DISCRIMINATION
The Northport 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, gender 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 employee(s) has been designated to:

Civil Rights Coordinator, Don Baribault, dbaribault@northportschools.org, 509-732-4430
Title IX Officer, Don Baribault, dbaribault@northportschools.org, 509-732-4430
Section 504 Coordinator, Dr. Catherine Hunt, drhunt@northportschools.org, 509-732-4430
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August 2022

Dear Northport School Employees:

Welcome to the Staff Handbook 2022-2023. The Purpose of the Handbook is to give you information you will need as a staff member of the Northport School District. This handbook does not include information contained in the Parent and Student Handbook. It is necessary for you to read both handbooks to have a well-rounded understanding of the district’s expectations for both students and parents. As State and Federal guidelines and district policies change, so will this handbook. Ultimately, the handbook summarizes important information common to Northport’s unique district. It will be updated and revised annually to include any new policies and information. Updated handbooks will be distributed at the beginning of each school year.

The handbook will help you understand the operations of the school as well as your rights and responsibilities as an employee.

We are very proud of our students and the academic awards they have earned. Over the past years the K-12 students have earned and have been recognized for these achievements. We thank the parents and their involvement in the school and their student’s education. We also thank the staff and their dedication in providing unique and specialized education to meet students’ academic needs. Working together as a community we will continue to successfully achieve our mission to “Inspire lifelong success by empowering students with knowledge, skills, and opportunities”.

In order for students to be successful, parents, school and community must support, by word and action, a shared belief that exists as the framework for the education of our students.

We believe:

- **Parents are their children’s primary educators.**
- Education is essential to a democratic society.
- The development of a student’s character is essential to educational excellence.
- Schools are an integral part of the community.
- In a safe and nurturing learning environment that maximizes individual potential.
- In fostering creative thinking and problem solving.
- Working together is beneficial to all.
- Open communication is essential.
- Learning is lifelong.
- Student engagement in the learning process can be fun as well as educational.
- In providing educational opportunities that enable all students to reach their potential.
- Respect and responsibility are the cornerstones to a strong education.
- The engagement of all stakeholders in the community is important to the success of the Northport School District.
- The entire community plays a role in student learning.

The District’s Mission and Vision statement describes the expectations of the Northport Schools, who we are and where we are going. They express the big idea of the district, its goals and objects for the future of all students. The Vision drives the direction of the district. It is the groundwork for the development of common goals and objectives, strategies to meet these objects and the measurement for success. They drive who is hired, how to prepare students for the future, purchased curriculum, and obtaining and spending grant money. It is the goal of all employees to understand the district’s role in the education of all students.
Mission
Northport School District is an innovative school that will inspire lifelong success by empowering students with knowledge, skills and opportunities.

Vision
We will all recognize and cultivate the best in every student. Every moment of the school day and beyond will have a focus on the student, their academic, social, personal needs, growth and success. We will form relationships with all students, provide relevance for our expectations and infuse rigor in everything we do. We will always act in a caring, thoughtful and empathetic manner and treat each student as if they were our own child.

Schoolwide Rules
Respectful, Responsible, and Safe

Extracurricular Rules (Booster Club, Coaches, Athletic teams, extracurricular activities)
Trust, Integrity, Courage (TIC)

School Motto:
One community/town, One school, One family!

We are looking forward to a wonderful 2022-23 school year.

The Administrative Staff,
Don Baribault (Superintendent) and Dr. Catherine Hunt (K-12 Principal)

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The Northport 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, gender 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 employee(s) has been designated to:

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Title IX Officer, Don Baribault, dbaribault@northportschools.org, 509-732-4430
Section 504 Coordinator, Dr. Catherine Hunt, drhunt@northportschools.org, 509-732-4430
# 2022-2023 BELL SCHEDULE

## K-8 Bell Schedule

<table>
<thead>
<tr>
<th>Week Day</th>
<th>School Start Time</th>
<th>School End Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - First Bell 9:22 AM</td>
<td>9:25 AM</td>
<td>3:00 PM</td>
</tr>
<tr>
<td>Tuesday-Friday First Bell 8:22 AM</td>
<td>8:25 AM</td>
<td>3:00 PM</td>
</tr>
</tbody>
</table>

## 2022-2023

### High School Bell Schedule

<table>
<thead>
<tr>
<th>Monday Bell Schedule First Bell 9:22</th>
<th>Tuesday-Friday Bell Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>First Bell 9:22 (Bell Rings Soft Ding)</td>
<td>8:25-9:15</td>
</tr>
<tr>
<td>9:25-10:23</td>
<td>9:18-10:18</td>
</tr>
<tr>
<td>11:27-12:24 Lunch Dismissal Bell</td>
<td>11:24-12:24 Lunch Dismissal Bell</td>
</tr>
<tr>
<td>12:24-12:54 (Bell Rings Soft Ding)</td>
<td>12:24-12:54 (Bell Rings Soft Ding)</td>
</tr>
<tr>
<td>12:57-1:57</td>
<td>12:57-1:57</td>
</tr>
<tr>
<td>2:00-3:00 (Dismissal Bell 3:00)</td>
<td>2:00-3:00 (Dismissal Bell 3:00)</td>
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<td>10</td>
<td></td>
</tr>
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</tr>
</tbody>
</table>

## NORTHPORT EMPLOYEES

### Key Personnel

| EXT. 131 | Don Baribault | Superintendent |
| EXT. 127 | Dr. Catherine Hunt | Principal |
| EXT. 110 | Darelynn Brunette | Business Manager (Financial, Insurance, Contracts) |
| EXT. 116 | Susan LeCaire | HR (Clock Hours, Credits, Ordering Supplies, Paperwork) |
| EXT. 162 | Tina Kingsbury | Skyward, Gradebook, School Secretary, student bus passes, admit slips, tardies |
| EXT. 149 | Rob Mawdsley | Maintenance and Transportation Director (Classroom Organization, Desks, Transportation, anything to do with the school and classrooms) |
| helpdesk@esd101.net | Jarrett Futch | Technology (All Technology information and questions, at school once a week) |
| EXT. 128 | Erik Stark (Fall/Spring) | Athletic Director(s) |
| EXT. 147 | Shyanne Wilson (Winter/Spring) | |
| EXT. 131 | Josiah Maier | Special Education Department |
| EXT. 131 | Erika Kellum | SPED Director/School Psychologist/Interventionist |
| EXT. 119 | Jennifer Kittilson | Assessment Coordinator, In-House Technology (All quick technology information), State Assessment, Attendance, Paraeducator |
| EXT. 156 | Teresa Wilson | Homelink Office |
| EXT. 132 | Michelle Konkler | Discipline (PBIS, Solution Room), Paraeducator, MAPS Assessment |
| EXT. 176 | Lynn Jouget Higgins | Homelink Secretary |
| EXT. 128 | Erik Stark | High School Guidance and Career Counselor |
| EXT. 157 | Marie Taylor | Community in Schools Site Coordinator |
# School Employees

## K-5

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Name</th>
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<tbody>
<tr>
<td>Kinder-First Grade</td>
<td>Karen Plum</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Carrie Beardslee</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Tomi Stark</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td></td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>Terry Carlson</td>
</tr>
<tr>
<td>K-5 Health and Fitness/PE</td>
<td>Alistair Shull</td>
</tr>
<tr>
<td>SPED Department</td>
<td>Josiah Maier - Teacher</td>
</tr>
<tr>
<td></td>
<td>Erika Kellum - Director, etc.</td>
</tr>
</tbody>
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## Middle School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Name</th>
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<tbody>
<tr>
<td>ELA/History</td>
<td>Marcy Bair</td>
</tr>
<tr>
<td>Math/History</td>
<td>Bradley Mutton</td>
</tr>
<tr>
<td>Science/History</td>
<td>Michael Tobin</td>
</tr>
<tr>
<td>SPED Department</td>
<td>Josiah Maier - Teacher</td>
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<tr>
<td></td>
<td>Erika Kellum - Director, etc.</td>
</tr>
<tr>
<td>6-8 Health and Fitness/PE</td>
<td>Alistair Shull</td>
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## High School

<table>
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<th>Name</th>
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<tr>
<td>Automotive/Welding</td>
<td>David LeCaire</td>
</tr>
<tr>
<td>CTE Courses/Director</td>
<td>David Glanville</td>
</tr>
<tr>
<td>ELA</td>
<td>Ashtyn Baribault</td>
</tr>
<tr>
<td>Math/Co-AD</td>
<td>Shyanne Wilson</td>
</tr>
<tr>
<td>Science</td>
<td>Chad Butorac</td>
</tr>
<tr>
<td>Social Studies/Co-AD/Guidance</td>
<td>Erik Stark</td>
</tr>
<tr>
<td>SPED Department</td>
<td>Josiah Maier - Teacher</td>
</tr>
<tr>
<td></td>
<td>Erika Kellum - Director, etc.</td>
</tr>
<tr>
<td>9-12 Health and Fitness/PE</td>
<td>Chad Butorac</td>
</tr>
<tr>
<td></td>
<td>Erik Stark</td>
</tr>
</tbody>
</table>
| Assistants to the Co-AD's     | Bryan Hunt  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wesley Taylor</td>
</tr>
</tbody>
</table>

### Homelink

<table>
<thead>
<tr>
<th>Homelink</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary/SPED/HS</td>
<td>Kathy Dauenhauer</td>
</tr>
<tr>
<td>Elementary/HS</td>
<td>Mary Page</td>
</tr>
<tr>
<td>Elementary/HS</td>
<td>Leesa Ewen</td>
</tr>
<tr>
<td>Elementary/HS</td>
<td>Heidi Leadan</td>
</tr>
<tr>
<td>Elementary/HS/SPED</td>
<td>Bethany Nokes</td>
</tr>
</tbody>
</table>

### Custodians

<table>
<thead>
<tr>
<th>Custodians</th>
<th>Name</th>
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<tbody>
<tr>
<td>Gymnasium</td>
<td>David LeCaire</td>
</tr>
<tr>
<td>Elementary</td>
<td>Ed Nichols</td>
</tr>
<tr>
<td>HS/Cafeteria</td>
<td>Jim Quilter</td>
</tr>
</tbody>
</table>

### Food Service

<table>
<thead>
<tr>
<th>Food Service</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Director</td>
<td>Angie Petry</td>
</tr>
<tr>
<td>Food Service Cook</td>
<td>Tammy Glasgow</td>
</tr>
</tbody>
</table>

### Paraeducators

<table>
<thead>
<tr>
<th>Paraeducators</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline Paraeducator</td>
<td>Michelle Konkler</td>
</tr>
<tr>
<td>Paraeducator (k-1)</td>
<td>Jenny Case</td>
</tr>
<tr>
<td>Paraeducator</td>
<td>Cindy Day</td>
</tr>
<tr>
<td>Assessment Coordinator, Inhouse tech, state assessment, attendance, paraeducator</td>
<td>Jennifer Kittilson</td>
</tr>
<tr>
<td>Paraeducator</td>
<td></td>
</tr>
<tr>
<td>Paraeducator (SPED)</td>
<td>Jason Thompson</td>
</tr>
<tr>
<td>Paraeducator (SPED)</td>
<td>Shelly Thomas</td>
</tr>
</tbody>
</table>
Paraeducator (Recess)
Assessment support, Homelink support
Teresa Wilson

**Medical**
Nurse
Michelle Wasco
COVID-19 Tester
Bryan Hunt

**School Bus Drivers**
Deep Lake Route
Brian Day
Flat Creek Route
Anita Mawdsley
Onion Creek Route
Greg Rieckers
Patterson and Town Route
Cindy Day
Waneta Route
Nahani Halbert

**SCHOOL BOARD MEMBERS**
Chairman
Klaus Peters
Vice Chairman
James Hanson
Director
Eric Berg
Director
Lauri Hedrick
Director
Mark Smith

**SCHOOL CLOSURE/LATE STARTS**
If for any reason the district has canceled school, or requires a late start you will be personally notified through the electronic alert system via text message, phone call, and email. If cancelation occurs during the school day you will be personally notified and notified through the electronic alert system.

- During the first staff day please update any changes to your phone number or contact information. If at any time your contact information changes please notify the district office.
GENERAL INFORMATION

Books To Read

Guiding Books for School Culture:
- Growth Mindset Coach by Annie Brock and Heather Hundley
- Teach Like A Champion by Doug Lemov.
- Fostering Resilient Learners… by Kristin Souers with Pete Hall

Guiding Books and Materials that Drive Teaching and Behavior:
- Conscious Classroom Management, Rick Smith
- OSPI Menu of Best Practices (ELA, Math and Behavior)
- Number Talks, Sherry Paris
- Mathematical Mindsets, Jo Boaler
- Culturally Responsive Teaching and the Brain, Zaretta Hammond

Certified Staff Information

- Please read the guidelines prior to checking your personnel file each year.
- Read the wording at the bottom of your teaching certificate. This will remind you of your responsibilities with regards to keeping your certification current. Make certain that we have your most current certificate on file.
- Review your Credit/Clock hour documentation as well as your transcripts. Check to see that all the classes that you’ve taken are documented in your file on the running log sheet as well as with valid transcripts. The business manager will calculate your “in excess” of degree credits/clock hours.
- **All credit and clock hours must be pre-approved through the district office BEFORE you take a class.** This includes summer school. Forms are located in the file box on the counter in the elementary copy machine room under credit/clock hours. After taking a class, inquire about whose responsibility it will be to forward the “official” documentation to our office. Also, if the course is offered through a higher learning institution, order transcripts right away (before you forget) prior to October 1st of each year at which time official documentation is due in the office for all classes taken that year.
- Upon completion of clock hours or courses, employees must turn in paperwork to the district office and also enter those credits/hours into the EDS system. To do so, login to EDS and go to eCertification. For assistance, go to HR in the district office.
- For your own protection (in case of district fire, etc.), keep copies of your file at home containing your annual W2 forms as well as your district contracts.
- All staff must take lunch. Please do not put down “no lunch taken” statements on your timesheets.
- All purchases (requisitions and purchase orders, etc.) must be pre-approved by the principal. This includes custodial/maintenance, kitchen, and transportation departments. Remember that you have a $250 maximum allotment for your classroom each year.
- No overtime or extra hours beyond regular work days will be paid unless it has been pre-approved by the principal or superintendent.
- Time sheets must be in no later than Friday of the first week of the month.
- Skyward must be filled-out and emailed to the principal/superintendent and the school secretary for any and all reasons including professional development, personal, and athletic (coaching). Please complete
Skyward leave as early as possible so that the school secretary will have more time to arrange for a substitute.

**Classified Staff Information**

- All staff must take lunch. Please do not put down “no lunch taken” statements on your timesheets.
- All purchases (requisitions and purchase orders, etc) must be pre-approved by the principal or superintendent. This includes custodial/maintenance, kitchen and transportation departments.
- **No overtime or extra hours beyond regular work days will be paid unless it has been pre-approved by the principal or superintendent.**
- Time sheets must be in no later than Friday of the first week of the month.
- Skyward must be filled-out and emailed to the principal/superintendent and the school secretary for any and all reasons including professional development, personal and athletic (coaching). Please complete skyward leave as early as possible so that the school secretary will have more time to arrange for a substitute.
- Fundamental Course of Study and/or other Certification training will be scheduled for you when needed.
- **All credit and clock hours must be pre-approved through the district office BEFORE you take a class.**
- Upon completion of clock hours or courses, employees must turn in paperwork to the district office and also enter those credits/hours into the EDS system. To do so, login to EDS and go to eCertification. For assistance, go to HR in the district office.
- For your own protection (in case of district fire, etc.), keep copies of your file at home containing your annual W2 forms as well as your district contracts.

**Communication of Events**

**Bulletin** - Each morning the school secretary writes a daily bulletin and sends it to all staff. If you have any events you would like to post on the bulletin please email them to tkingsbury@northportschools.org at least 24 hours prior to the posting date.

**District Calendar** - In the elementary hallway is a district calendar of all the events and activities that have been approved through the district office. Once your event or activity has been approved, the district secretary will write your event or activity on the calendar. Prior to scheduling an event or activity please check the calendar. We also have a district K-12 events calendar on google calendar. You can check it for approved activities as well.

**Location of Important Items**

All Important Paperwork

- Elementary - All paperwork can be found in a crate next to the paper cutter in the elementary office.
- HS-All paperwork can be found in a crate next to the refrigerator in the HS office.
- If you have any paperwork questions – ask Susan LeCaire or Tina Kingsbury
### All Important Paperwork in the Elementary Office and the HS Office

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### Other Paperwork

**What Every Employee Should Know & Other training:**

Each year all staff members must complete this training. It is found on Safe Schools ([https://northport-wa.safeschools.com/login](https://northport-wa.safeschools.com/login)). Your login information is your school email and your password is what you set - if you are new to our bunch, your password is the first 5 of your login. All training must be completed and certificates printed and placed in Cat’s box NO LATER THAN SEPT. 30, 2022.

**Marzano Self Evaluation:**

The Self Evaluation will be emailed to you the first week of school. Please email it back to the school principal no later than SEPT. 30, 2022.

- New teachers-Sept meeting to establish goals, Marzano’s Self Evaluation, training at ESD, once a month check-in meetings, classroom observations, assignment of a mentor.
- Veteran Teachers - September/October meeting to discuss AND establish goals, monthly walkthroughs with emails of observation, mid-year check-in meeting, end year final evaluation meeting (based on contract wording for end - year evaluation due date).

**Teacher/Staff Check-Out:**

Will be emailed/given a hard copy at the end of the school year. This is paperwork teachers are required to complete. You must be signed out. You also must have a final meeting with the school principal with final sign-out.

**Employee Mailboxes**

- **Elementary Office:** Don Baribault, Cat Hunt, Darelynn Brunette, Susan LeCaire, Rob Mawdsley, David LeCaire, Tina Kingsbury.
- **Staff Room:** All other employees of the Northport Schools.
Employee Meals
We have a “no borrow policy”. If you plan to eat, find out if you have enough money in your account or pay when you eat. You may deposit enough money at the beginning of the month to get you through the entire month. **NO borrowing! NO exceptions!** Thanks for your help in this matter.

Employee COVID-19 Vaccination
All employees, volunteers, and indoor contractors in educational settings are **required** to be fully vaccinated or have a medical or religious exemption per Governor’s proclamation 21-14.3.

Exclusion of Individuals with COVID-19 Symptoms of COVID-19
Students, children, and staff who have symptoms of COVID-19 are **required** to stay home and should get tested and/or see a health care provider and follow the return to work/care/school guidance accordingly. Follow the DOH What to do if a Person is Symptomatic flowchart and Isolation Protocol in the appendix.

At-Home Isolation Protocol and Returning to School, Child Care, or Program
An individual who tests positive for COVID-19 with a viral test (Molecular (PCR/NAAT) or antigen, including self-tests) is required to follow isolation guidelines outlined below.

- A student, child, or staff who tests positive for COVID-19 is required to isolate at home or where they are currently residing, regardless of vaccination status. The individual may return after **5 full days of isolation** if they are asymptomatic or their symptoms have improved and they have had no fever for the past 24 hours without the use of fever-reducing medications, and should wear a well fitted mask from days 6-10.
  - Day 0 is the first day of symptoms. For people without symptoms, day 0 is the day of the positive viral test. See Isolation and Quarantine Calculator. Repeating initial tests does not change the isolation protocol; a positive test initiates the isolation protocol.
  - Additionally, individuals who test positive using antigen or at-home tests towards the end of the full 5 days of isolation, and/or on days 6-10, are required to complete the 10 full days of isolation. Testing after day 10 is not recommended.

Isolation of COVID-19 Cases within a Facility
Any student, child, or staff who reports or has COVID-19-like symptoms is required to be immediately isolated from others, sent home or where they are currently residing, and referred to diagnostic testing as soon as possible, regardless of vaccination status.

- While waiting to leave the school or child care, the individual with symptoms is required to be isolated and wear a well-fitting face mask, if two years of age or older and not exempted from wearing a mask. Schools and child care should provide masks and other appropriate personal protective equipment (PPE) to staff, students, and children as needed or desired. Anyone providing care or evaluation to the isolated individual is required to wear appropriate PPE.
- All children, staff, and visitors aged two years and older are **required to wear masks in the nurse/health room and in the isolation area, as these are considered health care settings**. Staff may require a certain level of respiratory protection when working with individuals in isolation who are known or suspected to have COVID-19.

Parking
- Staff may use the parking lot in front of the tennis court fence behind the gym or the main parking lot area. The parking area in front of the HS is for High School students.
- Lock your car vehicle doors and park in the staff designated areas. The school district is not responsible for theft or disappearance of items from your vehicle or damage to your vehicle.
Personal Appearance

It is the District’s expectation that every employee’s appearance is consistent with the high standards we set for ourselves as a District.

- Employees are expected to present a well-groomed, professional appearance and to practice good personal hygiene.
- The District expects that all employees are neat, clean, and wear appropriate dress for work that is in good taste and suitable for the job at hand.
- **Staff must maintain neutrality and ensure all feel welcome at our school - dress and decorations should avoid any appearance that you are advocating a particular religion, stance on a divisive and/or controversial social issue, or political view.**

Personal Property

- Protect your personal items. We suggest expensive items such as, but not limited to: cell phones, cameras, video games, iPods, laptops, and other electronic devices be locked in your office or closet. If you do not have an office or closet, there are lockers in the Solution Room you may use.
- The school district is **not** responsible for the theft or disappearance of staff’s personal items.

Reporting Computer/Technology Problems

All computer/technology related questions and problems should be emailed to helpdesk@ESD101.net and jfutch@esd.net or email Jennifer Kittilson jkittilson@northportschools.org, and/or Cat Hunt, drhunt@northportschools.org.

Staff Leaving For the Day

It is your responsibility to secure your area each day before you depart. This includes locking all doors leading into and out of your classroom and turning off all computers. Please also assist maintenance staff by having students straighten up and put chairs up prior to dismissal.

Title I Information

Northport School District qualifies to receive Title I funds from the federal government.

- **The elementary, middle, and high schools**: Qualify as a “Schoolwide” Title I School. The primary goal is to ensure that all students, particularly those who are low-achieving, are learning and demonstrate proficient and advanced levels of achievement on State and District Academic Standards.

Traveling For School Business

- Tips on meals are not allowed.
- If eating in a group, all people who ate need to sign the receipt.
- The receipt from meals that you turn in must have the amount and the items purchased.
- All meals must follow the state approved meal allotment dollar amounts per meal. Updated amounts will be on claim form and pink sheets.
- **All travel** will be done in the school vehicles unless they are not available.
- If private vehicle travel is required, reimbursement will be $0.575 a mile.
- All purchases need to be pre-approved and have a Requisition and Purchase Order number.
When the item(s) requisition is approved the district secretary will order the materials. On rare occasions and with the superintendent’s permission you may check out a credit card to make a pre-approved purchase.

- No charging or purchasing without completing appropriate paperwork and having prior approval.
- All receipts need to be turned in immediately after purchase with your signature.
- All packing slips must also be signed and turned in immediately.

Traveling For School Business Meal Rates

**Maximum meal rates of:**
- Breakfast- $11.00
- Lunch- $14.00
- Dinner- $21.00

Communicate With Parents

- Positive phone calls home are extremely important to build good relationships with parents and help parents feel confident you are a caring trusted individual and that you have their student’s best interest in mind. Positive phone calls will also help you understand how to approach the parent when you have to call for discipline issues.
- Please notify parents for positive behavior and improvement. Also send home the “Northport Schools Outstanding Job” postcards.
- You will be required to call/contact the parent(s) of each child that you issue a blue or yellow slip (discipline referral) to. If the parent(s) cannot be reached by phone, you must send a letter/email.
- In the event of red slips the school principal or discipline para will call parents.

Extend the act of notifying the parent if a student under your direction/jurisdiction happens to have had something out of the ordinary happen to them during the school day or bus ride that you feel the parent would want to know. For example, if a student you are supervising ends up being a victim, gets hurt, or was particularly emotional during the day, let the parent know. One way to know if you should notify the parent is to ask yourself, “Would I want to know this if this happened to my child?”

**It is good practice to keep a communication log on your desk to make sure that you have regular contact with all parents and that you have a reference in case communication needs to be verified.**

Conferences

The purpose of the parent-teacher conferences are to discuss the academic, behavioral, and social well-being of the student. Successful conferencing between parents and teachers is one way for parents to help their students in school.

- There are two scheduled conference days each school year. Conference dates are located on the District School Calendar. The school secretary will schedule the times for your students’ conferences.
  - K-5 generally conducts a teacher led conference.
  - 6-12 generally conducts a student-led conference.

Success Team Meetings -

additional parent/student conferences as needed for struggling students both academically and behaviorally. You will contact the parent to schedule a conference. If you’d like Dr. Hunt to attend, please email.
Please keep up with “repeat offenders” with behaviors or attendance, and schedule a success team meeting with the parent right away rather than waiting for it to get out of hand. Parents are our partners in this area. The sooner they know, the sooner they can help.

Course Syllabus
All high school teachers will have a syllabus on file with the principal for each class they teach no later than September 9, 2022.

Daily Schedules
All K-12 teachers will have a daily schedule, classroom expectations, and discipline plan on file with the principal no later than September 9, 2022.

Emergency Substitute Plans
Should be devised and kept in a folder/binder on the teacher’s desk in case of emergencies. These should be done no later than September 2, 2022. Please email Tina and Dr. Hunt when completed with the location of the folder.

Daily Attendance
All teachers will take attendance at the beginning of the school day in Skyward.

- MS and HS will take attendance at the beginning of each period in Skyward.

Daily Bulletin/Morning Announcements

- The school secretary will email all staff a daily bulletin each morning.
- Please email (tkingsbury@northportschools.org) all items for the bulletin no later than 24 hours prior to the posting date.
- The purpose of this bulletin is to publish items such as contests, scholarships, and other important announcements that affect students and staff.
- MS and HS please read the bulletin to your students during the third period.

District and State Assessments

OSPI Based Assessments
... formally known as Classroom Based Assessments (CBA’s):
The State requires schools to complete classroom assessments in core subject areas to determine the level of proficiency students achieve in their understanding and application of these areas. Social Studies (Geography, Civics, Economics, History) Physical Education (Health), the Arts (music, dance, visual arts) and Technology (grades K-12, Social Studies, ELA, Health, and Arts). Teachers are responsible to give the CBAs to their students prior to the end of the school year. It is best to get these assessments completed before you start the State Assessments. See the assessments schedule in the Appendix and the assessments you are required to give at your grade level.

District Assessments:
MAPs (K-12), AimsWeb (K-8), and Shwayze Dyslexia (K-2). These assessments are given three times a year-September (the first two weeks of school), January, and May. Jenny Case will come into your classroom to
complete the AimsWeb Assessments, she will schedule an appointment with you. MAPs-Teresa will help you set up the assessment in the fall and if you need a reminder in January and May.

**State Assessments:**
SBA ELA, Math (Grades 3-8, 10) and Science (Grades 5, 8, 11) in the Spring.

**Interim Assessments**
(IAB’s, grades 3-12) are to be completed throughout the school year. Teachers complete these assessments as pre and posttests, and to monitor student learning.

**General Procedures**

**Field Trip Notification**
Field trips are important to the students’ education. They bring real world connections to students’ learning and allow them to gain experiences outside of the classroom and Northport.

- **A minimum of three weeks** prior to the field trip complete the Field Trip Authorization Form and place it in the principal’s mailbox.
- Once you have permission for the field trip and a **minimum of two weeks prior to the field trip:**
  - Complete a Bus Transportation Form and place it in Rob Mawdsley’s mailbox.
  - Complete the Parent Field Trip Permission Form and pass them out to your students.
  - Notify the Food Service Employees in writing the date and time you are leaving for your field trip and the number of breakfasts and/or lunches you will need.
  - Keep those teachers that may have the students apprised of the field trip and when it will take place.
  - Plan to have all students in your class attend all trips. Arrangements for “optional” trips become troublesome for those that remain at the school.
- **Coaches** - please adhere to the guidelines for the Cafeteria when students are leaving campus for away games/competitions when breakfast/lunches are needed.

**Meeting Schedule Times**
Each month you will receive a monthly schedule with the goals and objectives for the Monday PLC and the Friday meetings. Pay attention to these.

**Monday Professional Learning Communities:**
- 8:00-9:00 all Mondays that school is in session for **All Certified Staff**
- One Monday a month (to be determined) **Paraeducators** will meet with grade level teachers.
- **Paraeducators** will meet as a whole group in the Solutions Room for training.

**Friday Faculty Meeting:**
- 7:40-8:10 Every **second and third** Friday of the month


Monthly Topics

These are additional topics that are not on the school calendar, but should be planned for:

August

- Parent welcome Letter/Syllabi (classroom procedures/norms, rewards, consequences)
- New Teacher Orientation
- BEST Program (Mentors)
- What Every Employee Needs to Know
- Voicemail, Email, Google Drive
- Teacher Login and Attendance/Skyward
- TPEP Training (New Teachers)
- Sub Folder
- Drill Schedule, Drills, School Mapping, Safety Clipboard
- Mentoring

September

- MAPs/AimsWeb Assessment
- Data Review
- Develop assembly Routines
- Small Group Intervention
- Open House
- Plan Parent Night
- PBIS
- CBA - Planning
- TPEP Goals (All Teachers)
- Year Long Planning (Calendar)
- Marzano TPEP Training (New Teachers)
- Mentoring
- Labor Day

October

- Classroom Data Review
- Small Group Intervention
- TPEP Conference (All Teachers)
- Running Records
- IEP Meetings
- Classroom Celebrations
- Marzano TPEP Training (New Teachers)
- BEST Roundtable (Mentors)
- Mid-Term (Progress Reports)
- Disability Awareness Month

November

- Classroom Data Review
- Small Group Intervention
- Best Mentoring Academy (Mentors)
- Accommodations for SPED Students
- Winter Program Planning
- Marzano TPEP Training (New Teachers)
- BEST Roundtable (Mentors)
- Prepare for Conferences
- Veteran’s Day

December
- Conferences
- Report Cards
- Parent Phone Calls
- Winter Program
- Holiday Reading Program (Book Bag Program)
- Marzano TPEP Training (New Teachers)
- BEST Roundtable (Mentors)

January
- Review of classroom procedures and protocols
- MAPs/AimsWeb Assessment
- Mid-Term (Progress Reports)
- BEST Roundtable (Mentors)
- Data Review
- Mid-Term (Progress Reports)
- CBAs

February
- BEST Mentoring Academy (Mentors)
- BEST Roundtable (Mentors)
- CBAs
- Prepare for Conferences

March

BEST Roundtable
- SBA Assessments
- End of Trimester 2
- Conferences
- CBAs

April
- Spring Break Reading Program (Book Bag)
- Spring Conferences
- SBA Assessments
- Review of Classroom procedures and protocols
- Mid-Term
May
- End Year Routines
- SBA Assessments
- TPEP Spring Conference
- MAP/AimsWeb End Year Assessments
- Classroom Data Review
- Student move up discussion
- Memorial Day

June
Check-out
- Report Cards

Parties and Treats
While students/parents are, on occasion, permitted to bring commercial foods to school that do not meet the Smart Snacks standards such as birthdays and holiday celebrations, the district will encourage healthy food choices in all school operations.

Professional Development Opportunities/ Workshops / Clock Hours

All staff are encouraged to seek professional development opportunities as long as they meet the criteria of the District’s School Improvement Plan and the Title I Schoolwide and Targeted Plan.
- Complete a Leave Request Form and put it into the principal’s mailbox along with documentation and information about the workshop you are attending prior to registering.
- If the workshop has any fees or you will need a hotel please complete a Requisition Form and attach that to the Leave Request Form. These will be approved pending fund availability.
- Employees must fill out the appropriate form located in the “forms” boxes in the xerox room, and submit to the principal for prior approval along with the Leave Request form and Requisition form (if applicable).
- Once approval has been given:
  - Email the school secretary notifying her of the days you will be gone.
  - Fill out a leave request in skyward.
  - Upon return log into EDS and Ecert and enter the clock hours received into the system

School Employee Evaluations

Certificated staff:
Will be evaluated following the Washington State Marzano Evaluation form. The principal will complete regular walk-through observations during the school year. These will be recorded and emailed to you. All certificated staff will be formally evaluated within the first 90 days of the school year. A pre-evaluation meeting will be held prior to the evaluation. At this time, student learning and collaboration goals will be set and discussed. A second formal evaluation will take place by the end of May, followed by a scheduled meeting. Prior to the last day of school, a meeting will be scheduled to share evidence of the achievement of your goals and final evaluation results.
Classified staff:
Will have one formal written evaluation by their supervisor. Evaluation results will be based on the performance related to individual job descriptions and the evaluation criteria contained in the Classified contract. Prior to the signing of the evaluation meeting will be scheduled with your supervisor and/or the principal. All evaluations will be completed each year by **May 15 or as directed by the PSE Contract**.

School Spirit Day
Each Friday all staff and students are encouraged to wear red and black or school-related apparel. Show your school spirit and be a part of the red and black club!

Skyward:

**Sick Leave Requests and Substitutes**

- All staff must request their leave in Skyward in advance for all planned absences. The school secretary will then obtain a substitute for you once Skyward permission has been approved.
- New Staff members notify the school secretary (tkingsbury@northportschools.org) by email the days you will be gone.
- In the event that you become too ill to attend work or have an emergency situation please call the school secretary (509) 675-3849 who will make arrangements for a substitute for you prior to 6:00 am. If after 6:00 am, please call/email the school and leave a message for Tina. She will then try to make arrangements for a substitute for you. (With the exception of the bus drivers, who will notify the Transportation Director). If you are unable to reach the school secretary, please call or text the principal (509) 675-3663.

**Taking Student Attendance**

- K-5 teachers take attendance in Skyward within the first 5 minutes of class.
- Middle and High School teachers take attendance in Skyward within the first 5 minutes of each class you have students.
- Take attendance on one of the computers in your room so that you don’t leave students unattended.
- Students arriving late to class **must be sent to the high school office for an admit slip**. This is the only way the secretary will know the student has arrived and can correct the attendance record.
- If students are more than 20 minutes late to a class and do not have an excused admit slip count them as a “skip”.

**Student Records**

- The students and parents of students from the district have the right of confidentiality in regard to student records. Therefore, no one, other than the administration, the teaching staff, the student him/herself, or the student’s parent/guardian may review a student folder (on a need to know basis) unless prior written permission has been granted by the child’s parent/guardian or the child him/herself (if over 18 years of age). Lists of students, addresses, and/or parents will not be given out.
- If parents or adult students believe something in the file is inaccurate, misleading or otherwise in violation of the student’s privacy rights, they may request that it be corrected or attach comments to the record.
Voicemail and Email

Please check email and voicemail each day. If you have a voicemail, you will have a blinking green envelope on the top right corner of your phone.

If you are having difficulty accessing your email or voice mail:

- Contact your mentor or the principal
- If the difficulty continues contact Jennifer Kittilson
- If the issue is still not resolved email tech at helpdesk@esd101.net

INTERACTION WITH STUDENTS

Classroom Management

Listed below are just a few classroom routines and norms that will help maintain a positive learning environment in your classroom. Being consistent, organized, prepared, and positive at all times are the best remedy for a well-run classroom.

- Two books to read and keep on your desk are: Growth Mindset Coach by Annie Brock and Heather Hundley and Teach Like A Champion by Doug Lemov.

Grades K-5

- Teach and model every classroom behavior. (Lining up, walking in line, getting drinks, putting books away, passing out papers, restroom use, etc.)
- Practice classroom rules and procedures over and over and over.
- **Post procedures, practice procedures, reinforce procedures, constantly reteach procedures.**
- Use signals to regain attention during an activity or center time. (Countdown, ring a bell, flip lights).
- Concentrate on teaching the positive behaviors you expect. Pay attention to students who are following expectations or immediately correcting their behavior. Call them out on it. (Thank you Fred for choosing to sit criss-cross applesauce).
- Continually move around the classroom, especially when you are teaching. Use proximity, know what is going on in all areas of your classroom.
- During carpet time have students sit near you for immediate positive recognition or reteach behaviors.
- **Remember to give five positive recognitions to one negative. Recognize students’ good behavior.**
- **Reteach if students are not behaving properly.** If misbehavior continues be prepared with an appropriate consequence. If misbehavior still continues to send the child to the Solution Room and issue the appropriate discipline slip.
- Use age appropriate humor.
- Admit mistakes in front of students, show them you are also a learner.
- Give students choices.

Grades K-5 Transitions

- Teach transition pathways and movement patterns.
- Have students practice all transitions. Hold students accountable and if transitions are troublesome continue to practice.
- Give students a time frame for cleaning up stations/making changes in routine.
- Play a song or have students sing a song during the transition.
- As transition comes to an end do a whole group activity like pattern clapping or singing a song.
● Dismissal transition should be very structured. Dismiss one desk group or table at a time, with precise instructions.

**Middle School Grade 6-8**

● Help students be self-directed learners.
● Build positive student/teacher relationships.
● Have classroom routines and **explicitly teach them**.
● **Post classroom procedures and norms.** Teach and reteach them (even the simple ones!) often.
● Set up routines for different activities and provide practice often.
● Provide positive feedback (5:1).
● Give time limits.
● Use classroom techniques from Lemov's *Teach Like a Champion*.
● Continually move throughout the classroom.

**6-8 Transitions**

● Teach transition pathways and movement patterns.
● Have students practice all transitions. Hold students accountable and if transitions are troublesome continue to practice.

**High School Grades 9-12**

● Explicitly teach and reteach procedures, even the simple ones.
● Teach students to be self-directed learners.
● Build positive teacher/student relationships with all students.
● Respond to signals.
● Teach students how to work with a partner.
● Teach students how to take notes and study their notes.
● Use the assignment calendar or Summit Learning calendar to keep track of due dates.
● Speak with respect to fellow students and teachers.
● **Post classroom procedures and norms.**

**9-12 Transitions**

● Give students a time limit (I need your attention in… seconds).
● Thank individuals for being ready.
● Teach dismissal procedures.

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**Classroom Management Pertaining to all Teachers**

**Start to Finish:**

● Ensure that student learning is happening from the beginning of class to the end of class.
● Start class immediately.
● Meet and greet students each class period.
● Have an entry task and an exit task.
● Walk students to the door for dismissal.
● Elementary teachers (K-8) walk your kids to the bus and car pick-up areas.
Full Participation:
- Keep students actively involved, lecture less than 10 minutes, and then give appropriate practice to check for understanding. (Turn and Talk, Cold Call etc.).
- Use small group workshops, collaborative groups, partner talk etc. to keep students engaged.

Conference with Students Privately:
- Never call students out in front of their peers when disciplining them.
- Quietly let them know their behavior is inappropriate (write a note, have a private conversation when other students are engaged in the lesson).

Discipline:
- Give warnings without showing anger or frustration.
- Maintain an “us” attitude.
- Use appropriate humor to ease the tension.
- When you or the student need time away from each other send the student to the Solution Room.

Model Respect:
- Work on relationships.
- Be fair and consistent.
- Give students a choice, for a win-win situation.
- Always be respectful.

Climate:
- Be positive.
- Use a positive tone.
- Be prepared to teach your students the entire class period.

HONOR CODE SYSTEM

The Honor Code System is designed to track behavior violations of all K-12 students whether or not the student participates in extracurricular sports and/or activities. A teacher will reteach classroom expectations and provide further instruction to a student who is off-task or non-compliant. If that behavior persists, or other inappropriate behavior occurs, the teacher will document the infraction with a blue slip, parent contact, and/or an office referral.

The discipline slips result in a loss of privileges for 5 days. The Honor Code System is designed for recovery. Students earn privileges back after 5 days if no other infractions occurred during the duration of the 5 days. During the five days if a student receives another blue, yellow or red slip loss of privileges will be extended another 5 days.

Active Infractions:
**Honor Level 1-** No infractions, all privileges.
**BLUE** – Blue Slip, Minor Violations and Corrective Actions. 15 minute lunch detention.
**YELLOW** - Yellow Slip, Moderate Violation and Corrective Actions, 5 Days Loss of Privileges, ineligible to attend one game per week if participating in sports or one other extra-curricular competitions/activities (if participating in other extra-curricular activities). May go to practice. Unable to attend dances, and ineligible to be recognized for awards.
**RED** – Red Slip, Severe Violation and Corrective Actions, 5 Days of Loss of Privileges. Ineligible for All Extracurricular Activities (Dances, Assemblies, Field Trips, Games, Practices, ASB Events, Club Participation, etc.)
Playground Procedures

- No high school students are allowed on the grade school playground prior to school starting and during the noon recess without a pass or permission.

Positive Behavioral Intervention and Support (PBIS)

Positive Behavioral Intervention and Support (PBIS):
The intent of PBIS is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior.
- The staff is responsible for maintaining an environment free of disruption which interferes with the teaching/learning, transportation process and during meals. Staff will handle minor problems and use PBIS in their classroom, on the bus, and in the common areas of the school.
- Each student begins the school year with a clean record in regard to disciplinary referrals.
- Discipline referral information recorded in the office is to serve as an anecdotal record for the use of administrators when working with students and parents to address recurring discipline problems.

Core Curriculum Goals:
- Prevent problem behavior.
- Promote appropriate behavior.
- Increase instructional time.
- Enhance school safety.
- Build a positive school culture.

School-Wide Expectations and Rules:
- Essential part of the school’s culture and language.
- Apply to all staff, students, and settings across campus.
- Are taught as part of the academic core curriculum.

(See individual School-Wide Expectations and Rules in the appendix).

Positive Reinforcement – “Green Slips”:
The staff at Northport School regularly rewards those students who contribute to a responsible, respectful, and safe school climate.
- When employees witness responsible, respectful, safe and/or compassionate behavior from students, a green slip is submitted for each good deed.
- Students’ names are then entered into a weekly drawing for prizes.
- When students are rewarded for positive behaviors, please strive to notify the parent about the good news.

Zero Down Time or “Free” Time:
It’s imperative that all staff provide all students with meaningful/relevant and engaging learning activities each period from bell to bell each day. Doing this will also eliminate most discipline issues. Please teach from bell to bell.
SAFETY AND SECURITY

Accident Report and Filing Procedures
When injuries warrant an accident report, please complete the following steps:

- Do not move the child.
- Send a responsible student to the office for adult assistance. Do not leave the grounds.
- After the injured student is secured and/or treated, complete an accident report in its entirety.
- These are located in the box in the Elementary Copy Room
- Contact the parent by phone or if no phone, write a letter of documentation to be forwarded to the parent that day.
- Copy the form and place it in the mailbox of the principal.

Administrator/Teacher Rights and Responsibilities
Every teacher and administrator shall, in accordance with due process rights of the students, have the authority to discipline any student in attendance, in transit to or from school, or attending any school sponsored function, for any disruptive or disorderly conduct the student is under his/her supervision and jurisdiction, and may exclude a student from his/her class in order to maintain an orderly, safe learning environment.

Cell Phone and Devices
It is important that staff model correct cell phone use while instructing/working with students or around students. Please follow the same cell phone procedures established for your grade level students.

- **Texting:** If for any reason you must text a student or they text you, please include their parents and or other staff members in the text message. Remember no “one on one” texting with a student.
- **Videotaping:** If you are videotaping your class for any reason please get parent permission prior to videotaping. Please state the reason for videotaping and the use of the videotape. Use the school’s video camera or a school device such as your ipad or computer.
- **Student Pictures:** If you are going to post student pictures on the website, in your classroom newsletter or electronic newsletter or any other social media please make sure parents have signed the district’s release form to have their student’s picture posted outside of the school.

Confidentiality
- School Employees have a legal obligation to keep all matters involving students and their families private and confidential.
- You are a mandated CPS reporter. If you know or suspect of any child abuse, neglect or homelessness write down the incident and bring it to the principal’s attention immediately.
- The reporter and the principal will complete the CPS form and the principal will call CPS.
- Discipline issues are also confidential. After sending a student to the Solution Room, the parent will be notified, the discipline para, the principal and the teacher will conduct a full investigation. All parties involved with the student, including parents will meet to develop a reentry plan for the student.

Emergency Drills
Emergency drills, at regular intervals, are required by law and are an important safety precaution. Prior to the first drill all staff members will be given the emergency drill procedures. Staff will be emailed the time and day of each
drill. Staff are required to go over the drill procedures with their students prior to the drill. After each emergency drill please email what went well and improvements to be made.
  
- Required Emergency Drills: Fire Drill, Lockdown, High Flood Evacuation, Earthquake, Internal Threat, Shelter In Place.
- Dates are subject to change.

**Employee Duty to Actively Supervise and Report**

- Walk your last period class out of the building each day and supervise until the bus departure.
- Issue HALL PASSES every time you allow a student under your direction to go anywhere for any reason.
- Meet/greet your students at the door each period each day. This also helps with hall supervision.
- Report all conduct violations to the Solution Room or to the principal.

**Employee’s Keys**

A set of keys may be issued to you. Keys are to be used by the employee whom they were issued to. **Never leave your keys unattended** or loan out to other employees, students and/or family members. You may be held financially responsible for rekeying costs associated with your lost, loaned or stolen key(s).

**FERPA**

School Employees have a legal obligation to keep all matters involving students and their families private and confidential.

**Injured at Work**

If you are injured at work it is your responsibility to immediately inform your supervisor.
  
- Seek first aid or medical attention if needed.
- Complete an Employee Incident Report Form.
- If you feel you need to seek medical attention please inform your supervisor.
- Let the Medical Provider know that the injury is work related.

**Posting Staff Emergency Information**

Post all emergency procedures and your green and red card in a secure location. Read through all procedures and fully understand your role in emergency situations. If you do not have current procedures please get a copy from the principal.

**Stranger on Campus**

With the increase in safety issues and families who are in turmoil over parental custody, please exercise the following:
  
- If you see a stranger, initiate communication by introducing yourself and ask if they have a visitor’s pass. If they can’t produce one, direct them to the district office. Escort them to the office if necessary.
- Notify the office immediately, especially if the stranger leaves the campus without checking in.
- At no time should you let a stranger leave with a child without knowing that they have checked through the office, have a guest pass, and the teacher is aware that the student is leaving.

**Entry to Buildings**

All entryways to all school buildings should remain locked at all times, including interior classroom doors. All doors that we use as entryways will either have a keypad entry or a video entry. All parents and guests will have to “buzz in” with approval from the high school or district office via video entry display.

**Rules Governing Student Conduct**

The school is legally responsible for students while in school, or in transit to and from school. All students shall comply with school rules and regulations and submit to reasonable directions of school authorities. Refusal shall constitute cause for discipline, suspension, or expulsion. Such rules shall apply:

- On the school grounds during and immediately before or immediately after school hours.
- On the school grounds at any other time when school is being used by a school group, or off the school grounds at a school activity, function or event.
- Off the school grounds when prohibited behavior is a consequence of, or directly related to, causes or events which occurred or originated on school grounds.
- Off school grounds when the student is in route between home and school, including bus stops.
POLICIES & LAWS
(Pertaining to this handbook)
POLICIES

Federal and State Programs

McKinney-Vento Homeless Education Assistance Act:
Ensures immediate enrollment and educational stability for homeless children.

Migrant and Bilingual Education office:
Helps migrant students and youth in our state, meet high academic challenges by overcoming obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

Title I, Part A:
Serves the unique needs of children — Kindergarten to grade 12 — who demonstrate learning difficulty. Title I programs and services provide customized instruction and curricula that help these students meet academic standards and take an active, engaged interest in what they learn and can do.

Title II Part A:
The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.

Gun and Weapon-Free Zone
State law prohibits dangerous weapons and look-alikes on school premises, school-provided transportation, or at dangerous weapons on school property is a gross misdemeanor and will result in notification to parents and law enforcement. One-year mandatory expulsion may occur, subject to appeal. (RCW9.41.280, RCW28A.600.420)

Dangerous Weapons & Explosive Devices
Students are not to bring onto school grounds any firearms, knives, explosive devices or any other weapons capable of producing bodily harm. Such items are also banned from student vehicles in the school parking lots. Possession of firearms on school property will result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement.

Dangerous Weapon Possession:
Northport School District has a No Tolerance policy for any kind of weapon on school property, which includes on the school bus and at any school related activity.
Students may not possess, bring, or transfer weapons such as (but not limited to): knives, guns, martial arts weapons, or any other weapons, flammables, explosives, and/or any object that poses physical danger to the health and/or safety of students and faculty safety, including all replicas.

● Parents and law enforcement will be notified. Consequences for possession of weapons on campus will be determined based on a case-by-case basis. Consequences can range from confiscation of the weapon to Emergency Expulsion.
● Confiscated items will only be released to parents. (See RCW 9.41 for clarification). 1st Offense: Long-term suspension and/or Expulsion/parent and police notification/parent conference and student contract required before student returns to class.
Nondiscrimination Policy

It is our policy to provide equal opportunity for all students in all aspects during academic and extracurricular activities without regard to race, creed, color, national origin, sex, marital status, handicapped condition, or previous arrest or incarceration (unless a clear and present danger exists). Any concern regarding discrimination should be filed with the principal by calling or writing as soon as possible.

Discrimination, Discriminatory Harassment, and Sexual Harassment

What is discrimination? Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person’s disability.

- How do I file a complaint about discrimination? If you believe that you or your child have experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district’s nondiscrimination procedure, please come to the district office, or contact the school district at 509-732-4430
  Catherine Hunt @ drhunt@northportschools.org
  (509-732-4430 ext. 127)
  Don Baribault @ dbaribault@northportschools.org
  (509-732-4430 ext. 131)

Under state law (WAC 392-190-060), school districts and public charter schools must annually inform all students, parents, and employees about the district’s or charter school’s sexual harassment and discrimination complaint procedures.

Procedure Language

**Step 1: Complaint to the School District**

- In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint.
- Complaints may be submitted by mail, fax, email, or hand delivered to any district or school administrator.
- When the school district receives your written complaint, you will be given a copy of the district’s discrimination complaint procedure.
- The school district will then conduct a prompt and thorough investigation.
- You may also agree to resolve your complaint in lieu of an investigation. The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date.
- If exceptional circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date.

When the school district responds to your complaint, it must include:

- A summary of the results of the investigation;
• Whether or not the school district has failed to comply with civil rights requirements related to the complaint;
• Notice of your right to appeal, including where and to whom the appeal must be filed; and any corrective measures determined necessary to correct any noncompliance.

**Step 2: Appeal to the School District**

- If you disagree with the school district’s decision, you may appeal to the school district’s board of directors.
- You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you receive the school district’s response to your complaint.
- The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal.
- The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with OSPI.

**Step 3: Complaint to OSPI**

- If you do not agree with the school district’s appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI).
- A complaint must be filed with OSPI within **20 calendar days** after you received the district’s appeal decision.
- You may send your complaint to OSPI by email, mail, fax, or hand-deliver:
- Complaints cannot be filed with OSPI unless the complaint has already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures.

**E-mail:** Equity@k12.wa.us
**Fax:** (360) 664-2967
**Mail:** OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200
For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx), or contact OSPI’s Equity and Civil Rights Office at (360) 7256162/TTY: (360) 664-3631 or by e-mail at equity@k12.wa.us

**Student Privacy**

Search and Seizure: State Board of Education regulation WAC 180.40.055 provides in part: "Pupils shall have the right to be secure in their persons, papers, and effects against unreasonable searches and seizures."

**Use of Tobacco on School Property**

Possession or use of illegal drugs, alcohol, or tobacco is strictly forbidden. Any use of tobacco products by staff, students, visitors and community members is prohibited on school property. Possession or distribution of tobacco products between minors is prohibited. This includes all district buildings, grounds, and district owned vehicles.(RCW 28A.210.310: RCW 70.155.080)
Wellness Policy for Nutrition and Physical Fitness

The Board recognizes that children need healthy foods and to be physically active in order to grow, learn, and thrive. It is also recognized that good health fosters student concentration, cognitive function, and academic achievement. To enhance the well-being of our district’s youth, the Board supports increased emphasis on nutrition and physical activity at all grade levels. Thus, the Northport School District is committed to providing school environments that promote and protect children's health and the ability to learn by supporting healthy eating and physical activity.
APPENDIX
**Assessment Schedule**

The District Assessments schedule will be distributed two weeks prior to each assessment session. The CBA spreadsheet of test criteria will be handed out in the first part of each school year. The State Assessment schedule will be distributed in March of each school year.

**Family Involvement Opportunities**

Prior to each activity a flier will be sent home to the youngest member in the family. An email will also be sent with times and dates of the activity. If you have any questions please call the principal at 732-4441 ext. 127.

<table>
<thead>
<tr>
<th>Parental Involvement Activities</th>
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</thead>
<tbody>
<tr>
<td>(Not inclusive)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open House Beginning School BBQ</td>
</tr>
<tr>
<td>Freshman Parent Night</td>
</tr>
<tr>
<td>Trimester Award Assemblies</td>
</tr>
<tr>
<td>Scheduled Student Led Conferences (1&lt;sup&gt;st&lt;/sup&gt; and 2&lt;sup&gt;nd&lt;/sup&gt; Trimesters)</td>
</tr>
<tr>
<td>Summit Learning Parent Events (Grades 6-12)</td>
</tr>
<tr>
<td>Postcard PBIS/Academic (Mailed to Parent of student)</td>
</tr>
<tr>
<td>Teacher/Parent/Principal Title I meeting</td>
</tr>
<tr>
<td>Veterans' Day Assembly</td>
</tr>
<tr>
<td>HS Grade Level Parent Nights</td>
</tr>
<tr>
<td>PTO Book Fair (March)</td>
</tr>
<tr>
<td>PTO Monthly Meetings</td>
</tr>
<tr>
<td>PTO (May, Title I Annual Meeting)</td>
</tr>
<tr>
<td>K-8 Classroom Events</td>
</tr>
<tr>
<td>K-3 Dr. Seuss Literature Event</td>
</tr>
<tr>
<td>All Parents Book Study</td>
</tr>
<tr>
<td>Pr-K-3 Literature/Math Events</td>
</tr>
<tr>
<td>K-5 Literature/Math Events</td>
</tr>
</tbody>
</table>
Highly Capable Nomination Procedures

Nominations for the Highly Capable Program are based on three criteria:

- Fall- Assessment scores (MAPs, AimsWeb, SBA and classroom assessments) are analyzed.
- Teachers and Paraeducators identify highly capable characteristics the student emulate.
- Teachers recommend students based on classroom evidence.

**Once students are identified:**

- A letter is sent home notifying parents that their child was nominated for the highly capable program.
- Parents sign a permission form giving their consent to complete further testing.
- Parents complete a nomination form to acquire their perspective of the characteristic traits their child may portray at home.

**Parents and/or teachers can nominate a student for the Highly Capable program:**

- Highly Capable nomination form is in the handbook.

**Timeline for identification of Highly Capable students:**

- October-Students are identified and letters are sent home.
- November-Students are further assessed.
- December-Teachers are notified which students met the highly capable criteria and make appropriate classroom accommodations.
  - Parents are notified that their students have been identified as a highly capable student and notified what classroom accommodations will be made.

**Northport Highly Capable Program:**

**K-5 – Differentiated lessons to meet the individual needs of the gifted student(s) within the classroom.**

- Provide alternative challenging activities.
- Provide multiple topics on concepts.
- Give students choices.
- Be the facilitator.
- Help set realistic goals.
- Use Bloom’s Taxonomy to help promote higher level thinking.

**6-8 – Differentiated lessons to meet the individual needs of the gifted student(s) within the classroom.**

- Allow to work on challenging topics.
- Provide group project based learning opportunities.
- Provide opportunities to extend projects or challenging activities in ways that interests them.
- Give students choices.
- Help set realistic goals.
- Ask higher level problem solving questions.
- Use Bloom’s Taxonomy to help promote higher level thinking.

**9-12 - Differentiated lessons to meet the individual needs of the gifted student(s) within the classroom.**

- AP Courses
- College in the Classroom
- Running Start
- Acellus AP Courses
- Allow to work on challenging topics

**Northport Highly Capable Program:**

- Provide group project based learning opportunities
- Provide opportunities to extend projects or challenging activities in ways that interests them
- Give students choices
Help set realistic goals
Ask higher level problem solving questions
Use Bloom’s Taxonomy to help promote higher level thinking

Breakfast and Lunch

Menu Prices

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Breakfast</td>
<td>2.60</td>
</tr>
<tr>
<td>Ala Carte</td>
<td>0.50</td>
</tr>
<tr>
<td>Milk or 100% Fruit or Vegetable Juice</td>
<td>0.50</td>
</tr>
<tr>
<td>Lunch</td>
<td>4.00</td>
</tr>
<tr>
<td>Adult (If portions are extra-large you will be charged accordingly)</td>
<td></td>
</tr>
<tr>
<td>Ala Carte</td>
<td>0.50</td>
</tr>
</tbody>
</table>

PURCHASING AND RECEIVING

Step 1: Completion of Requisition Form:
- Requisition form to be completed in full by purchaser (i.e. Teacher / Coach / Student)
- Requisition form is submitted to the ASB meeting for approval OR superintendent if it is a district expense.
- Once the requisition form has been approved, the purchaser may proceed making the purchase.
- If the requisition is denied, the original requisition will be returned to the individual with an explanation and a copy will be retained by the appropriate office.

Note: Purchases made without an approved requisition may not be reimbursed. Please always get approval prior to purchasing, including having Susan purchase something for you.

Step 2: After Approval of the Requisition:
- There are three ways to make a purchase: 1) Reimbursement for purchases paid for out of pocket (with prior permission) or 2) with a purchase order. If you do not need a PO please make note on the requisition form (N.A in area where PO# would be supplied). 3) Direct Billing from company after order.
- A Purchase made out-of-pocket (with prior approval) will be reimbursed after you have filled out an “Expense Claim Form” and attach the original sales receipt (only original itemized receipts will be accepted for audit requirements). A check will be issued on the last day of each month upon completion of paperwork.
- A Purchase can be completed with a “Purchase Order” if the vendor accepts Purchase Orders. The P.O. will be completed by the district secretary.
If the company will “direct bill” the district MAKE SURE YOU TELL WHOMEVER YOU ARE ORDERING FROM TO BILL EITHER Northport School District ASB OR ACCOUNTS PAYABLE (FOR DISTRICT) This way the right person will get the bill.

**Step 3: Receipt of Requisition**
- Turn in all paperwork.
- Once material arrives, make sure the order is complete and accurate. Submit all invoices, packing slips, delivery receipts to the district secretary or ASB with legible signature of the individual who checked the items received against the original order. This is required to ensure vendors are paid in a timely manner.
- If the order is incomplete or incorrect, notify the supplier and appropriate office immediately.
- Please use a permanent marker and write “Northport School District” on each item. A stamp for books is available in the office for check-out. Next, place all non-consumable items on your inventory list.
- All issues pertaining to vendor payment need to be directed to the appropriate office as soon as possible.

**SAFETY TALKS**

**Educator Safety**
Many time loss accidents and injuries for Educators and Para Educators occur in unexpected ways. Some of the accidents are unpredictable, but many others are avoidable.

**How Injuries Occur**
- Strained muscles when moving benches, chairs or risers
- Strained muscles when lifting boxes or other heavy objects
- Hit by balls or other objects on the playground or in the gym
- Slips on ice, wet floors (especially bathrooms) or spilled liquids
- Trips on items such as boxes, table legs, work bags or students on floor
- Falls from a chair, a desk, or stairs --first or last stair usually is the culprit
- Crushing hand or fingers when moving tables, benches or risers
- Struck-by falling objects or running/pushed students

**Preventing Injuries**
- Use proper body mechanics when lifting (bend knees, no twisting).
- Wear appropriate footwear for conditions
- Watch for and report holes or uneven surfaces in pavement
- Do not rush going up or down stairs and watch foot placement
- Break down heavy loads and use a cart to move objects
- Do not store heavy items above waist level
- Practice good housekeeping to prevent tripping hazard
- Use a step stool or ladder --never a desk or chair
- Practice situational awareness and keep an eye open for running children or thrown items in gym and on the playground
- Wear appropriate footwear when snow or ice is anticipated
- Use caution for hands and fingers and communicate clearly with others when moving tables, benchers or risers
- Be mindful of objects that may fall from a desk such as a stapler
SAFE CLASSROOM DECORATIONS

Decorations can do much to create a cozy or inspirational classroom but the following potential safety related hazards should be evaluated:

Fires:
- Too much clutter in classrooms or hallways can spread fires more quickly. No more than 20% of a surface should be decorated with paper or other combustible materials.
- Use only decorations with flame resistant coatings.
- Do not obstruct fire alarms, extinguishers or emergency signs.
- Never hang decorations from light fixtures, fire sprinkler heads, vents or radiators.
- Always check electrical cords for damage. Do not fasten lights with tacks or staples that could damage the cord.
- Do not run electrical cords under mats, through walls, under doors or above ceiling tiles.

Trips: A classroom cluttered with decorations has more trip hazards if they are not positioned correctly or properly secured.

Cuts: Paper cuts are common from foil and paper decorations, while glass items could break into dangerous shards. Use only shatterproof, unbreakable decorative items.

Poisoning:
- Avoid fake snow for winter holiday decorations because it may irritate the lungs when sprayed and could pose a toxic hazard.
- Avoid candy-like decorations that may be a tempting treat for younger students.

Other:
- Keep the classroom neat and clutter free. Many of the hazards listed above can happen from cluttered walk spaces, etc.
- Do not climb on desks or other unsafe surfaces to decorate. Adults should use an appropriate ladder or step stool. Students should remain firmly on the ground.
- Do not place things on top of shelves or furniture that could create an overhead fall hazard.

For more safety information visit the NEWESD 101 Workers’ Compensation Cooperative website: http://www.esd101.net/Page/583

SCHOOL CUSTODIAN INJURIES

In northeast Washington schools, custodians are the third most frequently injured worker. The most frequent causes of on-the-job injuries and workers compensation claims for school custodians are:

Injuries from lifting/pulling/pushing
- Trash/garbage
- Tables
- Chairs
- Boxes
- Furniture
- Equipment
  - Break down loads to smaller, and more manageable.
○ Ask for assistance.
○ Do “toe test” on boxes to determine weight before attempting to lift.
○ Bend knees and not at the waist when picking anything up no matter how light.
○ Avoid twisting or turning the trunk when lifting or carrying items.

● Slip/trip/fall injuries
  ○ Ice
  ○ Stairs
  ○ Objects on floor
  ○ Ladders

● Walk slowly and with hands free in snowy or icy conditions.
● Wear footwear with good traction, use ice cleats if ice is anticipated.
● Wipe up spills and pick up loose items immediately.
● Never violate ‘belt buckle rule” always stay within the frame of the ladder.

● Bodily & repetitive motion injuries
  ○ Vacuuming
  ○ Mopping
  ○ Shoveling Snow

● Stretch before physical activity.
● Break-up activities to use different body parts.
● Take short, frequent in-place stretch breaks.

VERBAL DE-ESCALATION TECHNIQUES

De-escalation tactics are non-physical skills used to prevent a potentially dangerous situation from escalating into a physical confrontation or injury.

Listening
● Be empathetic- recognize their feelings.
● Encourage the person to talk and listen patiently.
● Validate: “I understand why you might be upset.” This doesn't indicate that you agree with them.
● Focus on them- listen to what the individual is really saying.
● Restate the message to clarify the key points.
● Never criticize or marginalize their concerns.

Body Language
● Remember that 80% of communication is non-verbal.
● Position yourself at an angle, not directly in front of them.
● Avoid finger pointing, clenching hands or shrugging shoulders.
● Staring or raising eyebrows can seem aggressive or threatening.
● Keep 3 – 6 feet distance for personal space and room to escape.
● Keep hands visible and open to show that you are not threatening.

Responding
● Remain calm and watch the rate, tone and volume of your speech.
● A slower, more controlled voice is soothing and promotes calmness.
● Use delaying tactics to calm them down such as offering water (paper cup).
● Be reassuring and point out choices, or ask for their recommendations.
● Accept criticism when complaint might be true in statements such as “You are probably right” or “It was my fault”
● Always be respectful by using “please”, “thank you”, “Mr.” or “MS” etc.
  ○ Use positive statements such as:
    ■ “I want to help you.”
“Please tell me more, so I understand how to better help you.”
“Let me call Mr. Smith, I know he would be able to help with this.”

Other Tips
- Watch for non-verbal clues or threats.
- Alert someone else as soon as possible; safety in numbers.
- Report all threatening behavior no matter how minor it may seem.
- Avoid physical confrontation at all costs!

**SCHOOL PROCEDURES**

These procedures are written in student language, to understand their expectations and what to do. They are for you to understand the expectations of the students and for you to teach these procedures to the students. If at any time you see a student not following the procedures please reteach the correct behavioral expectations.

**BUS LINE PROCEDURES**

**Respect Self & Others:**
Use polite language and respectful tone of voice/ Treat everyone with kindness and respect.
Respect all property by keeping your hands, feet and objects to yourself.
Overcome Problems: If you see another student not following the rules, ask them to please stop, or try the “Second Step” strategy; if need to, ask an adult for help.
Take responsibility for your actions.
Wash your hands often.

**Act Safely:**
Keep hands, feet, and objects to yourself.
Walk directly to your bus, if the bus driver is not on the bus, stand in a single file behind the yellow line in front of the bus door and remain in that spot.
Once on the bus, stay seated, then follow the bus rules and the directions of the bus driver or bus driver substitute.

**Be Responsible:**
Have bags packed, zipped, and on your back at all times in the bus line.
Keep your hands, feet, and objects to yourself.
Use polite language and respectful tone of voice.
Follow school rules even when an adult is not visible.
Maintain social distancing whenever possible.

**CAFETERIA PROCEDURES**

**Behavioral Expectations K-5**

**Respect Self & Others**
- Walk quietly into the cafeteria
- Listen to all cafeteria staff
- Use good manners: say please and thank you, chew with your mouth closed, and eat the food from your tray.
- Use indoor voices.

**Overcome Problems**
• If you see another student not following the rules, ask them to please stop or try “Second Step” strategy: if needed, ask an adult for help.
• Take responsibility for your actions.
• If you see a mess, help to clean it up or report it to an adult.

Act Safely
• Walk at all times
• Keep your hands to yourself.
• Hold the tray with both hands.
• Use the tray and utensils appropriately.

Be Responsible
• Leave toys, school supplies and other non-essential items in your classroom or at home.
• Sit at your assigned table.
• Raise your hand to leave the table for any reason.
• When you are finished eating, raise your hand to be dismissed by an adult.
• Clean your area and make sure your tray is cleared and stacked properly.
• All food and drink stay in the cafeteria.
• When dismissed, go directly outside and walk to the playground.

Demonstrate Integrity

Middle School

Language and Respect Yourself and Others
Use polite language and respectful tone of voice. Refrain from using profanity.
Treat everyone with respect and kindness.

Dress Professionally
Dress in a manner that is appropriate for school and with integrity.
Clothing should appropriately cover the body and not reveal undergarments, nor distract the learning of others.

Come prepared to class and on time
Be in your seat prior to the start of class.
Leave all personal items, including your phone in your locker.
Come prepared to participate in class for the entire period.
Take care of personal business during passing time.
Passes are required if outside of the class during scheduled class time.

Cell Phones
No cell phone use during the school day.
Emergencies with permission - use the classroom or office phone.

Computers
Academic use only.
Covers down when the teacher is speaking.
Only use your assigned computer.
Take care of your computer.
At the end of each day, return your computer to your assigned place and plug it in.

Respect the School
Clean up after yourself, keep your area clean.
Appropriately dispose of garbage and unwanted items.
Use quiet voices when inside.
Maintain personal space.
Respect all property by keeping your hands, feet & objects to yourself.
Hallway Procedures

Respect Self & Others
Line up quietly and in a single file.
Walk in halls keeping your hands and feet to yourself.
Walk quietly and use whisper voices so other students will not be disturbed in their classrooms or hallway groups.
Keep your hands to yourself. Avoid touching the walls and bulletin boards.

Overcome Problems
If you see another student not following the rules, ask them to please stop or try the “Second Step” strategy; if needed, as an adult for help.
Take responsibility for your actions.
If you see garbage, pick it up and throw it away.

Act Safely
Walk on the right side of the hallway.
Walk in a single file, facing forward.
Keep hands to your side and feet to yourself.

Be responsible
Walk straight to where you are going without making any detours.
Leave toys, school supplies, and other nonessential items in your classroom, locker, or at home.
Students are only allowed in the hallways before or after school with an adult or have a pass.

The lunchroom management and fellow students appreciate your cooperation in:
• Depositing all lunch litter in wastebaskets.
• Returning all trays and utensils to the dishwashing area.
• Leaving the table and floor around your place in a clean condition for others.

HIGH SCHOOL PROCEDURES

Professional Behaviors

Language and Respect Yourself and Others:
Use polite language and respectful tone of voice. Avoid using profanity.
Treat everyone with kindness and respect.
Wash your hands often.
Keep social distancing when possible.

Dress Professionally:
Dress in a manner that is appropriate for school and the workplace.
Clothing should appropriately cover the body and not reveal undergarments.
Take responsibility for your choice of clothing.
(See the Parent/Student handbook for further details)

Come Prepared to Class and on time:
Be in your seat prior to the start of the class.
Come to class with necessary materials for learning.
Come prepared to participate in class for the entire 60 minutes.
Take care of your personal business during passing time.
Passes are required if outside of the class during scheduled class time.
Cell Phones /Personal Electronic Devices:
No use of ALL Personal ELECTRONIC DEVICES during instructional time in the classroom and outside of the classroom unless with teacher permission and only for academic learning.
In an emergency, with teacher permission, you may use the teacher telephone or the office phone.

Computers:
Academic use only.
Covers down when the teacher is speaking.
Only use your assigned computer.
Take care of your computer.
Carry your computer with two hands or under your arm with both hands on the computer.
At the end of each day log off, return your computer in its proper place in the cart and plug it in with the correct cord.

Respect the School:
Clean up after yourself and keep your area clean.
Appropriately dispose of garbage and unwanted items.
Use quiet voices when indoors.
Maintain personal space.
Respect all property by keeping your hands, feet and objects to yourself.
Problem-Solving Steps

S - Say the problem without blame

T - Think of solutions, safe and respectful

E - Explore consequences, what could happen if...

P - Pick the best solution, make your plan
HONOR CODE – STAFF RESPONSIBILITIES

• Staff Member reteaches the unwanted behavior.
• Staff Member contacts parent/guardian via phone, email, or letter.
• Staff Member Documents with blue slip after the behavior expectations have been retaught, another form of discipline was used to support the student in meeting the behavior expectations.
• Staff member documents on a REFERRAL FORM providing ALL of the necessary information after the expectations have been retaught and another form of discipline was used to support the student in meeting the expectations.
• Staff member documents on a REFERRAL FORM providing ALL necessary information for exclusion from the classroom and sends the student to the Solution’s Room.
• Administration, using the Honor Code Guidelines and teacher recommendation, documents on yellow, or red slips and contacts parent/guardian.
• In the event an immediate exclusion needs to be given, call the Solution’s Room OR Dr. Hunt for notification that the student is being sent to the Solution’s room and/or office. Staff member then fills out a REFERRAL FORM providing ALL necessary information and sends it to the Solution’s Room/office as soon as possible.
### BLUE (Minor Violations)

- Classroom disruption/disorderly conduct (minor).
- Being out of class or in the parking lot without permission, leaving class without permission.
- Failing to have necessary materials for class.
- Failing to make safe choices.
- Failing to respect school and other's property (minor).
- Failing to follow directions on first request (minor).
- Failing to use quiet/appropriate behavior.
- School rule violations - littering, hallway disturbances, skateboards, scooters, computer misuse, etc.

**Corrective Actions**

**Case by Case basis with equity between like cases.**

**Parent notification**

- Lunch detention
- Parent meeting
- Behavior plan

### YELLOW - Moderate Violations - [5 days loss of privileges]

- Insubordination, defiance towards a staff member.
- Skipping class
- No show to detention
- Reckless driving/riding- including reckless driving and/or speeding on school grounds, riding on sidewalks, etc.

**Corrective Actions**

**Case by Case basis with equity between like cases.**

**Parent notification**

- Refusal to turn a cell phone over to a staff member when asked.
- Name calling, put-downs, verbal threats.
- Internet policy violations.
- Any Blue Slip infraction that is above a minor incident or a repeated offense.

### RED - Severe Violations

**Immediate Referral to Principal or designee [5 days loss of privileges]**

- Swearing or verbal assault directed at a staff member.
- Vulgar, disrespectful, or abusive language-verbal in writing, as gestures or on clothing.
- Refusal to turn a cell phone over to a staff member when asked and disrupting the learning environment and/or others.
- Harassment, intimidation, bullying, racial, gender slurs, verbal assault towards staff members and students.
- Cheating/plagiarism - Turning in work that is not your original, allowing other students to copy work.
- Arson
- Shooting threats or bomb threats

**Corrective Actions**

**Case by Case basis with equity between like cases.**

**Parent notification**

- Red Slip
- Parent notification
- Parent meeting
- Sheriff notified if warranted
- Alternative to Suspension activity
- Suspension/Expulsion
DISCIPLINE REFERRAL FORM

Student Name: ___________________________ Grade: _______ Date: ____________

Referring Staff: ________________________ Parent/Guardian contacted: ____________

Date: _______________ Time: _______________ by the following method(s):

☐ Phone __________________________ (please provide number)

☐ Left a message: ______________________

☐ Email _____________________________ (please include an email address and a copy of the email sent)

☐ Letter (please include a copy of the letter)

Reason for referral:
Please describe in detail the infraction, location, and any others involved in the problem behavior.

Expectations of behavior have been retaught by the following actions:

What other form of discipline was used to support the student in meeting the expectations of behavior?

Staff recommendation:

ADMINISTRATIVE decision/comments:
What to do if you receive an exposure notification or think you have been exposed to COVID-19

These recommendations are for K-12 schools, child care, and connected extracurricular activities.

Regardless of vaccination status, the following guidelines are recommended:

- Continue to attend school, child care, and activities.
- Monitor for symptoms for 10 days after exposure.
- Should test as soon as possible after exposure.
- Should wear a well-fitting mask for 10 days after exposure.

**Does the exposed person develop symptoms within 10 days of exposure?**

**YES**

- **Isolate at home and test for COVID-19**
  - They test **NEGATIVE** for COVID-19
    - Continue school, child care, and activities
      - They can return to school, child care, and activities after five days have passed since symptoms first appeared if:
        1. No fever within the past 24 hours (without medication) AND
        2. Symptoms have significantly improved
    - Return to school, child care, and activities
      - If symptoms persist, retest every 24–48 hours through at least five days after symptoms started.

- They test **POSITIVE** for COVID-19
  - Isolate at home
  - **They can return to school, child care, and activities**

**NO**

- **Continue school, child care, and activities**
  - They can continue to attend school, child care, and participate in all activities and:
    - Should wear a well-fitting mask around others who are at high risk for getting very sick with COVID-19 for 10 days after exposure.
    - Should test as soon as possible after exposure.

**Did the exposed person test for COVID-19?**

**YES**

- **They test POSITIVE for COVID-19**
  - Continue school, child care, and activities
    - They can continue to attend school, child care, and participate in all activities and:
      - Should wear a well-fitting mask around others who are at high risk for getting very sick with COVID-19 for 10 days after exposure.
      - Retesting is recommended every 24–48 hours for five days after exposure.
      - If symptoms develop, refer to page 1.

**NO**

- **They test NEGATIVE for COVID-19**
  - Return to school, child care, and activities
    - They can return to school, child care, and activities after five days have passed since symptoms first appeared if:
      1. No fever within the past 24 hours (without medication) AND
      2. Symptoms have significantly improved
    - Additionally, individuals should wear a mask when around others days 6–10.

*If you cannot wear a well-fitting mask: You should complete a full 10-day isolation at home. See the [K-12/child care guidance](#) for additional information.*
BEST mentors

Dr. Hunt (Principal)
Carrie Beardsley (2nd grade)
Terry Carlson (5th grade)
Karen Plum (K/1)
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Free/Reduced (to Tina)</th>
<th>Handbook Signature Page (to Cat)</th>
<th>Health Care plans (Michelle aka Nurse)</th>
<th>Internet Agreement (Jennifer)</th>
<th>Lap top check out (Jennifer)</th>
<th>Syllabus/class expectations (keep)</th>
<th>Other</th>
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Walkie Talkie Procedures
2022-2023

If the student is harming others or him/herself, or others are in immediate danger of the student, IMMEDIATELY call for backup.

If there is a call for help on the walkie talkie, the following team will come.

Team Leader - Dr. Hunt. If Dr. Hunt is gone, Don Baribault will be the team lead.

Middle School Team Members: Cindy Day, Dr. Hunt, Josiah Maier (if available), Jason Thompson, and any middle school teacher with no class.

Elementary School Team Members: Cindy Day, Dr. Hunt, any K-5 teacher that is in the vicinity, Mrs. Beardslee, Josiah Maier (if available).

High School Team Members: Cindy Day, Dr. Hunt, any Highschool teacher available.

If the student is harming others then evacuate the room. Evacuation goes to the connecting room. K-1 decide - 2nd or 3rd grade. 2nd grade will evacuate to K-1. 3rd grade to K-1. 4th grade to 5th grade. 5th grade to 4th grade. 7th grade to 8th grade. 8th grade to 7th grade. 6th grade to the Solutions Room.

Carry your Walkie Talkie with you throughout the day.

- Make sure it is turned on and turned to channel 22.
- Press the microphone button.
- State “I need help” and your location.
- Release the microphone button.
- If you are unable to get to your walkie talkie, get someone else to call.
- Those that are able will respond to your call with “Coming” or “On my Way”. You WILL GET HELP.
- Users in the immediate vicinity of that radio call should immediately take precautions to protect their students. Lock access doors after the class has evacuated to your room if you are the room to which students are evacuating to.
- Any student/charge not accounted for while evacuating should be reported via phone or text message to the principal (Dr. Hunt: 509-675-3663) or superintendent (Don Baribault: 509-675-8343).
- Users experiencing difficulties and/or confusion following an “I need help” call should text or phone call the principal or superintendent.
<table>
<thead>
<tr>
<th>Grade/Teacher</th>
<th>MAPs, Aimsweb</th>
<th>IAB</th>
<th>SBA</th>
<th>WCAS</th>
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Acknowledgement of Review of the Staff Handbook

Please take time to read the Staff Handbook. It contains important information for the staff. Please refer to the handbook if you have any questions regarding your role as a staff member of the Northport Schools.

Each year this handbook will be updated. If you are aware of any changes that should be made please email the principal.

I understand that the handbook and the topics it references apply to all staff at all times. I also understand that I am still responsible to read the Parent/Student Handbook, and it is my responsibility to go over the Parent/Student handbook with my class.

Signature _______________________________________________________________

Date Signed _______________________________

Thank You,
Dr. Catherine Hunt

Please put this page in the principal’s mailbox.