



# **Cascadia Community Handbook**

# A Letter from the Principal

Dear Parents, Guardians, and Students,

Welcome to Cascadia Elementary! Our goal is to foster a safe learning environment that meets the needs of our students. This handbook will help you understand important day-to-day operations, school information, policies, and procedures.

We encourage you to read this handbook as a family. Much like any learner, this handbook is a work-in-progress; always growing, always changing, and always developing. Your input and suggestions will help develop this handbook for our current and future students.

[Please fill out this form if you have suggestions or feedback to improve this handbook.](#)

Take care,

Sandra Mackey

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[Link to Cascadia Staff List](#)

[Link to District Student Conduct](#)

## Cascadia's Vision and Values

Cascadia inspires advanced learners to be independent thinkers who utilize their peers, teachers, and surrounding resources in their pursuit of learning. Teachers facilitate creative problem solving through a project-based learning model with a focus on environmental stewardship and our local and global communities.

We provide a stimulating and culturally enriching experience through a rigorous curriculum that integrates technology, science, and the arts. Our goal is to instill a life-long passion for learning in an emotionally supportive environment that will enable students to apply their wisdom, compassion, and leadership in a rapidly changing world.

## Seattle Public Schools Foundational Beliefs

### Our Foundational Beliefs for Supporting Student Learning

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the inclusive learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning. **As such, we believe that...**

#### Collaborative Inquiry

**1) Teaching is intellectually complex**, difficult, and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.

This requires **collaborative inquiry** – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying.

The total environment of a school has a powerful effect on students' learning, which reinforces that need for collaborative inquiry.

#### Family Engagement

**2) By collaborating with families in authentic partnerships**, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students. We believe:

1. All families have dreams for their children and want the best for them.
2. All families have the capacity to support their children's learning.
3. Families and school staff are equal partners.
4. The responsibility for cultivating and sustaining partnerships rests primarily with school staff.

#### Academic Mindset

**3) "Intelligence" is not a fixed, inborn trait.** All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset** so that they each believe:

1. I belong to this academic community.
2. I can succeed at this.
3. My ability and competence grow with my effort.
4. The work has value for me.

#### Student Gifts and Strengths

**4) By recognizing and cultivating the gifts and strengths of every student**, we will remove barriers and implicit biases that impede student self-actualization, fostering learning environments where students transcend racial stereotypes and thrive. We accomplish this work by building **dynamic and meaningful relationships** with our students, taking the stance of a warm demander – high demand with deep care.

Through these relationships we accomplish the work of moving students from dependent to independent and interdependent learners, focusing our work on **building students' intellectual capacity**.

#### Anti-Racist Practices

**5) Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

In order to ensure that race is not a predictor of success and to reach our goal of [racial equity](#), we need to become culturally responsive and actively anti-racist practitioners.

This means we engage in our **own racial identity** work, explore and **interrupt our implicit biases**, build our understanding of the **dimensions of identity**, strengthen our knowledge of **how culture operates** in our classrooms, and build actively **anti-racist practices**.

Our commitment to these beliefs is the route to institutionalizing [racial equity](#) and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

# Calendars

For all Cascadia campus events please visit our school website:

<https://cascadiaes.seattleschools.org/calendar-and-news/>

## SPS District Calendar 2023-24

### September

- 6 First day of school (delayed from September 7)

### October

- 13 State in Service Day (no school for students)

### November

- 10 Veterans Day - (no school)
- 20-22 Elementary conference days (no school)
- 23-24 Thanksgiving Break (no school)

### December

- 15 Early Dismissal (1 hour/2:10pm)
- 18-Jan 1 Winter Break (no school)

### January

- 15 MLK Day (no school)

### February

- 19-23 No School – Mid Winter Break including Presidents Day

### April

- 8-12 Spring Break (no school)

### May

- 27 Memorial Day (no school)

### June

- 19 Juneteenth (no school)
- 21 Last Day of school (1-hour early dismissal)

## Typical student schedule

|             |  |
|-------------|--|
| 7:55-8      | Arrival  |
| 8-8:30      | Morning Meeting  |
| 8:30-9:30   | Math   |
| 9:30-9:35   | Transition   |
| 9:35-9:55   | Recess   |
| 9:55-10     | Transition   |
| 10-10:35    | Music or PE  |
| 10:35-10:40 | Transition   |
| 10:40-10:50 | Independent Reading/Flex Time                          |
| 10:50-10:55 | Transition   |
| 10:55-11:40 | Lunch & Recess   |
| 11:40-11:45 | Transition   |
| 11:45-12:30 | English Language Arts                                  |
| 12:30-12:35 | Transition   |
| 12:35-12:50 | Recess   |
| 12:50-12:55 | Transition   |
| 12:55-1:25  | Science/Social Studies/Social Emotional Learning (SEL) |
| 1:25-2:15   | English Language Arts                                  |
| 2:15-2:20   | Clean-Up   |
| 2:20-2:25   | Dismissal  |
| 2:25-2:40   | Buses Depart   |

## Daily Schedule

7:40 Breakfast in the lunchroom \* Please note that only students eating breakfast will be allowed in at this time. Playground supervision will begin at 7:35.

7:55 School Begins

1:10 Early Dismissal Wednesdays

2:25 Dismissal Monday, Tuesday, Thursday, Friday

### Lunch

Grades 1, 2, and 3 10:55-11:20

Grades 4 and 5 11:25-11:50

Please ask your student's teacher or check their Seesaw/Schoology page for individual classroom schedules.

### Late Arrivals

Any students arriving after 7:55 am must stop by the office to check-in and get a late dot before going to class. All late students will be marked as **UNEXCUSED LATE**, unless they have a note from their doctor, dentist, or therapist. Oversleeping or missing the bus are **not** considered excused lates. If a student arrives late to school via the bus, they are marked "late bus" which is considered excused.

### Early Dismissal

If your child needs to leave early for any reason, we ask that you pick them up no later than 2pm. Please inform your child's teacher with either a written note or email. Come into the office to sign your child out and we will call them to the office. **Only adults listed on your emergency form will be allowed to take your child out of school.** All students leaving before 2:25 p.m. (1:10 p.m. on Wednesdays) will be marked **UNEXCUSED LEFT EARLY**, unless they have a note from their doctor, dentist, or therapist.

# Attendance

Regular attendance is essential to a student's success in school. Most subjects are taught in sequences, requiring the understanding of each concept in the order of its presentation.

Persistent absenteeism creates genuine hardship for a student and is regarded as a severe problem.

The following list of circumstances are the only recognized excused absences from school:

1. Personal illness
2. Family illness
3. Death in the family
4. Religious observations
5. Doctor appointments

If your child has been ill during the night, they should be kept at home the next day. When in doubt, please do not mask the symptoms with Tylenol and send them to school. Children should not return to school until 24 hours after a fever, diarrhea, or vomiting.

## Change of After School Plans

Please send a note or email to your child's teacher whenever there is a change in plans. Please notify the Transportation Department 206-252-0900 as soon as possible if there are concerns related to busing. If you are picking your child up after school and you are running a little late, there is no need to call because all students who are still waiting at 2:35 are brought into the office.

## Absences

If your child is going to be absent, please call the school office at 206-413-2000 or send an email to [Cascadia.attendance@seattleschools.org](mailto:Cascadia.attendance@seattleschools.org) by 8:30 a.m. If the parent/legal guardian does not call, the Attendance Secretary will attempt to call the home to assure the safety of your child. It helps us cut down on the number of calls we must make each morning if you call the school when your child is going to be absent. If your child is absent for 5 days consecutive school days due to illness, they will need a note from a doctor upon returning to school.

We closely monitor student attendance, as research has shown a clear correlation between regular attendance and academic and social emotional success. Students should have fewer than 10 absences each year. This includes doctor, dental appointments, and family vacations.

## Tardiness

Prompt arrival at school is expected of all students. Late arrivals disrupt class and cause loss of instructional time. Students who are late begin their day at a disadvantage, even if it is just 5 minutes. Any child who arrives at school after 7:55 a.m. is considered tardy.

Please check-in with the secretary upon arrival once the side entry gate is closed. A pass is necessary to enter the classroom and to avoid us calling your home in error. If your child will be absent or arriving late, make a call to the attendance line at 206-252-6014. It is a 24-hour dedicated attendance line. This courtesy is for safety and saves us a lot of time and phone calls. Thank you!



## **Attendance/Absence Frequently Asked Questions**

### **What is SPS' Attendance Policy/Procedure?**

SPS (Seattle Public Schools) believes that maximizing instructional time is critical to the success of our students. Read the [SPS Attendance Policy](#) and [Cascadia's Attendance Page](#).

### **What do I do if my student misses school?**

If the absences are planned, provide written or verbal notice to the school at least three (3) days in advance. [You can find the absence form on Cascadia's Attendance page](#).

If the absence is unplanned, let the school know as soon as possible.

### **What is the difference between an excused absence and an unexcused absence?**

Excused absences meet at least one of the criteria laid out above in the attendance section. The absence will be unexcused if they do not meet any of the above criteria, or if notice is not provided to the school within two school days of the student's return. Schools are required to take steps if a student has too many absences, excused or unexcused.

[RCW \(Revised Codes of Washington\) 28A.225.010 - Mandatory Attendance](#)

[RCW 28A.225.030 School district responsibilities](#)

[WAC \(Washington Administrative Code\) 392-401-020 excused absence](#)

[WAC 392-401-030 unexcused absences](#)

# Cascadia Policy and Procedure

## Communication

Communication channels

- Talking points
  - Families are automatically signed up to receive district and school text messages through the phone number(s) provided to SPS when their student(s) enrolled for classes.
  - Families also have the option to [download the mobile application](#) or [use the online application](#) to communicate with teachers or school staff.
- School messenger
- Weekly teacher newsletter
- Bi-weekly principal newsletter

## Homework

We, as the staff of Cascadia, believe that organization, time management, perseverance and simply “being a kid” are important skills to develop. Because of this philosophy, daily or weekly homework will not be regularly assigned. Instead, we will be working at grade levels to develop several projects throughout the year.

Students will have the opportunity to dive deep into these projects and share new knowledge with their community. Teacher may, from time to time, send home shorter assignments that are related to the learning in the classroom. We also highly encourage reading, physical activity, and participation in family life each evening. Teachers will provide resources for families interested in extending practice at home; however, this work will not be graded.

Work completion from the school day is not considered homework. Teachers will work with families to help students complete the work at home if it is not done at school.

## Medication at School

If your child needs to take any type of medication during the school day, even if it is temporary, a medication form must be completed by the child’s health care provider and signed by the parent.

[Authorization for Medications Taken at School \(multiple languages\)](#)

School health rooms do not keep medications on hand for general use. Medications must be supplied to the school by the parent(s)/guardian(s) for their student’s individual needs. All medications must be brought to school in their original container/box with prescription label attached (if it is a prescription medication) to be administered.

## Medical Treatments at School

If your child needs treatment at school (i.e., G-tube feeding, insulin calculation, clean urinary catheterization, suctioning, nebulizer, dressing change, etc.), please have the health care provider complete the treatment form.

[Authorization for Treatments and Procedures to be Performed at School](#)

## Immunizations

To attend school, students must present a signed Certificate of Immunization Status (CIS). Our district requires that immunization information on the CIS comes from a medical provider. Talk to

your health care provider, school staff, or refer to the [SPS Immunization website](#) if you have questions about school immunization requirements.

## Transportation

The directions below are based on our school having at least 10 buses in operation. If the number of buses serving our school changes, we may need to alter our drop-off and pick-up plan.

### Drop-off and Pick-up Procedures

We **strongly** encourage students to ride the bus, walk, or bike to school. These methods help reduce the number of cars entering and exiting the campus, reducing congestion, and increasing safety. Each student outside of the bus zone should receive busing information from the Transportation Department. If you have any questions about your child's bus, please contact the Transportation Department at 206-252-0900 or [transdept@seattleschools.org](mailto:transdept@seattleschools.org).

More details about transportation can be found on the [SPS district website](#).

In years past, the buses have been late the first few weeks of school as drivers learn routes. We still encourage you to have your child ride the bus as it will familiarize them with the routines which are taught early in the school year.

A new option for our school is School Pool. School Pool is a rideshare program for Cascadia families. Your child may walk, bike, or drive to school with another Cascadia family! We would like every member of our community to sign up for School Pool. Besides reducing pollution and congestion, it helps grow connections between our families and promotes school spirit. We strongly encourage everyone to sign up for School Pool.

[Register for school pool](#)

### Drop-off 1st through 5th Grade ONLY

**Bus:** When the children arrive via the bus, they are dropped off on Wallingford Avenue. The children then go to the playground to play and wait for teachers. Staff will be on Wallingford Avenue to meet and greet students arriving via bus.

**Car:** Parents using drive through drop off only, please enter the school parking lot by turning west on N 90th Street. **Please do not park on Campus (between 7:30 and 8:15 a.m.)**. The few parking spots on our lot are available for students or families with mobility issues and our pre-K families.

Once you are in the line of cars for drive through drop off, all passengers and the driver are to stay vehicle until you have reached the "drop off zone" area. Look for the drop off zone sign (or orange cone), past the bike rack before having your child exit your vehicle. Only students going to school should exit the vehicle. All other passengers and the driver should remain in the vehicle.

Students should have their belongings in their lap and be ready to exit the car *on the sidewalk side only*. Once you come to a complete stop, your child should exit your car.

Exit the school parking lot, please turn **RIGHT ONLY** on to N 90th Street.

If you would like to have more time to see your child off, please see the option for escorting your child to school.

**Escorting Your Child to School:** If you need to enter the building, assist your child, or would like more time to see your child off, find street parking or park at Eagle Staff Middle School and walk with your child to campus.

Please be respectful to Cascadia's neighbors – please park legally and avoid blocking driveways, garbage cans and mailboxes.

Thank you for teaching your child to cross the street with you safely. Children learn by example.

**Walkers/Bikers:** Use the sidewalks on either side of the school to access the school. Please use sidewalks, and three crosswalks surrounding the school too when you enter campus.

## **Pick-Up (Dismissal) 1st through 5th ONLY**

**Bus:** The students return to the same area on Wallingford to meet their bus. One teacher will walk the students to the bus pick up area. Students should check the posted bus numbers to determine the location of their bus. A staff member will take attendance before each child enters their bus.

**Car:** You may use the school parking lot, park off campus, in the neighborhood, or at the Eagle Staff parking lot. If you are using the Cascadia parking lot, please enter the parking lot by turning west on N 90th Street only. Use the parking spaces closest to N 90th avenue if your child is in 2nd through 5th grade. The middle row of parking is for our pre- k through 1st grade families. **Do not park along the curb in front of the school between 1:45 and 2:45.** Park and use the crosswalk in the center of our parking lot, pick up your child, and return with your child to your car. When you exit our parking lot, please turn **RIGHT TURN ONLY** onto N 90th Street.

**Walkers/Bikers:** If you are walking or biking to pick up your child after school, meet your child at the front of the school. Please use the pedestrian walkways on either side of the parking lot and do not cut through the lot.

If you would like to play after school, you are welcome to pick up your child and walk through the gates to the playground after all our students exited through the playground gate. Please always supervise your child while on the playground.

## **Drop-off SPP (Pre-K) ONLY**

Student drop-off starts at 7:40 a.m.

**Bus:** Students arriving by bus will be met by pre-k staff and escorted to class.

**Car:** Please find a parking spot in the designated SPP parking in the middle row of the parking lot in front of Cascadia. Use the crosswalk to escort your student to the SPP classroom. There will be a Pre-K staff member at the entrance gate during drop-off. If you arrive after 8:00 am please go directly to the main office.

## **Pick-up SPP (Pre-K) ONLY**

Pick up will begin at 2:15 p.m.

Please find a parking spot in the designated parking area's middle row in front of Cascadia. Use the crosswalk to walk to the SPP classroom. There will be a staff member stationed by the gate; Please provide them with your student's name and they will radio for your child to be escorted outside for dismissal. If you arrive before 2:15 SPP families may wait in the lobby area of the Pre-School for their child. You will need to ring the bell at the front gate to enter.

**PLEASE NOTE: For Safety families that have not arrived by 2:20 may have to wait until Cascadia students have exited the playground. SPP staff members will continue pickup at about 2:30 pm.**

## Bus Yellow Cards

Yellow cards are required when a student takes a different bus home or needs to get off at a different stop. Requests must be submitted no later than 11 am on the day your students will be using the yellow card. Email your yellow card requests to:

[Cascadia.yellowcard@seattleschools.org](mailto:Cascadia.yellowcard@seattleschools.org)

Yellow cards are valid for 10 school days. We are unable to process requests that exceed 10 days. If you are requesting a permanent bus change, please contact Transportation at 206- 252-0900 or by emailing [transdept@seattleschools.org](mailto:transdept@seattleschools.org).

## Expected Bus Behavior

Cascadia students are expected to:

1. Use their assigned bus stop, line up, and take their seat in a calm manner.
2. Remain seated and front facing while the bus is moving.
3. Not talk to the driver unless necessary and keep the noise level low when talking to other students.
4. Keep their bodies and their personal items inside the bus.
5. Be responsible for their own belongings and listen to the driver for directions or requests.

[SPS Rules for Students Riding School, Chartered, or Metro Buses](#)

## School Closures

**Weather Related:** Severe weather conditions sometimes prevent school buses and cars from traveling safely. When this occurs, the Superintendent's Office posts a notice on the website [www.seattleschools.org](http://www.seattleschools.org) and notifies local news stations. News of school closures is usually announced in the morning. Please check the website or listen to the news if you suspect that weather conditions may close the schools.

Because of the possibility that severe weather or other emergencies may result in early dismissal of school, parents should make appropriate arrangements with their children.

Although early dismissal is rare, it is comforting for children to know the procedures to follow. Usually planning with neighbors or making sure that children have access to the house key prevents worry for children and parents. Please be sure your children know what to do in case unusual conditions arise.

**Emergency Related:** There are a variety of other reasons that school may be interrupted, including natural disasters, threats from the community, equipment failure/building damage, etc. To normalize our responses to these events and to practice emergency protocols, we conduct monthly drills to learn how to both safely exit the building and protect ourselves while inside the building.

## Emergency Drills and Procedures

Various safety drills are held throughout the year. These drills ensure our students and staff know how to respond should an emergency occur. Once a month, a specific drill is conducted by all students and staff. Below is a list of the drills conducted on our campus.

**Evacuation Drills:** All staff and students will exit the building immediately. Each class has an escape route to an outside area a safe distance from the building.

**Earthquake Drills:** All students will drop, cover and hold (preferably under a desk). When shaking stops, school administration will consider the strength and length of the earthquake when determining if

evacuation is advisable.

**Lockdown:** A lockdown is the process of protecting students and staff from external and internal dangers. A lockdown is used when there is an immediate threat of violence in, immediately around, and especially if directed at the school. Students and staff practice locking classroom doors, pulling window and door shades, and sitting quietly. There is no requirement to exit the building after a lock down drill.

**Reverse Evacuation:** A reverse evacuation is defined as the process for moving students/staff/visitors indoors because of potentially dangerous situations outside the building(s).

**Shelter-in-Place:** Shelter-in-place is the process of keeping students and staff safe from dangers within the community. Schools would shelter-in-place in events such as a hazardous material incident, radiation incident, snowstorm, vague threats, or violence in the community that is not directed at the school.

Information regarding an emergency impacting our campus will first be delivered through [Talking Points](#) for 15-45 minutes upon the onset of a situation by office staff or the principal. You can expect official communication from Cascadia and SPS 1 to 3 hours from the onset of an emergency. A debriefing of pertinent information will occur within 3 to 48 hours upon the end of the emergency. Please understand that these times are not exact and, depending on the nature of emergency communication, times may vary. Please keep in mind that in an emergency, our priority is the safety of the students in our care.

## **Lost and Found**

Names should be marked on all lunchboxes, notebooks, jackets, and other personal items brought to school. Lost and found items are located on racks in the main hall by the commons. Unclaimed items are given to charity three times a school year, once before winter break, once before spring break, and at the end of the school year.

Important: please do not bring personal items such as toys, games, and money to school unless it is classroom related. Lost/stolen items are not the responsibility of the school.

## **Cell Phones and Electronic Devices**

We prefer students do not have cell phones or electronic devices at school. This includes smart watches (Gizmo, Apple Watch etc.). They are often disruptive to your child's education and the education of others. If you need to contact your child, please call the main office and we will have your child come to the phone if needed. If your child does have a cellphone or other electronic devices, they may only be used off campus. During the school day, all cell phones and electronic devices should be kept in backpacks.

## Getting Involved

If there is any reason (medical, religious, or otherwise) that a student should not take part in certain school activities, please discuss this with the classroom teacher or the principal. Every effort will be made to accommodate individual needs and personal beliefs.

### Volunteering

Being a volunteer or chaperone during the school year is welcomed and encouraged. Everyone around students in this capacity must complete the SPS Screening form and the Volunteer Application. You must also complete the online Adult Sexual Misconduct Prevention Training.

- [SPS volunteer forms and information](#)
- [Volunteer Application Instructions](#)
- [How to update or renew your volunteer application](#)

### Cascadia PTA (Parent Teacher Association)

The Cascadia PTA is committed to helping students become their best selves and reach their full social, emotional, and academic potential by engaging and supporting families, teachers, and school leadership.

The PTA sponsors and supports:

- Social, academic, and physical students activities
- Fundraising efforts to maintain the continuity of vital school programs
- Legislative assistance to families, teachers, and staff as they advocate for students
- Publication of current news and events
- A wide range of volunteer activities that support students

Please visit the PTA website, where you can register as a new family, sign up to volunteer, or donate to support the PTA.

PTA website: <https://cascadiapta.org/>

## Afterschool Activities

After school care is provided by Kids Co. You may find out more information from their website <https://www.kidscompany.org/enroll/> or make direct inquiries, to the program manager, Chris, [cascadia@kidscompany.org](mailto:cascadia@kidscompany.org) or 206-632-7753. We look forward to having your children join us!

After-school enrichment classes are provided through the PTA. For more information, please go to the PTA website. <https://cascadiapta.org/after-school-clubs/>

## School Meals

Prices:

- Breakfast: \$2.25
- Lunch: \$3.25
- Milk: \$.50

SPS offers a variety of ways to pay for school meals. You may pre-pay or pay as you go with a check, cash, or online with [PayPAMS](#) for an individual meal or milk. Checks should be made out to Child Nutritional Services. If you are paying in with a check or cash, your child should pay the manager of the lunchroom during their lunch period.

NOTE: PayPAMS requires the student's ID number or meal account pin number, provided by the school. PayPAMS charges users a payment transaction of \$1.95 per student for each transaction.

[Pay for school meals with PayPAMS](#)

**Free and Reduced Lunch:** Your child may qualify for free or reduced-price meals. To learn more and apply for free or reduced meal benefits please visit the [Culinary Services website](#).

## Allergens at School

We always work to ensure the health and safety of all our students. We have many students with food and other allergies. We are not a peanut-free school, but we do have an allergen-free lunch table, and many classrooms are allergen-free for snacks and class parties. There are 8 main allergens, and so allergen-free refers to products that are free of the current top 8 allergens as recognized by the FDA. Those allergens are **dairy, wheat, eggs, soy, shellfish, fish, tree nuts** (including **coconut**) and **peanuts**.

**In the lunchroom:** If your child has allergies or has a friend they want to sit with at the allergy-free table during lunch, please ensure their lunch is free of peanuts, dairy, seeds, and seed butter, and tree nuts (including almonds Brazil nuts, cashews, chestnuts, filberts/hazelnuts, macadamia nuts, pecans, pistachios, pine nuts, shea nuts and walnuts).

**In the classroom:** Teachers will communicate with you if your child's classroom is allergen-free. Classrooms that are allergen-free should follow the direction of the teacher on what types of snacks to send or any other food restrictions. In general, avoid peanuts, seeds, and tree nuts.

**IMPORTANT:** Please also never give a student food unless you have talked with their teacher or parent.



## **Food Allergies and Special Diet Requests**

USDA Child Nutrition Programs support access to healthy meals to all children, including children with disabilities who have special dietary needs. Under the law, a disability is an impairment which substantially limits a major life activity, which can include allergies and digestive conditions, but does not include personal diet preferences.

[If your child requires a special diet consideration, please request a Dietary Prescription form via Let's Talk.](#)

[The Request for Special Dietary Accommodations form can be found on the OSPI website in the section titled Special Dietary Needs and Food Allergy.](#)

Please email completed forms to [CulinaryServices@seattleschools.org](mailto:CulinaryServices@seattleschools.org).

The form must be completed by a Licensed Physician when identifying a disability, or a Recognized Medical Authority (RMA) when identifying a non-disabling medical condition. For Diet Prescription purposes, a RMA includes a Licensed Physician, Doctor of Osteopathy, Licensed Physician's Assistant, ARNP or Licensed Naturopathic Physician

## **Parent Concern of Student**

If you have a concern regarding your student, please make your student's teacher aware. Your student's teacher will then follow the flow chart in the link below.

[Concern of Student Flow Chart Process](#)

## **Internet Safety**

[Internet Safety Parent Guide](#)