safety of our students, volunteer applicants must undergo a Washington State Patrol background check before they can begin their service. **This process takes approximately 24 hours.**

Once the application is complete, you will receive an email confirming completion. This email will contain your electronic SafeVisitor ID Badge. The ID badge will be used to scan in and out of the buildings in our district. Please arrive a few minutes early for your first visit so we can take your photo at the front desk.

Your FSD volunteer status is good for 1 year from the date of clearance. You will be automatically notified via email when your application is nearing expiration.

The online application can be found on the Ferndale School District Website:

<https://www.ferndalesd.org/deptprograms/human-resources/volunteer-information>



Communication at Cascadia

You are your child's first and most impactful teacher. We are privileged to partner with you and value the connections we can make with two-way communication. We have a variety of ways we can communicate:

- In person conversations
- Phone calls
- E-mails
- ParentSquare offers you the choice of how and when you receive communication. You select text, e-mail or both and can also select to get messages right away or to have a "digest" version which only comes at the end of the day or once per week.



ParentSquare Tips for Parents & Guardians

- 1 Activate Your Account**
Click the link in your activation email/text, or sign up on parentsquare.com or via the ParentSquare app.
- 2 Download App**
It's easy to stay in the loop with the ParentSquare app. Download it now for iOS or Android devices.
- 3 Set Preferences**
Click your name in the top right to set your notification and language preferences.
- 4 Get Photos & Files**
Click 'Photos & Files' in sidebar to access pictures, forms, and documents that have been shared with you.
- 5 Appreciate Posts**
Click 'Appreciate' in your email/app or website to thank a teacher or staff member for a post.
- 6 Comment or Reply**
Click 'Comment' in app or website to privately ask a question about the post that your teacher or school sent.
- 7 Participate**
Click 'Sign Ups & RSVPs' in the sidebar to see available opportunities. Click bell on top to check your commitments.
- 8 Join a Group**
Click 'Groups' in the sidebar to join a group or committee at your school to participate or to stay up-to-date.
- 9 Find People**
Click 'Directory' in the sidebar to find contact information for school staff.
- 10 Get in Touch**
Click 'Messages' in the sidebar to privately get in touch with staff and teachers.



Consejos de ParentSquare para padres y tutores

- 1 Activa tu cuenta**
Haga clic en el enlace en su correo electrónico de activación / envíe un mensaje de texto o regístrese en [Parentsquare.com](https://parentsquare.com) o a través de la aplicación ParentSquare.
- 2 Download App**
Es fácil mantenerse informado con la aplicación ParentSquare. Descárguelo ahora para dispositivos iOS o Android. Descárguelo ahora para dispositivos iOS o Android.
- 3 Establecer preferencias**
Haga clic en su nombre en la parte superior derecha para configurar sus preferencias de idioma y notificación.
- 4 Obtener fotos y archivos**
Haga clic en "Fotos y archivos" en la barra lateral para acceder a imágenes, formularios y documentos que se han compartido con usted.
- 5 Apreciar publicaciones**
Haga clic en "Apreciar" en su correo electrónico / aplicación o sitio web para agradecer a un profesor o miembro del personal por una
- 6 Comentar o Responder**
Haga clic en "Comentar" en la aplicación o el sitio web para hacer una pregunta en privado sobre la publicación que envió su maestro o escuela.
- 7 Participar**
Haga clic en "Registros y confirmaciones de asistencia" en la barra lateral para ver las oportunidades disponibles. Haga clic en la campana en la parte superior para verificar sus compromisos.
- 8 Join a Group**
Haga clic en "Grupos" en la barra lateral para unirse a un grupo o comité en su escuela para participar o mantenerse actualizado.
- 9 Encontrar gente**
Haga clic en "Directorio" en la barra lateral, para encontrar información de contacto del personal de la escuela.
- 10 Ponerse en contacto**
Haga clic en "Mensajes" en la barra lateral para ponerse en contacto de forma privada con el personal y profesores.

To best support your child, communication should always begin with the staff member most directly involved with your student.

Learning for Cascadia Students

Academic Learning:

We use a range of materials and curriculum to teach toward the [standards established by the state of Washington](#). Some of the materials we use and how you can help:

Reading and Writing	<u>American Reading Company</u> (ARC) curriculum: <table><tr><td>Unit 1 ARC Literacy Lab Building a Community of Avid Readers & Writers</td><td>Unit 2 Informational Reading Writing & Research in One Science Topic</td><td>Unit 3 Literature Reading Writing & Analysis in One Literary Genre</td><td>Unit 4 Argument Writing Writing & Research in One Science/Social Studies Topic</td></tr></table> Students are expected to read for 60 minutes each day. We do 30 minutes in school and students have reading homework of 30 minutes each school day. Reading at home includes being read to, reading with others or reading independently. i-Ready, ARC bookshelf and Learning Ally also count as part of their 30 minutes.	Unit 1 ARC Literacy Lab Building a Community of Avid Readers & Writers	Unit 2 Informational Reading Writing & Research in One Science Topic	Unit 3 Literature Reading Writing & Analysis in One Literary Genre	Unit 4 Argument Writing Writing & Research in One Science/Social Studies Topic
Unit 1 ARC Literacy Lab Building a Community of Avid Readers & Writers	Unit 2 Informational Reading Writing & Research in One Science Topic	Unit 3 Literature Reading Writing & Analysis in One Literary Genre	Unit 4 Argument Writing Writing & Research in One Science/Social Studies Topic		
Math	<u>i-Ready Classroom Mathematics</u> tools are used to teach students important concepts for each grade level. <u>i-Ready Personalized Learning Pathway</u> is a digital tool we use to help students master concepts they may not have mastered in previous years or to accelerate their learning.				
Science	When possible, we integrate science learning into the reading and writing units from ARC. <u>Mystery Science</u> is a standards-aligned curriculum engaging students and inspiring a love of science.				
Social Studies	Kindergarten to 3rd Grade use <u>Scholastic News</u> 4th and 5th grade use <u>Studies Weekly</u>				

Social Emotional Learning:

We are committed to the social emotional learning of each and every student at Cascadia. Our curriculum is aligned to the following:

Washington State's SEL Standards

Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.

Social-Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.

Self-Management: Individual can regulate emotions, thoughts, and behaviors.

Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.

Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.

Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community.

Our district adopted Social Emotional Learning Curriculum is:



Work Time: In our TK, K, 1st and 2nd grade classrooms students will also learn through play. The work of children is to play and many social emotional skills are taught and reinforced during this time.



Important District Policies or Procedures:

These are also found with full details on our district website:

<https://www.ferndalesd.org/school-board/district-policies>

As an elementary school, we strive to maintain a learning environment that would be rated “G” like movies for everyone (not PG or R). Following these policies helps us with that effort.

Civility Policy 5009

Ferndale School District believes that a safe and civil environment is essential to positive learning by students and staff. The school setting should promote the kind of civil discourse and free exchange of ideas that are central both to high quality of education and to preparation for thoughtful participation in our democratic society. Adults in the school environment are expected to model civility through all interaction with students, parents, visitors and one another.

Examples:

- *Using a respectful tone of voice with one another*
- *Refraining from foul language or gestures*
- *Managing conflict with composure and a problem-solving stance*

The Ferndale School District Board of Directors expects administrators, faculty, staff, students, parents, volunteers and other community members to take an active role in maintaining and meeting clear expectations for respectful conduct, civil discourse and positive problem solving throughout the school district. The Board is committed to providing training and resources to support these expectations. The Board refuses to condone uncivil conduct on school grounds or at school-sponsored activities, whether by staff, students, parents, volunteers, community members or visitors.

Harassment, Intimidation and Bullying (HIB) Policy 3207

The Ferndale School Board and district are committed to a safe and civil educational environment for all students, staff, families, volunteers and community members that is free from harassment, intimidation or bullying. HIB means any intentional electronic, written, verbage, or physical act, including, but not limited to one shown to be motivated by any characteristics, when the act:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or

4. Has the effect of substantially disrupting the orderly operation of the school
Some of the behaviors or expressions may include, but are not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

Weapons Policy

It is a violation of district policy and state law for any person to carry (be in possession of) a firearm or dangerous weapon on school premises, school-provided transportation, or other facilities being used for school activities. Students who violate this policy are subject to district discipline policies and procedures, including the due process provisions regarding notification of parents. Students in violation of the firearms portion of the policy are subject to a minimum one calendar year expulsion, with a possible case-by-case modification by the Superintendent.

School officials shall notify the appropriate law enforcement agency or juvenile authorities with the names of any violators.

As part of our work to maintain a safe learning environment we ask that students not create pretend weapons, draw violent pictures or engage in play that involves imitating weapons.



Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB (<https://bit.ly/HIB-form>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based solely on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Chris Cochran, who can be reached at chris.cochran@ferndalesd.org or 360-383-9985, that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district’s [HIB webpage](#) or the district’s *HIB Policy 3207 and Procedure 3207P*.

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a protected class, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s Nondiscrimination Policy 3210 and Procedure 3210P, visit <https://www.ferndalesd.org/school-board/district-policies-and-procedures>.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student’s educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making

sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy 3205 and Procedure 3205P, visit <https://www.ferndalesd.org/school-board/district-policies-and-procedures>

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:

Name and Title*: Chris Cochran, Director of Mental and Behavioral Health

Address: 6041 Vista Drive Ferndale, WA 98248

Telephone Number: 360-383-9985

Email: chris.cochran@ferndalesd.org

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Name and Title*: Chris Cochran, Director of Mental and Behavioral Health

Address: 6041 Vista Drive Ferndale, WA 98248

Telephone Number: 360-383-9985

Email: chris.cochran@ferndalesd.org

Concerns about disability discrimination:

Section 504 Coordinator:

Name and Title*: Trina Hall, Executive Director of Teaching and Learning

Address: 6041 Vista Drive Ferndale, WA 98248

Telephone Number: 360-383-9221

Email: trina.hall@ferndalesd.org

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Name Title*: Chris Cochran, Director of Mental and Behavioral Health

Address: 6041 Vista Drive Ferndale, WA 98248

Telephone Number: 360-383-9985

Email: chris.cochran@ferndalesd.org

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the superintendent or their designee and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205P.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student

can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy 3211 and Procedure 3211P, visit <https://www.ferndalesd.org/school-board/district-policies-and-procedures> . If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Name Title*: Chris Cochran, Director of Mental and Behavioral Health
Address: 6041 Vista Drive Ferndale, WA 98248
Telephone Number: 360-383-9985
Email: chris.cochran@ferndalesd.org

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on pages 21-24.

Notice

Ferndale School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator

Name and/or Title*: Chris Cochran, Director of Mental and Behavioral Health
Address: 6041 Vista Drive Ferndale, WA 98248
Telephone Number: 360-383-9985
Email: chris.cochran@ferndalesd.org

Section 504/ADA Coordinator

Name and/or Title*: Trina Hall, Executive Director of Teaching and Learning
Address: 6041 Vista Drive Ferndale, WA 98248
Telephone Number: 360-383-9221
Email: trina.hall@ferndalesd.org

Title IX Coordinator

Name and/or Title*: Chris Cochran, Director of Mental and Behavioral Health
Address: 6041 Vista Drive Ferndale, WA 98248
Telephone Number: 360-383-9985
Email: chris.cochran@ferndalesd.org

Title IX inquiries may also be directed toward the [U.S. Department of Education, Office for Civil Rights \(OCR\)](#) ([opens in a new window](#)).

Additional Information

[3205 Sexual Harassment of Students Prohibited](#)

[3205 Procedure – Sexual Harassment of Students Prohibited](#)

[3207 Prohibition of Harassment, Intimidation, and Bullying](#)

[3207 Procedure – Prohibition of Harassment, Intimidation and Bullying](#)
[3208 Prevention and Response to Relationship Abuse and Sexual Violence](#)
[3210 Nondiscrimination](#)
[3210 Procedure – Nondiscrimination](#)
[3211 Gender-Inclusive Schools](#)
[3211 Procedure Gender-Inclusive Schools](#)
[5010 Nondiscrimination and Affirmative Action](#)
[5010 Procedure – Nondiscrimination and Affirmative Action](#)
[5011 Sexual Harassment](#)
[5011 Procedure – Sexual Harassment of District Staff Prohibited](#)
[5012 Domestic Violence](#)