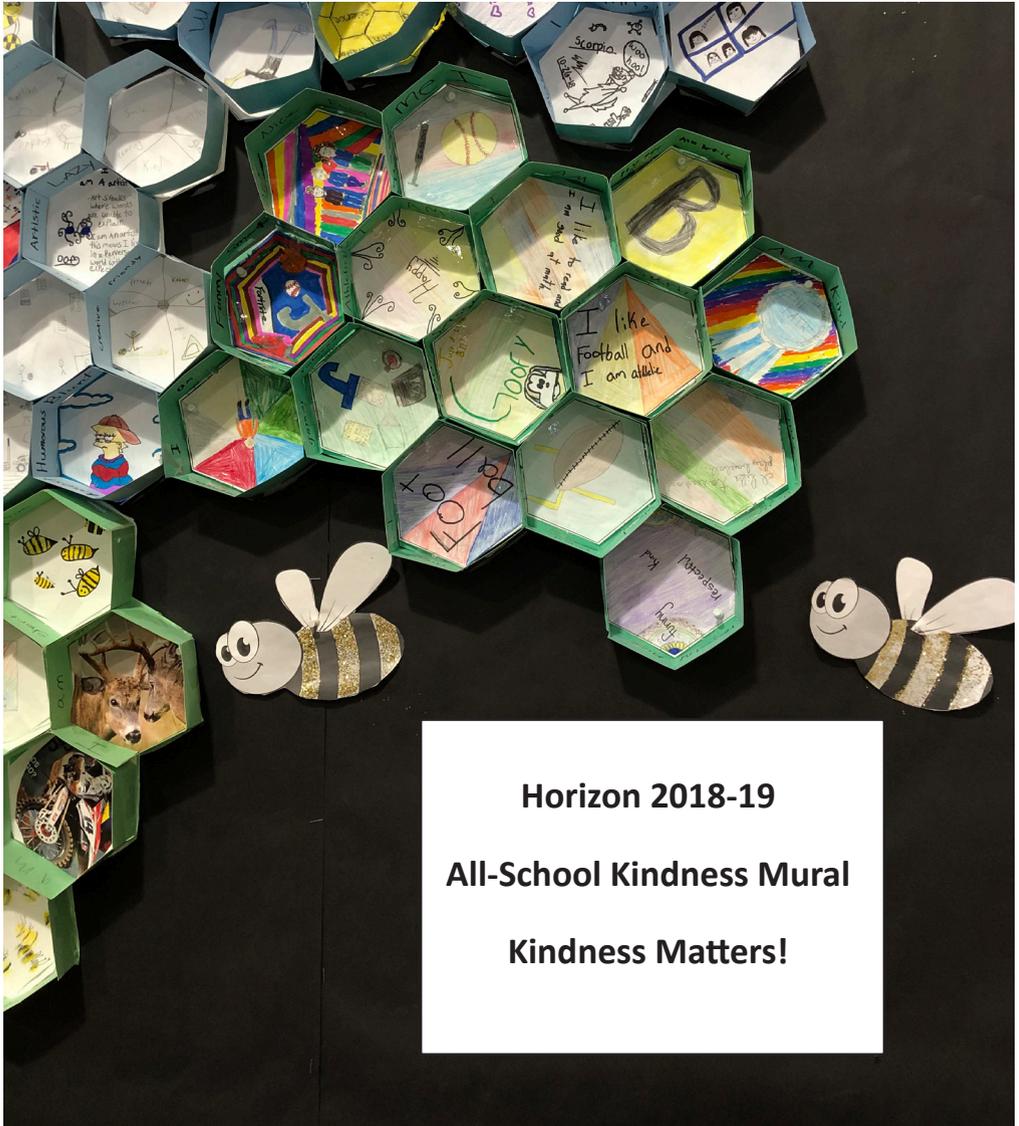




WE ARE FERNDALE

A FERNDALE SCHOOL DISTRICT PUBLICATION



Horizon 2018-19
All-School Kindness Mural
Kindness Matters!

ISSUE 2 JANUARY 2019

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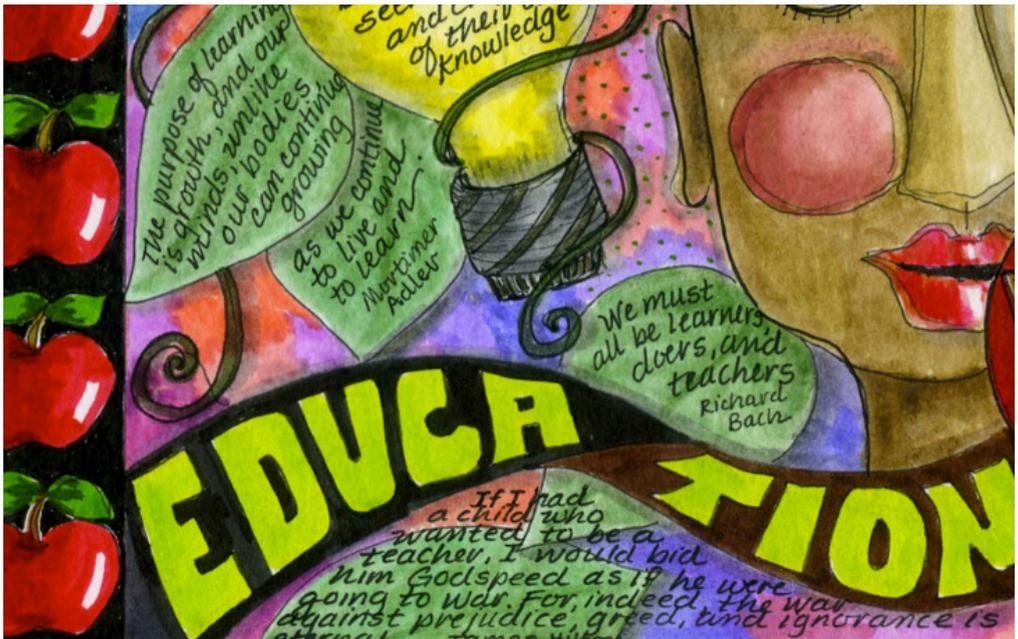
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DEAR FERNDALE FAMILIES,

As an educator, the cycle of my life is intertwined with the school schedule. For me, January represents a new start. Students and staff are back in buildings after a long break and there is a new kind of energy as we all begin leaning in to the end of semester and, ultimately, the end of the school year.

I hope your year has begun with fresh promise as you prepare for the year ahead.

One of the things that I look forward to in January is the celebration of Martin Luther King, Jr. Dr. King used his life to help bring us together and we celebrate his life and work each year on the third Monday in January. I am inspired by the many words Dr. King left behind, but I am particularly struck by some of the things that Dr. King said to children – to students. In 1967, Dr. King addressed a group of students at Barratt Junior High School in Philadelphia with these words, “(B)e a bush if you can’t be a tree. If you can’t be a highway, just be a trail. If you can’t be a sun, be a star. For it isn’t by size that you win or fail. Be the best of whatever you are.” May we all take those words to heart!

When you receive this letter, January will be fading to February which holds a special meaning to us this year. On February 12th, Ferndale voters will be asked to consider a bond proposal that contains four main elements: 1) a new Ferndale High School and a refurbished Performing Arts Center; 2) Safety & Security upgrades at all Ferndale Schools; 3) Critical Maintenance projects throughout the district; and 4) a Community Bond Oversight Committee. For additional information about the bond please see www.weareferndale.org.

As always, I want you to know that I welcome talking with members of the community who have questions or just want to have a cup of coffee with me. Please get in touch if that is you!

All my best,

Linda Quinn
Superintendent, Ferndale School District



*From Left: Husband Ken Quinn, Linda, Son Tyler,
Daughter-in-Law Willa, Grandson Raynor,
Daughter Caitlin, Son-in-Law Blue*

THE HEART OF A MIDDLE SCHOOL TEACHER

Vista Middle School teacher Amy Nylén reflects

After almost two decades of service as a teacher and employee of the Ferndale School District, Amy Nylén's humor and enthusiasm are contagious, as is her passion for education.

A graduate of the University of Texas at Austin, Amy and husband Terry moved to Ferndale 19 years ago and immediately poured themselves into the schools, Terry as a substitute, then as a teacher at Mountain View for 13 years before moving to Skyline Elementary, where he currently teaches.

Amy received her teaching credentials in Houston, where she taught for four years. After a road trip to Whatcom County, Amy and Terry decided they would move to Ferndale, where they have been ever since. Amy worked at the Ferndale School District Office as an Administrative Assistant before pursuing her Master's Degree from Western Washington University. The next step after graduating for Amy? Middle school.

Amy talked about why teaching middle school is so important to her, "My mentor teacher in Houston, Al Sauter, told me that if you CAN teach middle school, you HAVE TO teach middle school. I just happen to love it as well."

That love is so clear if you spend any time at all with Amy.

Vista Middle School Principal Heather Leighton is a big fan of what Amy brings to the classroom. Leighton said, "Amy is beloved and respected by her students. She has a natural ability to connect with kids and to teach material in a way that inspires. I am grateful for Amy as a teacher and a colleague."

Superintendent Dr. Linda Quinn agreed, "Amy was born to be a teacher. She inspires me and, as a former English teacher myself, I see and appreciate the excellence by which she treats her craft. I want to thank Amy for what she adds to the Ferndale School District and to Vista Middle School."

When asked why she chose to dedicate her life to teaching, Amy said, "My dad taught high school social studies for 29 years, so school is pretty much my natural habitat. I had great teachers all through my school career.



[quote cont.] Most people have such negative memories of middle school, but I was blessed with an amazing group of friends and supportive adults who got me through the most awkward years.”

Amy can recall her very best day as a teacher with perfect precision. “It was June 3, 2016. That year’s senior class came back to Vista for their graduation walk practice, and that group was a group that I had taught for both 7th and 8th grade. It was so rewarding to see how much direction the kids had for their present and their future. They all had plans for next steps, whether it was a 2-year or 4-year college, military, starting families, or a combination of those. It felt like those little teens had just walked out of my door, and overnight these adults came back.”

Amy went on to say, “June 3, 2016 was also the day my student teacher got hired for his first job. Clayton Sin is a FANTASTIC English teacher at Fairhaven Middle School. Although I wish that Ferndale had snapped him up, I felt like by helping him be successful, I was able to pay forward some of the investment others made in me.”

During Teacher Appreciation Week, Amy answered the question, what makes you feel appreciated? In her own words, “When students take a minute to appreciate something specific. During Kindness Week, one of my students gave me a note of appreciation that stated, ‘I notice that you help your students with all of your heart.’ I love when teenagers take a moment to notice something positive, in addition to telling me there’s a stain on my shirt or something in my teeth.”

School District, Chamber of Commerce Create Workforce Partnership

The Ferndale School District and Ferndale Chamber of Commerce recently announced the creation of Ferndale Futures, a new workforce development effort with a mission to equip students with the knowledge and skills needed to be competitive in local and global markets and to strengthen the Greater Ferndale economy.

Project partners at the Ferndale Chamber of Commerce and the Ferndale School District launched a first event with Ferndale High School students and local employers on October 30th.

The October 30th event, called Lunch with Leaders, paired local employers Les Schwab, Gitts Auto Body, Gary's Plumbing & Heating, and Lynden Door with twenty-five Ferndale High School students. Students were transported to the Pioneer Pavilion,



where they enjoyed lunch donated by event sponsor Phillips 66 and rotated through employer-led sessions. Each employer talked with students about career development and job shadow opportunities.

“We want the Ferndale School District to be a great start for every student’s future, and we know students are more motivated in school when they see how their classwork relates to the real-world,” Ferndale School District Superintendent Dr. Linda Quinn said. “Therefore, we want to connect them to real-world employers who can help them envision possible future careers and provide relevance to their school experience. Ferndale Futures has so much potential. We are grateful for the Ferndale Chamber’s leadership as we move forward together.”

Students Serve Community Through Orchard Gleaning at Kibbe Acres



Ferndale High School agriculture class students gained a first-hand experience serving the community this past fall by participating in an orchard gleaning project at Kibbe Acres. All fruit harvested by the students at the Kibbe Acres orchard was donated to the Bellingham Food Bank.

The Bellingham Food Bank distributes fresh fruits and vegetables to food banks in the surrounding area, including Ferndale, and supports 1,300 to 1,700 housing units on a weekly basis. The Ferndale High School students' contribution from the field trip experience yielded a total of 48 food bank crates, holding approximately 3,150 pounds of fruit for donation to our community at large.

Each of vocational teacher Tony Torretta's five class periods, totaling approximately 150 students, went to Kibbe Acres in Ferndale for the project. In fact, Torretta's classes are invited yearly by the local farm during harvest season to glean fruit as part of the class experience.

"Our partnership with the community is an incredibly important component of our district mission and the educational experience for our students," Ferndale School District Superintendent Dr. Linda Quinn said. "I am grateful for Tony's leadership and Kibbe Acres partnership to provide this experience and opportunity for our students to learn and serve the community."

Ferndale School Board Recognized with Board of Distinction Honor

The Ferndale School Board was recognized as a Board of Distinction in November by the Washington State School Directors' Association (WSSDA), earning the honor for the sixth time since 2012.

The WSSDA annually recognizes school boards for demonstrating alignment with the Washington School Board Standards. The selection process for Boards of Distinction is based on high standards with judges, who include past or present state board members and superintendents.

The Ferndale School Board is composed of members Dr. Kevin Erickson, Lee Anne Riddle, Candice Wilson, Hugh Foulke, and Andrew McLaurin along with student members Taylor Lupo and Noah Semu. Ferndale School District Superintendent Dr. Linda Quinn serves as Secretary to the Board.



Board of Distinction honors are categorized by small district, medium district and large district school boards. Ferndale was one of 15 medium district school boards recognized statewide, as well as one of 29 school boards in the state out of a total of 295 to earn recognition.

Applications for the award require two written essays, one relating to efforts in closing the opportunity gap and a second describing a local application of one of the WSSDA standards.

To find more information about the Ferndale School Board, please visit www.ferndalesd.org/school-board.

Ferndale High School Graduation Rate Reaches All-Time High at 85.7 Percent

In 2018, 85.7 percent of Ferndale High School seniors graduated on-time. That number is the highest graduation rate on record for Ferndale followed most closely by the 80.4 percent rate in 2017.



Beginning with the graduating class of 2011 the State of Washington began using the new adjusted cohort method for calculating graduation rate. This new methodology meant a rude awakening for school districts across the state – including Ferndale. Schools that had previously reported 80 percent graduation rates were looking at rates in the 60 percent range under the new reporting requirements.

Ferndale High School’s 2013 on-time graduation rate was 68.7 percent. In 2017, 80.4 percent of the Ferndale High School senior class graduated on time. The 2018 rate of 85.7 percent means that the graduation rate rose 17 percentage points since 2013.

The increase is not an accident. The district has been intentional about engaging the community to build a culture of graduation starting in Kindergarten. According to Ferndale School District Assistant Superintendent Scott Brittain, “Graduation is not a date in June. That’s Commencement. Graduation is a process that begins when students enter school. It’s a process that takes all of us along the way.”

“We are enormously proud. This is a big deal for Ferndale,” Ferndale School District Superintendent Dr. Linda Quinn said. “We like to say that by the time our youngest students finish their Kindergarten year, we want them to start seeing themselves as high school graduates. Part of our focus on creating a ‘graduation culture’ in Ferndale is having our high school senior class walk the halls of our elementary schools every June. Our littlest kids get to look up to our graduating students – they see the caps, gowns, and tassels and start to get an idea of what graduation is all about. It is powerful.”

INTERVIEW WITH FHS GRAD JAKE LOCKER

The latest in an interview series with Superintendent Dr. Linda Quinn

LQ: Jake, I like to sit down with our graduates to talk about how Ferndale prepared them for their future. You are someone who went on to accomplish many things on and off the field. I wanted to take this opportunity to talk with you about your experience in Ferndale and beyond.

JL: I was born and raised here in Ferndale. My family is here. Ferndale is what I knew from the time I can remember. My experience can be summed up by the word “community.” I have always felt a real sense of community here from the time I was young. There are not a whole lot of times that you go somewhere in Ferndale and don’t run into someone that you know and who you like seeing and catching up with.

LQ: I think this must be a family trait. Your parents are leaders in the Be the One mentoring program. They are really amazing people.

JL: I have amazing parents!

LQ: We know that you excelled in football; was this always your passion? Tell me a little about other activities you were involved in while a student in Ferndale.

JL: From the time I was young, sports were what I loved doing. I played basketball, baseball, and football since I can remember. My free time was spent asking my dad to play catch and shoot hoops. For me, it was awesome because I was given a lot of opportunities to compete at high

levels here in Ferndale.

LQ: You attended the University of Washington after graduating from Ferndale High School. Tell me a little about that decision.

JL: Honestly, I chose the UW because it was the closest to Ferndale, the closest to home. I could give you a lot of other great reasons: the school is great, the coach was great, and the campus is beautiful. I can tell you though, if the school had been in California, I wouldn’t have gone.

LQ: You are a big part of your community, Jake. I know that is something that is important to you. What would you tell young people about giving back?

JL: I would tell them that it doesn’t have to be noticed to be important. So often we aim to give back because we are hoping to help someone

else, but we end up being the beneficiaries of those opportunities. When we give back to our community, we are giving to something that we truly feel will last beyond us. We are all searching for real meaning and a purpose in our life. When we give back and serve our community – we find that. Service is much more than one person and one person’s agenda.

LQ: What is your favorite memory of your time in school in Ferndale?

JL: I have a lot of great memories but two stand out for me. At Ferndale High School we had assemblies and during the spring we always had one [cont. on page 11]





[cont. from page 10] that included games and activities – I remember tug-a-war. It was such a fun thing and brought us all together.

My other favorite memory was when we returned to Ferndale after the 2005 state championship football game. We came into town on Main Street and the bus literally couldn't move down the street – so many people had come out to greet us and welcome us home. It was one of the greatest pictures of why this place is so special. We actually got off the bus and spent about 30 minutes in the street on Main Street celebrating with our community.

LQ: Let's transition and talk a little about current Ferndale students. What advice would you give to students who are coming up through Ferndale Schools?

JL: I am always careful with advice, but if I were to talk to current students I would tell them not to miss this. Not to miss this time. You may never have the experience again when you are surrounded by so many

supporters and people who are rooting for you.

My other advice is do not be afraid to be different. Stand on the truth that you know is true. Be willing to be someone who is not always popular, but lay your head down at night knowing you made decisions that were right.

LQ: Are there classes or opportunities that exist at Ferndale Schools that you wish you would have taken part in as a student?

JL: Yes. I always tell myself now that I have my own family, my own home, and my own vehicles that I wish I would have spent more time in Career and Technical Education (CTE). I wish I would have taken the small engines classes and the metal shop classes. I would use the skills from those classes now. Those are classes I overlooked in high school and I wish I wouldn't have.

LQ: Thank you so much, Jake! I appreciate your time talking to me today and for all the ways that you contribute to making Ferndale a better place.

Improving Ferndale Schools

Information about the 2019 capital facilities bond proposal

Our Shared Commitment

Ferndale children deserve buildings that reflect Ferndale Pride and help to prepare them with skills they will need to get good jobs in the future.

To deliver on this promise, a team of community members met for five months and spent hundreds of hours examining maintenance budgets and architect reports. The 2019 bond proposal is a result of that effort.

58.64% of you approved this bond proposal on the November 2018 ballot, which was less than the 60% (+1 vote) super majority required for passage.

Members of the community requested that the school district run the bond again. School board members agreed, and that bond will be on the February 12, 2019 Special Election Ballot.

Bond Projects

To meet the critical facility needs identified by community members, the following projects were recommended to the board:

New High School - \$105 Million

Rebuild Ferndale High School on the existing campus.

Performing Arts Center - \$2 Million

Modernize the Performing Arts Center.

Critical Building Needs - \$4 Million

Address critical needs at our other school buildings, like new roofs, HVAC systems, plumbing and structural elements.

Safety & Security - \$1 Million

Improve school safety by creating secure access with modern doors and entrances and exterior LED lighting.



A Community Process: Start to Finish

The 2019 bond proposal also includes the creation of a Community Oversight Committee. The committee responsibilities are to make sure the projects are delivered:

- **On Time**, ensuring projects are completed according to schedule.
- **On Budget**, ensuring projects stay on track financially.
- **As Promised**, ensuring projects match the commitments the district made to taxpayers.
- **With Transparency**, ensuring all information is regularly shared with the community.

Have Questions?

More information is available on our website at www.weareferndale.org or by contacting mark.deebach@ferndalesd.org or (360) 383-9203.

Election Day: February 12, 2019

Ballots must be postmarked by Election Day to count. Ballots will be sent by the Whatcom County Auditor's Office to registered voters starting on or around January 25th.

Passage of the bond requires a 60% (+1 vote) super majority vote approval rate. The district encourages all members of the community to vote.

Ferndale School District Bond Proposal

Frequently Asked Questions

A compiled list of answers to commonly asked questions regarding the February 2019 capital facilities bond proposal.

Additional information is available at www.weareferndale.org or by contacting Assistant Superintendent Mark Deebach at mark.deebach@ferndalesd.org or (360) 383-9203.

1. When do we vote?

The 2019 Special Election is set for February 12, 2019. Ballots must be postmarked by Election Day to count. In Washington State, ballots will be sent to registered voters starting on or around January 25th.

2. Why do we need a new high school?

As with anything that is used and loved for years, Ferndale High School has reached a point beyond ability to repair. Current conditions affect and limit student learning.

Safety is also an ever-increasing concern. Ferndale High School has 80-100 different access doors – a situation that makes it extremely difficult to create a secure campus.

We have stewarded the Ferndale High School facility for many years and we are now asking the community to help us build a new space for students that helps us provide a great start to every student's future.

3. What are the parameters for the new high school and PAC?

The school will meet all building requirements for public school buildings while taking a fiscally responsible approach to finishes and construction.

Our goal is to involve community members in the design of the school so that the aesthetic reflects our community's preferences and priorities.

4. Is there a plan to build a new FHS that can be expanded to allow for new classrooms?

Yes, the high school will be built with common spaces (cafeteria, bathrooms, hallways, etc.) that allow for greater capacity. The building will also be designed so that classroom space can be easily added if needed to support future growth in student population.

5. What is Safety & Security?

Safety & Security is the term used to define projects that will increase our ability to provide a safe environment for student learning.

6. What buildings will receive additional security improvements?

All buildings currently serving students will receive additional security improvements if the bond passes in February 2019.

7. What are the critical maintenance needs?

The critical maintenance needs are prioritized projects throughout the school district that need to be addressed in order to prolong the life of or protect buildings from water damage and/or to ensure student learning is best supported by well-functioning spaces.

8. What information/documents will the Community Oversight Committee have access to?

The Committee will have access to any and all information they feel is needed to oversee bond spending and to support member understanding of school district budgets.

9. When would the new bond tax rate take effect?

If approved, voters will begin paying for the new bond in 2020. At the end of 2022, an old bond for school facilities will retire.

10. Where can I get additional questions answered?

Please visit www.weareferndale.org for more information and answers to additional frequently asked questions.

Assistant Superintendent Mark Deebach is also available to answer questions at mark.deebach@ferndalesd.org or (360) 383-9203.

For more bond information, please visit www.weareferndale.org

The website features more bond information, stories, videos and answers to frequently asked questions.



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POSTAL CUSTOMER

Non-Discrimination Policy

Ferndale School District complies with all state and federal rules and regulations and does not discriminate on the basis of gender, age, race, religion, creed, color, national origin, marital status, sexual orientation including gender expression or identity, the presence of any physical, sensory, and/or mental disability, or the use of a trained guide dog or service animal by a person with a disability, honorably-discharged veteran or military status or any other basis prohibited by law. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Civil Rights Coordinator & Title IX/RCW 28A.640 Officer, John Fairbairn, Executive Director of Human Resources; 360.383.9206; john.fairbairn@ferndalesd.org; Ferndale School District, 6041 Vista Drive, Ferndale, WA 98248 and/or Section 504 ADA Coordinator, Dr. Paul Douglas, Executive Director for Student Services; 360.383.9221; paul.douglas@ferndalesd.org; Ferndale School District, 6041 Vista Drive, Ferndale, WA 98248.

